

Academic Honesty Policy



This Academic Honesty Policy will be reviewed periodically to ensure its relevance and effectiveness. Any necessary revisions will be made in consultation with relevant stakeholders.

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Introduction

The Falcon School is committed to fostering an environment that promotes academic honesty and ethical behaviour among students, teachers, and other staff. Upholding academic honesty is not only essential to ensure the credibility of the learning process but also to cultivate a culture of honesty, trust, and respect, in keeping with the principles of the International Baccalaureate and its Middle Years Programme (MYP).

Alignment of the Falcon School and IB Missions

The Falcon School and the International Baccalaureate aim to develop inquiring, knowledgeable, and principled young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Learner Profile

The IB learner profile is a set of attributes that the IB aspires to develop in students. These attributes are to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. This policy has special reference to the concept of being principled.

Policy Statement

The Falcon School firmly believes in the promotion of the IB learner profile attributes. As such, the following Academic Honesty Policy has been established to guide and support students, teachers, and others in maintaining high standards of honesty, trustworthiness, and fairness in all academic endeavours.

1. Purpose

The purpose of this Academic Honesty Policy is to foster a culture of honesty, responsibility, and ethical behaviour among students at the Falcon School.

Upholding academic honesty is essential to ensure that all students engage in a fair and ethical learning environment.

2. General Principles

2.1 Definitions of some key terms relevant to IB Academic Honesty:

Academic Misconduct	Academic misconduct is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages another student) in one or more assessment tasks.
Plagiarism	Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words or works of another person without proper, clear, and explicit acknowledgement.
Collusion	Collusion is defined by the IB as supporting malpractice by another student. Most often this occurs when one student allows their work to be copied or submitted for assessment by another. This also includes receiving help from family members. However, at times, collaboration between classmates is permitted, and even encouraged. At the Falcon School, teachers take steps to ensure that the difference between collaboration and collusion is made clear. In collaborative or group work situations, students must present work in their own words and acknowledge the work of others. Teachers are also encouraged to set up assignments so that roles and responsibilities are clearly defined for students to prevent collusion.
Intellectual property	Intellectual property refers to property which exists because of an individual's creativity. This includes music, literary/artistic works, symbols, logos, discoveries, and inventions. Intellectual property is a legal term which refers to creations of the mind for which exclusive rights are recognized.

Authentic authorship	Authentic authorship refers to the fact that a student's work must be based on their own, original ideas with the ideas and work of others fully acknowledged. At the Falcon School, students are encouraged and required to use the work of others to support their ideas and arguments. However, they are also required to ensure that proper credit and acknowledgement is given.
Duplication of work	This is defined as the presentation of the same work by the same student for different assessment components and/or school requirements when it is contrary to the regulations of either the school or the external body assessing the work. Examples of duplication are: Submission of an old task done by you or someone else; Using the same piece of work for two assessments.

2.2 Examples

Academic Misconduct	● Plagiarism is 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. ● Using and taking unauthorized material to an assessment, such as cheat sheets or using notes on devices. ● Use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials. ● Asking about and sharing questions and/or answers about quizzes and assessments. ● Sharing answers to assignments/homework without permission. ● Submitting the same work for more than one assignment without permission from the teachers.
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	• Allowing one's work to be copied or submitted for assessment by another student
Intellectual property	Intellectual property is defined as intangible property that is the result of creativity. This could be anyone's creations of the mind: inventions, artwork, and designs. Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.
Authentic authorship:	Authentic authorship refers to the person or persons truly responsible for the creation of a work. A source could be authored by an individual, or by an organization or publisher. By teaching academic honesty in the MYP program at ISI, students learn to acknowledge authentic authorship appropriately and cite their sources of information accordingly

2.3 Honesty and Responsibility:

Students are expected to complete all academic work with honesty and honesty. Plagiarism, cheating, and any form of dishonesty will not be tolerated.

2.4 Original Work:

All assignments, assessments, and projects must represent the original work of the student unless explicitly stated otherwise by the teacher.

2.5 Collaboration:

Collaboration on assignments is encouraged when permitted by the teacher. However, individual contributions must be clearly identified, and joint work should not compromise the individual assessment of each student. See notes on **Collusion**, above.

2.6 Distinction between Legitimate Collaboration & Unacceptable Collusion

As noted above, collaboration between students is permitted, and even encouraged. Falcon teachers ensure that the difference between collaboration and collusion is made clear. Collusion is defined as supporting academic misconduct by another

student, for example allowing one's work to be copied or submitted for assessment by another. In collaborative or group work situations, students must present work in their own words and acknowledge the work of others. Teachers also aim to set up assignments so that roles and responsibilities are clearly defined for students to prevent collusion.

In the MYP, legitimate collaboration involves working with others to discuss ideas, share resources, and engage in group activities while ensuring each student's individual work reflects their own understanding and effort. This can include brainstorming together or seeking feedback on work. However, unacceptable collusion occurs when students work together in ways that lead to copying or the submission of identical or overly similar work, undermining the honesty of individual assessments. While students' collaboration is an essential part of MYP work, it is crucial that they produce their own independent work and must never share final answers or solutions.

3. Referencing and Citation (See Appendix 1)

3.1 APA Style:

Students are required to use the American Psychological Association (APA) style for all written assignments and research papers. Proper citation and referencing of sources must be adhered to, including in-text citations and a comprehensive bibliography or works cited page.

3.2 Avoiding Plagiarism:

Plagiarism, whether intentional or unintentional, is a serious violation of academic honesty. Students must provide proper attribution for any information, ideas, or phrases obtained from external sources.

3.3 Citation Guidelines:

Students must follow APA guidelines for citing various sources, including books, articles, websites, and multimedia materials. See below for resources and guidance on how to correctly format citations.

4. Use of Artificial Intelligence (AI)

4.1 AI Assistance:

The use of AI tools to aid in academic work is permitted, provided that students clearly indicate when such tools have been utilized. Students should not use AI to produce work that goes beyond their own understanding or abilities.

4.2 Collaboration with AI:

While students may seek assistance from AI tools, the final product must be their own work. Collaboration with AI should enhance understanding and skills rather than replace the student's intellectual contribution.

4.3 Academic Honesty with AI:

Students are expected to uphold the same standards of academic honesty when using AI as they would with any other resource. Plagiarism of AI-generated content is strictly prohibited.

5. Monitoring Process

Falcon School teachers use a range of strategies to detect academic dishonesty. Teacher judgment, since teachers monitor the production of classwork and homework regularly, is usually the first step to detecting plagiarism, although it is possible that plagiarism is brought to a teacher's attention by other means, such as an alert from another student. When academic dishonesty is suspected, teachers canvass other colleagues' opinion about the work, and then employ software (eg TurnItIn) or online tools, such as Grammarly, to verify student work.

6. Consequences for Violations

Violations of academic honesty, including plagiarism, cheating, and misuse of AI, may result in consequences such as a grade reduction, redoing an assignment, parental notification, or referral to a member of the Senior Leadership Team. Repeated offences may lead to more severe consequences, including academic probation or disciplinary action.

Specifically,

First Offence

- The subject teacher will discuss misconduct with the student and give a warning. Opportunities are given to learn from their mistakes and clarify understanding of that mistake and how to avoid it in the future.
- Students will be given a chance to submit the assessment, do it at a later time or will be given an alternative assessment.

Repeated Offences

- Parents will be contacted via email by the teacher when academic misconduct occurs, making the parents aware of what students need to do to correct the academic misconduct.
- A meeting to discuss the importance of academic honesty and the consequences of repeated academic misconduct will be held to ensure all are fully aware of

impending consequences. The following parties will attend: the student, the student's parents/guardians, the subject teacher, and a member of the Senior Leadership Team.

- Depending on the type of breach, a student may get a chance to redo part of the assessment or do an alternative assessment, although the final grade may well be reduced.

8. Education and Support

The school is committed to educating students on the importance of academic honesty. Teachers will provide resources, and tutorials on proper citation, avoiding plagiarism, and responsible use of AI to support students in maintaining high ethical standards.

9. Rights and Responsibilities

9.1 MYP Teaching Team

The MYP team maintains a safe learning environment, fostering a fair and consistent system to nurture students' sense of inquiry.

Rights

In order to embed academic honesty in school, the team

- is involved in developing the school's Academic Honesty Policy
- receives all information related to academic honesty
- receives support and the resources to implement the academic honesty
- receives professional development on academic honesty.
- receives appropriate IB professional development
- receives support from the IB community

Responsibilities

The team is expected to:

- communicate expectations and educating students and staff on good practices to take ownership of and responsibility for the learning process
- create a system to closely monitor and investigate any breaches of academic honesty, and to promptly address any problems that may arise
- provide regular, appropriate professional development for all teachers, including guidance on teaching the research process in class, and promoting good academic honesty practices
- ensure that all members of the school community are responsible for upholding the principle of academic honesty in all interactions
- introduce to the programme through a series of introductory sessions and activities to new MYP teachers and students to establish understanding and communicate expectations regarding the research process as well as academic honesty across all disciplines and MYP projects

- create a unified research process with a clear progression that helps students and teachers understand how to navigate through sources, document their findings in an academic context and appreciate the way information is shared and constructed
- design a curriculum, in coordination with the librarians and teachers, to educate students about good academic honesty practices
- ensure that the Academic Honesty Policy is shared with and implemented by the entire school community
- provide guidance on academic honesty checking programs and tools (eg Grammarly or similar) to facilitate checking the academic honesty of submitted student tasks

9.2 MYP Discipline Team

The MYP Discipline Team tracks academic and behavioural progress. Concerns are recorded in the Schoolbase Day Book, reviewed, and when appropriate acted upon.

Responsibilities

The team is expected to:

- monitor and record breaches of academic honesty in accordance with the Academic Honesty Policy
- maintain a record of each individual case to ensure consistency and fairness
- ensure each student receives fair treatment when incidents of academic misconduct are under investigation
- work with the MYP coordinator to develop an action plan in response to any breach
- inform parents or guardians when a student is being investigated and communicate decided consequences and action plans
- implement the consequences of each case in accordance with the Academic Honesty Policy

9.3 MYP Students

Rights

Students have the right to:

- fair and unbiased treatment
- receive guidance on what is meant by Academic Honesty
- learn from mistakes

Responsibilities

The IB has published documentation of MYP Students' Responsibilities. See *IBO Document on Students' Responsibilities (IBO, 2023)*

In addition, at the Falcon School, all students are expected to:

- be principled

- embrace an ethos where Academic Honesty is upheld
- acknowledge all sources used in producing a piece of work
- encourage others to embrace an ethos of Academic Honesty

Appendix 1

Resources and Guidance: APA Style Citation

1. APA Style Manual: Refer to the official American Psychological Association (APA) Publication Manual (7th edition) as the primary source for comprehensive guidelines on APA style. This manual provides detailed instructions on formatting, citation rules, and examples for various types of sources.

2. Online Writing Resources: Utilize online writing resources provided by reputable sources. Websites like Purdue Online Writing Lab (OWL) and the APA Style Blog offer guidance on APA formatting, citation rules, and common citation issues.

3. Citation Generators: APA citation generators automate the citation process. <https://www.mybib.com/> and other tools such as Zotero, EndNote, and Citation Machine assist in creating accurate and properly formatted citations. However, always double-check the generated citations for accuracy.

4. Classroom Instruction: APA citation is taught in relevant courses, especially those with a focus on research and writing. Students practise and receive feedback on their citation skills.

5. Peer Review and Collaboration: Peer review and collaboration on citation practices promote a communal understanding of APA style within the student body.

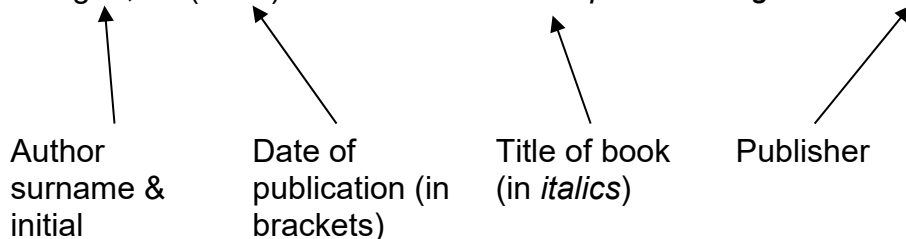
Examples of the use of APA style:

- Book: Author, A. A. (Year). *Title of work: Capital letter also for subtitle*. Publisher.
- Journal Article: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of the article. *Title of the Journal*, volume number(issue number), page range. DOI
- Website: Author, A. A. (Year). Title of the webpage. *Name of the website*. URL

Bibliography (at the end of the assignment)

BOOK

Mangan, M. (2014). *A Preface to Shakespeare's Tragedies*. Routledge.



In-text citations (in the text of the assignment):

Mangan (2014) views Iago's motivation as a combination of different factors ...
Iago's motivation is a combination of factors (Mangan, 2014)...
Iago is not driven by one motivation, but by "too many" (Mangan, 2014, p152)

APA Style Quick Guide

1. General Formatting Guidelines:

- Use 12-point Times New Roman font.
- Double-space the entire paper, including the title page, abstract, and references.
- Set 1-inch margins on all sides of the page.
- Include a page header (running head) on each page, aligned to the left, with the title in all caps and the page number to the right.

2. Title Page:

- Include the title of the paper, your name, and the institutional affiliation.
- Place the title in the center of the page, using title case (capitalize major words).
- Do not exceed 12 words for the title.
- Include a running head (abbreviated title) in the header.

3. Abstract:

- Begin on a new page after the title page.
- Include a brief summary of your paper (150-250 words).
- Use a clear and concise writing style.
- Do not indent the first line of the abstract.

4. In-Text Citations:

- Include the author's last name and the publication year for all in-text citations.
- Use "et al." for three or more authors.
- For direct quotes, include the page number (p. xx).
- Use "and" when citing multiple authors within the parentheses; use "&" outside parentheses.

5. References:

- Alphabetize the reference list by the author's last name.
- Italicize the titles of books and journals.
- Use hanging indents for all lines after the first in each reference entry.
- Include the DOI for electronic sources when available.

Examples:

- Book: Author, A. A. (Year). *Title of work: Capital letter also for subtitle*. Publisher.
- Journal Article: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of the article. *Title of the Journal, volume number*(issue number), page range. DOI
- Website: Author, A. A. (Year). Title of the webpage. *Name of the website*. URL

6. Tables and Figures:

- Number tables and figures sequentially.
- Include a title above the table or figure.
- Provide a source note below the table or figure if applicable.

7. Additional Resources:

- Consult the APA Publication Manual (7th edition) for detailed guidelines.
- Use online resources like the Purdue OWL (owl.purdue.edu) and the APA Style Blog (apastyle.apa.org/blog) for clarification.

8. Referencing AI input

- In the Bibliography:
- OpenAI. (2024) *ChatGPT* (Aug 19 version) [Large language model]
<https://chat.openai.com/chat>
- Appendix – include, as an appendix, the portion of text produced by the AI on which the final work is based
- Note: AI will respond differently each time a prompt is submitted

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