



## Academic Integrity Policy (MYP)

Tonbridge Grammar School supports and promotes the principles of properly conducted academic research and respects integrity in all forms of assessment.

As an IB World School, Tonbridge Grammar School:

- Acknowledges the International Baccalaureate Organisation's promotion of ethical behaviour as an essential part of the IB Diploma Programme in conducting academic research and the submission of authentic work;
- Values the concept of intellectual property and the need to hold students accountable for the ethical use of the ideas and words of others.
- These principles hold true for all forms of extended study whether completed for the IB Diploma, GCSE or MYP experiences.
- Tonbridge Grammar School believes that through proactive teaching and learning and consistent and persistent practices any behaviour which may lead to malpractice will be identified early and rectified before an incident occurs. Any form of academic misconduct is not tolerated. Students are constantly encouraged through their lessons, and through study skills sessions run during Tutor time, to develop the self-management, social, communication and thinking and research skills that engender correct and proper practice in their use of resources, the submission of their own work for assessment and their conduct throughout the examinations.
- The Academic Integrity Policy has been developed in accordance with the IB MYP Programme general regulations. This policy explains the School's expectations for honest academic practice on the part of students. It sets out the responsibilities of Tonbridge Grammar School staff in developing and promoting academic integrity and penalising plagiarism and other forms of academic dishonesty.

### Roles and Responsibilities:

#### The Head Teacher

- To ensure an Academic Integrity Policy consistent with IB MYP regulation is in place;
- To ensure systems are in place so that all staff, students and parents understand the Academic Integrity Policy;
- To ensure any incidents of academic misconduct are addressed in accordance with the principles and practice of the Academic Integrity Policy.

### Strategy Group plus MYP Coordinator

- Establish a school culture that actively encourages and values academic integrity.
- Ensure that the school community understands what constitutes academic integrity and an authentic piece of work.
- Communicate clearly what academic misconduct is and ensure that students and parents are aware of what the consequences of such behaviour will be.
- To ensure the School's Academic Integrity Policy is aligned with IB expectations and undergoes periodic review.

### The Librarian

- To assist students in developing familiarity with the research process including the fundamentals of academic integrity.
- To provide advice and guidance to students on the conventions of academic research.
- To support the MYP Coordinator in the planning and delivery of Research Skills to students in years 7-9 so that their skills and understanding of what it means to have Academic Integrity improve over time.

### Subject Leader

- Ensure the principles and practice of the Academic Integrity Policy are understood and applied across their subject team;
- In the case that a student submits work for assessment that is not their own authentic work, or is suspected not to be their own work, to deal with such incidents of academic misconduct in accordance with Policy

### Teachers

- Accept and abide by the Tonbridge Grammar School's Academic Integrity Policy (MYP), promoting the shared benefits of properly conducted academic research and modelling the attributes of the IB Learner Profile.
- Make the ATL skills relating to academic integrity an explicit focus for teaching and learning and provide students with clear guidelines on academic writing and referencing styles required in each subject.
- Confirm, to the best of their knowledge, all students' work accepted or submitted for assessment is the authentic work of the student.
- Report suspected incidents of academic misconduct to the Subject Leader to deal with in accordance with policy.

### Students

- Practice the attributes of the IB Learner Profile
- Ensure they understand the meaning and importance of Academic Integrity
- Take responsibility for ensuring that all work produced for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using an appropriate referencing system (for example the Harvard referencing system).
- Develop study behaviours that support academic integrity.
- When engaged in group work, reflect on their own individual learning and respect and cite the work of others.
- Students must acknowledge:
  - All ideas and work of other persons, including material produced by Artificial Intelligence.

- Rendition of another person's words presented in a new style
- Sources of all photographs, maps, illustrations, computer programs, data, graphs,
- Verbatim (word for word) quotes.
- Works of art including music, film, dance, theatre arts, visual arts.

### **Parents and Carers**

- Understand and support the School's Academic Integrity policies.
- Help support and encourage students in being principled.
- Encourage students to ask teachers for advice if they have any queries or difficulties with their work.

### **Access and Inclusion**

The School supports and upholds the IB principles that all students shall be treated equitably with respect to the educational provision of the School. The School does not promote additional tutoring or revision services for students which could constitute an unfair and inequitable allocation of resources either within or outside School delivery of the curriculum, or could provide advantage to a number of students in the completion of assignments.

In accordance with the School's Access and Inclusion Policy additional support may be offered to students with identified additional needs. In cases where educational provision for a student is compromised because of clearly identified and documented needs (Pupil Premium, SEND), additional services may be recommended, sought or provided by the School to support the identified need and close the gap in provision for that student. On such occasions and to ensure equity of access, the School will ensure that any such provision is consistent with the requirements for special access and inclusion.

### **Identifying Academic Misconduct and Applying Appropriate Consequences**

Staff will identify and address academic misconduct (defined in Appendix 1) to ensure fairness in assessment for all students.

Staff will recognise different levels of misconduct (intentional/unintentional) and ensure that the response is proportionate to this (see Appendix 2 and Behaviour Policy).

In dealing with any issues regarding academic integrity, the intention will always be to bring about a behavioural change in the student and to reinforce the core values of being a principled learner.

## Appendix 1

### Key definitions:

#### Academic Integrity

Academic integrity is the recognition that people construct knowledge together and requires each individual to reflect on the role they and others have played in building this understanding. Students should be able to:

- make their thoughts and their learning explicit
- show how they have developed their ideas
- demonstrate the views they have followed or rejected

#### Authenticity

Students should always strive to produce authentic pieces of work. An authentic piece of work as defined by the IBO (2014) is one that is 'based on the student's individual and original ideas, with the ideas and work of others fully acknowledged.' (p. 76)

#### Intellectual Property

This term describes an individual's, group's or organisation's ownership of ideas, inventions, literary or artistic works, images, designs etc. While the concept itself can be quite a sophisticated one, MYP students should at least be aware that 'forms of intellectual and creative expression (for example works of literature, art or music) must be respected and are normally protected by law.' (IBO, 2014)

#### Academic Misconduct

The IBO (2014) defines academic misconduct as 'behaviour that results in, or may result in, the students or any other student gaining an unfair advantage in one or more assessment component. Academic misconduct includes:

- **plagiarism**—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. This includes presenting material generated by Artificial Intelligence (eg CHAT GPT), as one's own.
- **collusion**—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work**—the presentation of the same work for different assessment components
- **other misconduct** - any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).' (p. 94)

#### The difference between collusion and collaboration

Collaboration is an important part of the learning process and can be 'loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one's work to be copied or submitted for assessment by another. Collusion occurs when a student uses fellow learners as an unattributed source.' (IBO, 2014)

## Appendix 2

### Procedure for dealing with the misconduct

Level of Concern	Behaviour	Response
Low	Examples of technical plagiarism where there is no perceived intent to deceive or gain an academic advantage (e.g. forgetting to acknowledge sources used)	<ul style="list-style-type: none"> <li>• Omission discussed with student</li> <li>• Student set an appropriate target regarding academic integrity</li> </ul>
Moderate	Repeated incidents of technical plagiarism without intent to gain an academic advantage.	<ul style="list-style-type: none"> <li>• Teacher to speak to student</li> <li>• Incident noted in student planner</li> <li>• Work resubmitted with sources properly referenced</li> </ul>
High	Plagiarism or collusion - with perceived intent to gain academic advantage (see school behaviour grids - level 2)	<ul style="list-style-type: none"> <li>• Letter/phone call home</li> <li>• Detention with Subject Leader</li> <li>• Targets set for improvement</li> <li>• Student Support Coordinator informed and note added to student file</li> <li>• Work completed again following principles of academic integrity</li> </ul>

## Appendix 3

### Referencing information at Tonbridge Grammar School

There are many different referencing systems that can be used by students, but the expectation at TGS is that MYP students will use the Harvard referencing system unless specifically instructed otherwise by their subject teachers. By the end of Year 9 students should be confident in using full bibliographic references for all sources used (e.g. print, internet, pictures, video) as well as been introduced to the conventions of footnotes and in-text citation. Examples of how to cite and reference are provided to students in the school planner and taught in lessons.

### Sample examples of how to reference sources in a bibliography:

#### Books

Author/editor's surname, Initial. (year of publication) *Title*. Place of publication: Name of Publisher.

Bailey, R. (2003) *Developing the Perfect Photograph*. Cambridge: Cambridge University Press.

#### Article in printed periodical or journal

Author's surname, Initial. (year of publication) 'Title of article' *Title of Journal*, volume number (part number/month/season) page numbers

Price, H. (2008) 'The Art of Persuasion,' *Journalism Today*, 12 (2), pp. 11-15.

#### Web Pages

Author's last name, Initial./ name of organization (year published/last updated) *Title of site*. Available at: URL (Accessed: date)

The Legal Executive (2009) *Workers' Rights: A reassessment*. [Online]. Available at: <http://www.lse.gov.uk/workers/> (Accessed: 17 March 2017).

For web pages where there is no author or organization, use the title of the site and put it in *italics*, as in the following example:

*Revising for Success!* (2016) Available at: <http://www.spoof.url.com> (Accessed: 10 January 2017).

#### Newspapers articles: with author

Author's surname, Initial. (year) 'Title of article', *Name of Newspaper* (regional edn. – if applicable), day and month, page number.

Smith, J. (2017) 'Time for shorter working days?', *The Guardian*, 3 March, p. 12.

**Newspaper articles: with no author**

*Title of Newspaper* (capital letters for each word except 'and' 'of' and so on) (year) 'Title of article', day and month, page number.

*The Times* (2009) 'A new politics?', 5 March, p. 11.

**Acknowledgements**

The following documents were consulted in the process of developing this policy:

IBO (2019) *Academic Integrity Policy (updated March 2023)*. Cardiff: International Baccalaureate Organisation.

IBO. (2014). *MYP: From Principles to Practice*. Cardiff: International Baccalaureate Organisation.

IBO. (2015) *Academic Honesty in the Middle Years Programme*. Cardiff. International Baccalaureate Organisation.

SIS. (2011). Academic Honesty Policy. Skagerak International School.

TIS. (2015). Academic Honesty Policy. Trondheim International School.