

BRYANSTON

ACADEMIC HONESTY POLICY

Presenting pupils with the requirement to take responsibility for their own academic development is embedded in the academic philosophy that underpins the modified Dalton system at Bryanston. Subject teachers, tutors and other pastoral staff have a responsibility to instill appropriate attitudes. Understanding the difference between honest and dishonest work practices is therefore a key element.

In the original Dalton Plan, considerable emphasis was placed on learning through self-directed activity, or project work. In more recent times, with coursework in GCSE, A level and the IB Diploma, the advantages of a system of work which specifically sets out to train pupils to organise time, undertake research and produce tailored reports are particularly significant. This approach uses the time which might otherwise be devoted to formal classwork to help with the effective development of the skills needed for research. Hence, assignment time is an integral feature of the curriculum from the outset in D, when pupils have to come to terms with the concept of teacher supervised but not teacher taught time and how to use it. Over the five years, this training is intended to meet the objective, even more valid now than it was in 1934, as described by Coade: 'the whole system of work leads gradually up to the university tutorial system, and is analogous to it'.

Dalton at Bryanston, Guide to Bryanston

All assignment work done by pupils from D upwards is subject to the same level of expectation: that it will be the pupil's own work, done largely unaided, and where assistance has been used that will be acknowledged.

The IB Diploma Programme bases its expectations concerning Academic Honesty on the Learner Profile:

Principled students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB Learner Profile

This statement is mirrored in the Bryanston values, and it underpins the following specific guidelines for Academic Honesty throughout the school, as outlined above. Every student has to understand that the expectations are

- **To follow the standards of work and effort required for each subject**
- **To meet the Bryanston School Academic Honesty guidelines.**
- **To follow teachers' advice on the research, writing and presenting stages of academic work, but to understand that they are ultimately responsible for the final piece of work submitted either internally or externally to any of the exam boards**

However, we understand that this is a process of continuous learning, and therefore we have a system of student support in place throughout the school, which is outlined below. In addition, teachers are required to demonstrate the importance of academic honesty at all times by acknowledging sources when presenting information to students. They will thereby be modelling the use of academic conventions and encouraging pupils to adopt an appropriate convention according to the subject being studied. Where there is a specific preferred method this must be communicated to the pupils from the outset of studying subject, to ensure that they are familiar with these conventions by the time they reach the IBDP or A Level courses in the Sixth Form.

Every teacher is aware that the expectations are

- **To make clear the standards of work and effort required for each assignment deadline.**
- **To assist the pupil to meet the Bryanston School Academic Honesty guidelines.**
- **To advise the pupil at the research, writing and presenting stages**

- *To provide feedback and guidance on general aspects of the pupil's essay, but not to proofread or edit the document.*

Student Support

- All students and parents are informed of the school's views on the importance of academic honesty and how such dishonesty stands in opposition to the Bryanston ethos. In the first weeks of the D year, as well as the A3 year the academic honesty policy will be explained to all students and they will be asked to sign a slip acknowledging that they have been made aware of this information. IB students also sign acknowledgement of other school and IB policies and documents, as well as a separate Extended Essay contract. In addition, each subject will include a lesson on subject-specific citation conventions into their D and A3 unit plans, and set an assignment giving opportunity for practice.
- Students are given opportunities for independent research in lessons across the curriculum from D onwards, allowing them to prepare for the high level of research skills required for Sixth Form study and in Higher Education.
- All students are taught how to reference correctly by their subject teachers, in collaboration with the Librarian and the IT Department. The school has a range of support material and reference tools available for this purpose.
- Care is taken by individual teachers to remind students at the start of each academic year and whenever necessary or appropriate of the content of the Academic Honesty Policy, as well as the different levels of sanctions when malpractice is discovered.

Definitions and Sanctions

As part of the learning process, we understand that expectations will not always be met, be it from genuine error or lack of knowledge or from intentional deceit. The following is to clarify the procedures we have in place for the eventuality of malpractice.

Definition: Malpractice is universally recognized as a serious academic offence. Ignorance of malpractice is not a valid excuse and any student suspected of having committed this offence will be investigated by the relevant teacher in charge of that particular incident.

Malpractice includes, but is not limited to

- *Plagiarism:* to represent another person's ideas or work as one's own
- *Collusion:* to allow one's work to be copied or submitted for assessment by a different person
- *Duplication:* submitting the same work in different assessments
- *Falsification:* purchasing and/or submitting pieces of written work by someone else, misrepresenting actions or signing documents in someone else's name.

It is understood, however, that learning occurs along a developmental continuum and academic honesty will involve different specific practices in and across the different year groups. Internal consequences of academic malpractice are outlined in the following steps.

Sanctions:

- ❖ A genuine error – If the teacher suspects malpractice in a piece of work he or she will speak to the student privately to ascertain if malpractice has taken place. If a genuine error has occurred, the teacher will clarify with the student how to source correctly. The teacher will make the academic tutor aware of the incident through a chart entry, so that the incident can be discussed in a tutorial as well.
- ❖ The first instance of malpractice – If malpractice appears to be evident, the teacher must notify the head of department who will check with the academic tutor if this is the first instance. If it is, the head of department will speak to the student concerned and warn him or her of the serious consequences of any further misconduct. The tutor will inform parents in an email, and the student will be asked to repeat the assignment in question, observing the guidelines for academic honesty. The appropriate internal behavioral consequence for such an instance of misconduct will be a Head's Detention.
- ❖ Repeat malpractice – Any student who has previously been warned about such malpractice and repeats the offence, irrespective of subject, will be reported to the Deputy Head Academic. The teacher / head of department will provide a report, giving evidence of the malpractice and the student will be given an opportunity to respond in an interview with teacher, tutor and DHA. Should malpractice be confirmed, serious disciplinary action will be taken, including Head's Chart, but not necessarily limited to this.

- ❖ Malpractice in coursework – If there is evidence of malpractice in coursework for any of the examination boards before the final authentication forms are signed, the student will have to re-write the work. This new piece of work will be undertaken under the close supervision of the teacher, the tutor and/or the head of department. The sanctions outlined above will be applied, depending on the nature of the offence.
- ❖ Examination Board Sanctions – Coursework submitted to the IGCSE / GCSE / A Level or IB Examination Boards will be subject to the relevant Boards' scrutiny. If malpractice is discovered, the student will face the Board's sanctions. This can lead to qualifications not being awarded or, in the case of the IB, a failed Diploma. The subject in question may be re-taken in one of the following examination sessions, depending on the nature of the malpractice.
- ❖ Other possible consequences: In addition to the above, students who have faced serious disciplinary action, such as suspension, due to academic dishonesty, should be aware that Bryanston School will be obliged to report this information to universities that may require it.

Note: because of the complexity of this area, every incident of suspected malpractice is reported to the Deputy Head Academic by the Head of Department, and that the Deputy Head Academic reserves the right to apply the appropriate sanction.

All students are required to confirm that work they submit for external assessment or moderation is their own and that any assistance given and/or sources used have been acknowledged. It is also a requirement that teachers confirm that all of the work submitted for assessment / moderation was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. There are slightly different procedures in place for the different exam boards followed by the school, but the principle remains the same.

Further guidance and information can be found in the following documents:

- JCQ document Plagiarism in Examinations: Guidance for Teachers/Assessors
- IBO Programme standards and practices
- Academic Honesty in the IB educational context

Bibliography:

Academic Honesty in the IB Educational Context (2014), www.ibo.org

IBO Learner Profile, www.ibo.org

IBO Programme standards and practices (2014), www.ibo.org

JCQ Plagiarism in Assessments; <https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors> ; Date of access: 22 May 2018

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