

# THE BRITISH SCHOOL OF BAHRAIN



## Academic Honesty Policy

DOCUMENT CONTROL	
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## **Table of Contents**

1. Rationale
2. Principles of the BSB's academic honesty policy
3. Defining academic misconduct
4. School strategies for promoting academic honesty
5. Specific curriculum guidelines
6. Guidelines for line managers and teachers

## **1.0 Rationale**

- 1.1 As a learning community, the British School of Bahrain recognises that truth, honesty and respect are fundamental academic principles. All members of our community should be aware of the responsibility that he or she bears in maintaining high standards of academic integrity. As well as helping students acquire knowledge and skills conducive to the maintenance of academic integrity, the school has this Academic Honesty Policy to help protect academic integrity.

## **2.0 Principles of the BSB's academic honesty policy**

- 2.1 The school emphasises the positive aspects of academic honesty, rather than the negative aspects of academic misconduct;
- 2.2 Each student takes responsibility for his or her own work;
- 2.3 Each student takes responsibility for his or her own actions;
- 2.4 Other work is treated with respect and in line with academic convention;
- 2.5 Students will be provided with support enabling them to acquire knowledge and skills that help them maintain academic honesty;
- 2.6 Other members of the school community will demonstrate academic honesty at all times;
- 2.7 No credit will be awarded to any work that breaches our regulations;
- 2.8 All offences proven through the investigation process (see below) will be penalised;
- 2.9 The school's emphasis is on prevention and academic honesty will be promoted throughout the school;
- 2.10 The school recognises that students come from a variety of cultural backgrounds and that it may take time for some to become accustomed to the policy (however this does not mean academic misconduct shall be tolerated).
- 2.11 At KS3 and KS4 draft stages work is not considered plagiarised but instead unattributed text, diagrams, etc are considered points for learning dialogues in which a student can better understand how to improve their academic honesty practices. However by KS5 all draft work submitted must follow academic citing and referencing conventions.

## **3.0 Defining academic misconduct**

- 3.1 The school defines academic misconduct as "deliberate or accidental behaviour that results in, or may result in, candidates gaining an unfair advantage in one or more forms of assessment". It may include:
  - 3.1.1. Copying material from someone else and presenting it as one's own work;
  - 3.1.2. Using tutors or other third party individuals to plan or write work;
  - 3.1.3. Colluding in such practice;
  - 3.1.4. Taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination;
  - 3.1.5. Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate;
  - 3.1.6. Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination;

## BSB Policy - Academic Honesty Policy

- 3.1.7. Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination;
- 3.1.8. Impersonating another candidate;
- 3.1.9. Stealing examination papers;
- 3.1.10. Using an unauthorized calculator during an examination;
- 3.1.11. Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination;
- 3.1.12. Providing false information in order to gain admission to the school or individual curricula and courses;
- 3.1.13. Stealing or misplacing other people's work; disrupting them during exams or other assessments; or misleading them in such a way that their work suffers.

### 3.2 Common forms of academic misconduct explored:

#### 3.2.1. *Plagiarism*

- 3.2.1.1. Plagiarism represents the most common form of academic misconduct and is defined by the BSB as "when a student intentionally or unintentionally uses another's work without acknowledgement in the form of some form of citation and (if appropriate) corresponding reference." Plagiarised work may include but is not limited to printed, electronic, or audio-visual material; drawings; designs; statistical data, computer programs or other creative work.

#### 3.2.2. *Collusion*

- 3.2.2.1. Collusion occurs where a student undertakes unauthorised collaboration with others and presents, as his or her own, work which is in full or in part the work of one or more of those other persons. There are occasions when group work is entirely desirable and acceptable. This is legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another. Unacceptable collusion occurs when one student copies from another with her or his agreement, or when one student does the work for another.

#### 3.2.3. *Cheating*

- 3.2.3.1. Cheating takes many forms including (but not limited to) reading or attempting to read the answers or work of others; receiving data, sending data, or communicating in any way during the examination; improperly obtaining prior knowledge of an examination paper or assessment; impersonating another person in connection with any examination/assessment task; or directly or indirectly assisting any other student to cheat in any examination or other assessment task.

#### 3.2.4. *Duplication of work*

- 3.2.4.1. This is defined as the presentation of the same work for different assessment components and/or requirements of a course.

### 3.2.5. *Academic misconduct in research*

3.2.5.1. Thus includes any behaviour above within the context of independent research, and also includes fabricating data; dishonestly stating or implying personal discovery of new information; attributing work to others who have not in fact contributed to the research; omitting or augmenting information so as to distort what is presented; or breaking any duty of confidentiality associated with the research.

### 3.2.6. *Other*

3.2.6.1. Other forms of academic misconduct exist, such as taking unauthorised materials into examination halls. This section is not exhaustive and the decision as to whether academic misconduct has occurred or not will be taken by school leadership on a case-by-case basis, following exam board guidelines and other relevant publications.

## 4.0 School strategies for promoting academic honesty

- 4.1 All staff will receive a copy of this policy and will be expected to read it and apply the policy in general practice;
- 4.2 Academic honesty will be discussed during INSET sessions, whole staff meetings, departmental meetings, tutor meetings, and other meetings as appropriate;
- 4.3 Students will be informed of the school's Academic Honesty Policy and encouraged to adhere to the rules set out in the policy;
- 4.4 Students will be informed of and encouraged to adhere to sound academic honesty practices during lessons, enrichment activities, and other school activities;
- 4.5 The Academic Honesty Policy will be posted on the new school website and copies placed in the school library;
- 4.6 Staff will be encouraged to place a copy of the policy in a prominent location on the wall of their classroom;
- 4.7 The school library will maintain a collection of books explaining how to cite and reference works appropriately using the APA referencing format;
- 4.8 The librarian will hold seminars for students on plagiarism, referencing, copyright and ethical issues of academic honesty/misconduct;
- 4.9 The school will use Turnitin software as standard for assisting teachers in spotting plagiarism;
- 4.10 Posters to be displayed in every class.

## 5.0 Specific curriculum guidelines

- 5.1 The school will at all times adhere to the guidelines and regulations set out by the relevant curriculum authorities, including (but not limited to):
  - 5.1.1. BTEC: *British School of Bahrain: BTEC Policies, Procedures and Guidance.*
  - 5.1.2. Edexcel; AQA; OCR: [JCQ: GCE, ELC and Project qualifications](#) [Plagiarism in Examinations](#)
  - 5.1.3. CIE: [Information for candidates](#)
- 5.2 Guidelines for staff and school community

## BSB Policy - Academic Honesty Policy

- 5.2.1. At all times the focus is on the positive aspects of academic honesty. Such examples might include:
- 5.2.1.1. Verbal and written praise for examples of academic honesty;
  - 5.2.1.2. Rewarding house points for recognising, discussing or adhering to academic honesty;
  - 5.2.1.3. Celebrating the achievement of students' own work;
  - 5.2.1.4. Informing parents of students' excellence in academic honesty;
  - 5.2.1.5. Using academically honest work as a model for other students.
- 5.2.2. However, all members of the community must recognise that academic honesty can sometimes be broken, whether intentionally or accidentally. The school works on an 'innocent until proven guilty' basis, and will always regard incidents as accidental unless there is compelling evidence suggesting deliberate academic misconduct. Until a piece of work is formally submitted, any academic honesty-related issues are to be considered opportunities for learning. On discovering an issue, teachers are asked to explain and educate rather than reprimand.
- 5.2.3. The school has processes for identifying, discussing and reporting academic-honesty related issues with draft work as follows:
- 5.2.3.1. Teacher recognises an issue;
  - 5.2.3.2. Teacher discusses issue with student(s) and provides advice on how to resolve the issue; the teacher writes note in planner, the incident is recorded on ISAM's, and the HOY is notified;
  - 5.2.3.3. All KS4 and Sixth Form students are entered onto the academic honesty list – this highlights to teachers students who may need closer supervision and further help with academic honesty.
  - 5.2.3.4. At the final submission stage or in the instance of serious offences, SLT and parents must be informed.
  - 5.2.3.5. The school follows exam board guidelines with regards to notifying the appropriate bodies. At this stage students are informed, made aware of the appropriate appeal/arbitration processes, and provided support.
- 5.2.4. The below examples serve as guidelines only and staff discretion is recommended. If in doubt, staff are to discuss any issue with their line manager.

<b><i>Incidence of academic misconduct</i></b>	<b><i>Courses of action open to teacher</i></b> <b><i>(Note: none, some or all courses may be taken at teachers' discretion, in consultation with the Head of Year, line manager, Head of Department, SLT member or IB Coordinator as appropriate)</i></b>
A KS3 student pastes a paragraph from the internet into an essay that he or she is writing for homework.	The teacher explains to the student why this represents academic misconduct; the student is encouraged to do the work again or insert the reference. A second offence results

## BSB Policy - Academic Honesty Policy

	in a note being placed in the student's planner as a reminder; the incident is recorded on APWeb.
Two students hand in identical or excessively similar homeworks.	The teacher explains to the students why this represents academic misconduct; the students are encouraged to do the work again, handing in separate reports. A note is placed in the students' planners as a reminder; the HOD is notified.
A student submits coursework that contains copied work.	<p><b>KS3:</b> The teacher explains to the student why this represents academic misconduct; the student is encouraged to do the work again. A note is placed in the student's planner as a reminder; HOD/HOY is notified.</p> <p><b>KS4/5:</b> The teacher explains to the student why this represents academic misconduct. The response follows the relevant exam board guidelines.</p>
A student copies from another during an internal exam or cycle test.	The teacher explains to the student why this represents academic misconduct; a Senior School Leadership Team or (in serious cases) internal suspension is arranged.
A student brings unauthorised material (e.g. some notes on a piece of paper) into an external exam.	The student is permitted to complete the exam, where possible; invigilators must submit a written report to the Examinations Officer; the response follows the relevant exam board guidelines.

5.2.5. In many cases above the relevant curriculum authorities may need to be contacted - this is initiated and managed by the Examinations Officer.

## 6.0 Guidelines for line managers and teachers

- 6.1 BSB students look at teachers as role models, and the same applies for academic honesty. All BSB staff should follow the principles laid out in this policy and cite any work used.
- 6.2 If a manager, teacher or member of staff is suspected of breaching any academic honesty regulations set out by the relevant curriculum authorities, or is suspected of contravening the principles set out in this document, the line manager (in consultation with the Board, Head of School, relevant Headteacher or Examinations Officer as appropriate) must explore the alleged breach of regulations.
- 6.3 The investigation will establish whether any breach is unintentional, in which case further training should be provided, or deliberate in which case training and further investigation is required. Ultimately, any such investigation needs to establish if:

### BSB Policy - Academic Honesty Policy

- 6.3.1. The teacher or staff member has breached regulations;
- 6.3.2. The security or integrity of any internal or external assessment has been compromised;
- 6.3.3. The results of any candidate(s) have been affected;
- 6.3.4. The relevant curriculum authority needs to be alerted;
- 6.3.5. Disciplinary proceedings against the teacher or staff member are warranted.

6.4 At all times the 'innocent until proven guilty' principle will be applied and appropriate support given.