



Academic Honesty Policy

Whole School



DATE	December 2022
REVIEW DATE	December 2024
Owner	Director
Version Number:	Ver06
Working Date:	
Legal Sign-off by:	
Legal Sign-off date:	
Type of Policy:	Board
Authorised by Exec:	07/12/2022
Authorised by Board:	
Effective date of Policy:	
Circulation:	Internal

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1 RATIONALE

- 1.1 As part of the wider principles and practices of Information Literacy at JESS and following guidance from the IB publication '[Academic Integrity](#)' (published August 2014, updated November 2016 and October 2019), JESS has developed an Academic Honesty policy in order to encourage our students to be:
- 1.1.1 Inquirers – who acquire the skills necessary to conduct inquiry and research;
 - 1.1.2 Knowledgeable – who explore concepts, ideas and issues;
 - 1.1.3 Principled – who act with integrity and honesty, take responsibility for their own actions;
 - 1.1.4 Open-minded – who are accustomed to seeking out and evaluating a range of points of view;
 - 1.1.5 Risk Takers – who are brave and articulate their understanding when expressing/defending their beliefs.

2 PURPOSES

- 2.1 By fostering and supporting these qualities in our teaching and learning at JESS it will help establish the required skills and behaviour for students to understand the meaning of, and to become, 'academically honest'. Good practice is expected to be introduced, modelled and used throughout the whole school, by staff and students alike. These practices will also be clearly articulated at Key Stage 3 and 4 through Information Literacy and PSHE sessions. For our Sixth Form students, all aspects of this policy are covered via the Sixth Form Student Handbook alongside a comprehensive induction week programme run by the Head of Sixth Form and IB/BTEC Coordinator(s) at the beginning of Year 12.

3 PRINCIPLES

- 3.1 At JESS we place a high value on honesty and this extends to all work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.
- 3.2 In KS4 & 5, this will be re-enforced through an 'Honesty Code' agreement which all students and parents will have to sign to show that they are aware of it as it has a direct impact on formal assessments and the subsequent award of any qualifications (GCSEs, IB Diplomas etc).

4 EXPECTATIONS

4.1 Key Stage 3

4.1.1 The academically honest student:

Does:

- a) Acknowledge help from parents, other students and friends;
- b) Acknowledge the source of work used in any assessment (including homework);
- c) Acknowledge information taken from books, CD-ROMs, DVDs and the internet;
- d) Acknowledge reference materials in a bibliography;
- e) Accurately transcribes results from experiments, surveys and reflection tasks;
- f) Follows all examination rules.

Does Not:

- a) Use notes during a test unless allowed to by a teacher;
- b) Copy from another pupil during a test;
- c) Copy homework from another student;
- d) Hand in work as his/her own that has been plagiarised (copied);
- e) Do homework for another student;
- f) Give another student their homework to copy;

- g) Purchase or use assessment material from external providers and pass it off as their own;
- h) Utilise software or AI powered tools (online or other) to generate work which they subsequently pass off as their own;
- i) Duplicate assessment material (i.e. hand in one piece of work for multiple assessments);
- j) Fabricate data.

4.1.2 In order to help students' understanding of Academic Honesty they will all receive Information Literacy sessions during Year 7, either during Tutor Time or as part of a wider PSHE session. These skills will also be expected to be evident in the wider teaching and learning throughout JESS.

4.1.3 Students will be taught to:

- a) Recognise and identify academic malpractice (dishonesty);
- b) Use the Library and the Internet;
- c) Paraphrase and adapt source material;
- d) Acknowledge sources informally in writing and speech;
- e) Acknowledge information derived from electronic sources;
- f) Correctly use direct quotations and citations;
- g) Write a bibliography;
- h) Understand the consequences of not being 'Academically Honest'.

4.2 **Key Stage 4:**

4.2.1 The academically honest student:

Does:

- a) Keep and maintain accurate, personal course notes;
- b) Understands and abides by the school's rules concerning Academic Honesty;
- c) Acknowledge, in a specific manner, help from another person;
- d) Ask or be aware beforehand what kind of external help is permissible;

- e) Accurately transcribes results from experiments, surveys and reflection tasks;
- f) Acknowledge, using the Harvard APA system, information taken from books, magazines, CD-ROMs, DVDs, the internet etc.;
- g) Follow all examination rules.

Does Not:

- a) Copy the work of another student;
- b) Give another student their work to copy;
- c) Do the homework of another student;
- d) Submit work done by another student, parent, friend or by another author as their own;
- e) Use notes during a test unless allowed to by the teacher or the examination rules;
- f) Utilise software or AI powered tools (online or other) to generate work which they subsequently pass off as their own;
- g) Fabricate data;
- h) Purchase or use assessment material from external providers and pass it off as their own;
- i) Duplicate assessment material (hands in one piece of work for multiple assessments).

4.2.2 In order to further develop students' understanding of Academic Honesty they will all receive Information Literacy sessions during Year 10, run through the LRC and English. This can also form the basis of Tutor time or as part of a wider PSHE session. These skills will also be expected to be evident in the wider teaching and learning throughout JESS.

4.2.3 Students will be taught to:

- a) Acknowledge direct quotation(s) with an in-text citation;
- b) Paraphrase;
- c) Acknowledge paraphrasing and the use of in-text citations;
- d) Consider reference materials for bias and reliability;

- e) Evaluate sources, text and internet sites;
- f) Use translated material appropriately;
- g) Formally acknowledge source material.

4.3 **Sixth Form Students:**

4.3.1 The academically honest student:

Does:

- a) Document source material using an appropriate referencing style (e.g. APA);
- b) Use direct quotations appropriately;
- c) Understand the concept and consequences of plagiarism;
- d) Acknowledges explicitly and appropriately all external help;
- e) Follow all examination rules;
- f) Accurately transcribes results from experiments, surveys and reflection tasks;
- g) Acknowledge reference materials in a bibliography;
- h) Factually and accurately provide evidence for all tasks, assignments, CAS experiences and the like

Does not:

- a) Copy the internal assessment work of other students (current and previous Sixth Form students);
- b) Give another student their work to copy (collusion);
- c) Do homework for another student;
- d) Purchase and/or download pieces written by someone else and submit them as their own work;
- e) Utilise software or AI powered tools (online or other) to generate work which they subsequently pass off as their own;
- f) Use notes during a test unless allowed by the teacher or permitted by the examination rules;

- g) Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or the examination rules;
- h) Duplicate assessment material (i.e. hand in one piece of work for multiple assessments);
- i) Fabricate data in any of their assessments, experiments or CAS/C&S/Work Placement activities.
- l) use work produced by a tutor, sibling, parent or any other person/institution and pass it off as their own.

4.3.2 In order to further develop students' understanding of Academic Honesty they will all receive Information Literacy sessions during the Sixth Form Induction Week and Extended Essay sessions. In addition, IB and BTEC students will receive training in terms of identifying lapses in academic honesty during specially designed induction sessions and be provided with tools and skills training to help them avoid such lapses. Sixth Form Tutors and Extended Essay supervisors will also be expected to help develop students' understanding of Academic Honesty and to direct students as and where appropriate. Academic Honesty can also form the basis of Tutor time or as part of a wider PSHE session. These skills will also be expected to be evident in the wider teaching and learning throughout JESS.

4.3.3 Students will be taught:

- a) The rules for acknowledging source material using an appropriate referencing style (e.g. APA);
- b) Research writing techniques;
- c) Data gathering techniques;
- d) The planning, preparation and execution of research writing assignments;
- e) Considering bias and reliability in reference material.

4.4 **Teachers at JESS should:**

- 4.4.1 Model the principles of Academic Honesty in all of their own work;
- 4.4.2 Explicitly teach to the principles of Information Literacy, in particular Academic Honesty;
- 4.4.3 Be aware and administer sanctions for students who break the 'Honesty Code' (See 'Consequences' below).

4.5 **Pastoral tutors at JESS should:**

- 4.5.1 Help deliver Information Literacy through specified PSHE sessions;
- 4.5.2 Make students aware of sanctions regarding Academic Honesty;
- 4.5.3 Check that the 'Honesty Code' in planners has been signed by students and parents;
- 4.5.4 Liaise with parents, pupils and staff over cases of academic dishonesty;
- 4.5.5 Report any concerns raised by teaching staff to the Head of Year/Head of IB Programmes and address these with the student.

4.6 **Parents of students at JESS should:**

- 4.6.1 Support the school and students in the development and fostering of information Literacy at JESS;
- 4.6.2 Understand the consequences for students who break the 'Honesty Code' at JESS.

4.7 **JESS school should:**

- 4.7.1 Develop an 'Honesty Code' which acts as a contract for all students and parents at JESS;
- 4.7.2 Make sure that students, parents and staff are aware of the consequences for the breaking of the 'Honesty Code' at JESS;
- 4.7.3 Make use of Microsoft Teams pages and Managebac to store information of effective research, referencing, an Honesty Code/Contract, the consequences for breaking the Honesty Code;
- 4.7.4 Form policy as to how to deal with instances of academic malpractice at KS3/KS4/KS5;
- 4.7.5 Maintain its 'TURNITIN' software license to check for plagiarism;
- 4.7.6 Provide INSET for the use of 'TURNITIN'.

5 **CONSEQUENCES**

5.1 **Key Stage 3 (Years 7-8):**

- 5.1.1 In an instance where work that is deemed to be academically dishonest it will not receive a mark. The member of staff will instead highlight the area where the student has plagiarised and discuss this with the student. There will however

be more grey areas at Key Stage 3, due to the immaturity of the students, so caution will need to be exercised.

- a) If the case of academic dishonesty is a basic error or misunderstanding of what is required e.g. failing to reference material properly, students will be required to reflect upon their error and correct their work themselves. This can then be marked and reported upon according to departmental policy.
- b) If it is a more serious breach of the 'Honesty Code' e.g. copying other student's work or downloading work and presenting it as their own, students will receive a zero for their work followed by a reflective session where they are expected to recognise the issue and commit to better academic practices in future work.

5.1.2 In such instances where students have deliberately sought to pass other peoples' work off as their own, they will be reported to the Head of Year and a letter sent home outlining the incident. Parents will also be offered the opportunity to review their son/daughter's work in light of school policy and to look at practical solutions to prevent their son/daughter receiving a 'zero' mark again.

5.1.3 If there is a repeat occurrence of academic dishonesty (a second occurrence) then a zero mark is awarded and an after school reflective session takes place with the Head of Year/Deputy Head KS3.

5.1.4 In the event that a student is persistently academically dishonest the matter is referred to the Head of Secondary. Such students could put their place at JESS at risk.

5.2 **Key Stage 4 (Years 9-11):**

5.2.1 In the first instance, work that is deemed to be academically dishonest will receive a zero as a grade. Teachers however may still give back oral feedback to the student regarding their work. Given the nature of the GCSE/IGCSE a 'zero' is likely to have a detrimental effect on their grades. In this instance, this will be reported to the Head of Year and the Deputy Head (KS4). Upon notification of academic dishonesty the Head of Year will send a letter home to parents outlining the incident and how it has been dealt with. Parents will also be offered the opportunity to review their child's work in light of school policy and to look at practical solutions to prevent their child receiving a 'zero' mark again. A copy of the letter will be forwarded to the Deputy Head (KS4) and will be held on the student's record for reference.

5.2.2 In the event that there is a second instance of academic dishonesty, again the piece will receive no marks. In addition to this, parents will be asked to attend an interview with the Head of Year and the Deputy Head (KS4), alongside the

student themselves. The meeting will try to discern whether there was a clear attempt by the student to deceive the subject teacher and/or the examiner. Based on the results of this meeting, a number of sanctions may be employed from keeping the work at 'zero' and refreshing the student's knowledge of the rules governing Academic Honesty and placing the student on report, to recommending that the student be withdrawn from that particular GCSE subject.

5.2.3 If it was not possible to discern whether a student knowingly committed academic dishonesty in coursework, the school may still send the piece of work but inform the exam board of their suspicions.

5.2.4 Any further instances of academic dishonesty will put the student's place at JESS at risk and result in the school writing to the relevant exam boards regarding the student's behaviour.

5.3 **Key Stage 5 (Sixth Form - IB Diploma, Diploma Courses, and BTEC):**

5.3.1 In the first instance, work that is deemed to have committed academic malpractice will receive a zero grade. Teachers however may still provide oral feedback to the student regarding their work. Given the nature of the Diploma Programme, and BTEC a 'zero' is likely to have a detrimental effect on their overall grades and programme as a whole. As a result, all lapses in terms of academic honesty will be reported to the IB/BTEC Coordinator(s), Head of Year and Deputy Head (KS5). Upon notification of the particulars of academic dishonesty the IB /BTEC Coordinator(s) will send a letter home to parents outlining the incident and how it has been dealt with. Parents will also be offered the opportunity to review their child's work in light of school policy and to look at practical solutions to prevent their child receiving a 'zero' mark again. A copy of the letter will be forwarded to the Head of School and will be held on the student's record for reference. An after school reflection session will also follow where the student will be able to acknowledge the issue, demonstrate understanding of why it is a problem and have a plan in place to avoid future occurrences.

5.3.2 In the event that there is a second instance of academic dishonesty, again the piece will receive no marks. In addition to this, parents will be asked to attend an meeting with the Head of Sixth Form, IB/BTEC Coordinator(s), and the student themselves. The meeting will try to discern whether there was a clear attempt by the student to deceive the subject teacher/examiner. Based on the results of this meeting, a number of sanctions may be employed from keeping the work at 'zero' and refreshing the student's knowledge of Academic Honesty to placing the student on report, to recommending that the student be withdrawn from that particular subject area and consequently not be put forward as a full Diploma Programme student or appropriate BTEC Level.

5.3.3 Any further instances of academic dishonesty will put at risk the student's place in the specific subject/qualification and thus at JESS overall.

6 REVIEW PROCESS

- 6.1 JESS' Academic Honesty Policy is drafted and reviewed bi-annually by the Senior Leadership Team in consultation with the IB Diploma Coordinator, Heads of Year, Heads of Department and Head of Learning Support.
- 6.2 The aim of this group is to reflect upon existing practices within the school and ensure they align with those from Examination Bodies and the International Baccalaureate Organisation (IBO).
- 6.3 Part of this group's responsibilities also includes deciding upon the procedures to be followed if students' work is deemed to have violated the rules of academic honesty while also providing recommendations for future action planning.
- 6.4 These recommendations are then addressed by the school's management and governing body before appropriate actions are implemented.

Parts of this document are a modification of several policies used by schools around the world. At this time we cannot identify the exact sources concerned.