

POLICY FOR	ACADEMIC HONESTY
PERSON RESPONSIBLE	DEPUTY HEADTEACHER
REVIEW DATE	DECEMBER 2025
NEXT REVIEW DATE	DECEMBER 2026
APPROVED BY	GOVERNING BODY / HEADTEACHER

RATIONALE

Academic honesty, an inherent aspect of the IB Learner Profile, is vital at The Malling School to instil integrity and positive character in students. This policy outlines misconduct offenses and emphasises the responsibility of both staff and students in upholding these values and meeting IB standards.

DEFINITIONS OF MISCONDUCT

Plagiarism

Occurs when the candidate submits work as his/her own that includes the ideas or work of another person without giving credit. This includes information from books, journals, emails, DVDs, AI and the Internet. Credit must also be given for any images, charts, data or graphs that are used.

Collusion

Occurs when one candidate allows his/her work to be copied or submitted for assessment by another student. In the case where the subject teacher requires students to collaborate, each student must submit final work that has been produced independently. Students may work together to gather data or research a topic but each piece of work being assessed must be written in the candidate's own words.

Duplication of work

Occurs when the same work is presented for different assessment components and/or diploma requirements. For example, if the student submits the same or a very similar piece of work as an internal assessment in a subject area for an extended essay, this would be viewed as misconduct.

Fabrication of data

Occurs when a candidate does not use authentic data but instead produces false data to be used in an assignment.

Cheating

Occurs when a candidate takes unauthorised material into an exam, exchanges information in any way with another student or uses an unauthorised calculator.

Integration of AI use

Recognising the evolving educational landscape, The Malling School acknowledges the ethical use of Artificial Intelligence (AI) as a learning aid. Students are permitted to leverage AI resources for

academic purposes while ensuring proper citation and acknowledgment of AI-generated content in their submissions.

Verification of AI usage

To ensure adherence to academic honesty, students utilising AI resources are required to submit their work through detection software, such as Turnitin, to authenticate originality and proper citation of AI-assisted content.

Enforcement and investigation

In cases involving suspected misuse of AI or unauthorised AI assistance:

- Teachers will report concerns to designated school personnel.
- The Examinations Officer, in conjunction with the subject leader, will engage the student to ascertain the extent and nature of AI involvement.
- Penalties for AI-related misconduct will align with the progressive nature of consequences outlined in this policy.

RESPONSIBILITIES

The IB coordinator will:

Inform candidate and parent/carer about The Malling School Academic Honesty Policy. Both the candidate and parent/carer will be expected to sign a waiver of acknowledgement with respect to the policy.

Organise and deliver information sessions, in collaboration with the Reflective Project teachers and/or librarian, during both years of the diploma to reinforce the importance of academic honesty and consequences. Sessions will be of a preventative nature educating students about locating reliable sources, paraphrasing and acceptable citation styles.

Report suspected misconduct to SLT and the IB information desk once exams have been written or an internal or external assessment submitted with a signed cover sheet.

Inform the candidate and parents (if student is not legal age) if the candidate is under investigation by IB for possible misconduct.

The subject teacher will:

To the best of their knowledge, confirm that all work submitted by the student is authentic and original. Where possible, students will submit work using detection software.

Inform students with respect to the policies that they will be expected to follow when preparing all assignments to avoid misconduct.

Warn candidates about the consequences of violating the academic policy.

Provide clear guidelines for learning tasks.

Promote the benefits of properly conducted research and respect for the creative efforts of others.

Design learning tasks that require thinking skills and are not able to be completed by simply copying or falsifying information.

Model the five key principles of academic integrity: **honesty, trust, fairness, respect and responsibility**¹:

- **Honesty** – being clear about what is expected, being honest (but sensitive) when giving feedback.
- **Trust** – Setting clear standards and expectations for the work that needs to be undertaken, setting and holding students to clear timelines for the completion of work, giving timely feedback that will support students to progress.
- **Fairness** – Acting in ways that are predictable, transparent, clear and reasonable. Treating all students equally without favouritism or prejudice. Dealing with cases of suspected academic dishonesty openly, fairly and in an impartial manner.
- **Respect** – Showing respect by taking students' ideas seriously, by recognising them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals.
- **Responsibility** – Creating and enforcing classroom and school policy, and clearly communicating expectations around these policies. Keeping your word and adhering to your own and the school's policies.

Teach students about the importance of maintaining academic integrity including discussion of the importance of the five key principles of academic integrity: **honesty, trust, fairness, respect and responsibility**¹:

- **Honesty** – Students' work must be honest, that is to say it is free from plagiarism, data fabrication, data falsification, generative AI content or any attempt to misrepresent their own abilities or mislead the reader. Ways to demonstrate honesty include:
 - Being truthful.
 - Giving credit to the owners of any work used.
 - Keeping promises.
 - Providing factual evidence to support claims.
 - Aspiring to objectivity, considering all sides and one's own potential preconceptions.
 - Providing access to raw experimental (and similar) data.
- **Trust** – Acting in a way that develops a relationship of trust with your teachers. Trust can be developed with teachers by being open and communicating regularly with them, and by producing work that is:
 - Honest
 - Genuine
 - Thoughtful
 - On time
- **Fairness** – Fairness is about doing your own original work and ensuring you acknowledge others where their work has been used. Students can demonstrate fairness by:
 - Completing your own work.
 - Fully referencing all sources used.
 - Taking responsibility for your own actions.
- **Respect** – Respect is about valuing and taking advantage of opportunities to gain new knowledge by taking an active role in their own education, contributing to discussions, actively listening to other points of view, and performing to the best of their ability. Students can demonstrate respect by:
 - Practicing active listening.
 - Receiving feedback willingly.
 - Accepting that others' thoughts and ideas have validity.
 - Showing empathy.
 - Seeking open communication.
 - Affirming others and accepting differences.
 - Recognising the consequences of our words and actions on others.
- **Responsibility** – Is about seeking to obtain and understand information about classroom and school policy, following these policies and asking questions when they do not understand or disagree with them. Students can demonstrate responsibility by:
 - Holding yourself accountable for your actions.

¹ Adapted from: 'The Fundamental values of academic integrity (third edition)', International Centre for Academic Integrity, 2014, https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

- Engaging with others in difficult conversations, even when silence might be easier.
- Knowing and following institutional rules and conduct codes.
- Creating, understanding, and respecting personal boundaries.
- Following through with tasks and expectations.
- Modelling good behaviour.

The candidate will:

Ensure that all work submitted for assessment is authentic and where necessary, correctly acknowledge. This includes but is not limited to the following: books, Internet, DVD's, emails, journals, online databases, charts, graphs, images and data.

Ensure that on collaborative assignments, the final work submitted is produced independently and written in his/her own words.

Take responsibility for his/her actions and seek help from the subject teacher, teacher librarian or IB coordinator when needed.

Sign a coversheet for each externally assessed component and all internally assessed components to confirm that his or her work is authentic.

INVESTIGATING MISCONDUCT

The staff of The Malling School believe in preventing misconduct through education and teacher modelling. In the unfortunate event that academic dishonesty does occur, staff and administrators will refer to the schools 'Assessment Misconduct Policy'.

If a student is suspected of cheating or plagiarizing, the teacher will inform the Examinations Officer and meet with the student to determine the nature and the extent of the incident and the student's understanding of the situation and intent.

The extent of misconduct

Consequences

Will be progressive in nature and may include redoing part or all of the assignment or assessment.

Student may be requested to complete an alternative assignment or assessment.

May limit student access to recognitions, such as school awards and scholarships.

Administrators and/or teachers will communicate information to parent/guardian about the infraction and the consequences.

In the case that the misconduct occurs on an assessment piece specific to the IB Programme after the candidate has signed the cover sheet, the coordinator will report to the IB information desk for investigation.

At this point IB will initiate an investigation following the steps stated in article 21 – Investigating cases of suspected academic misconduct). IBO's final award committee will review each case regarding suspected misconduct and then decide to either uphold or dismiss the allegation.

Further Information

For complete documentation including investigation procedures, offences and their penalties please refer to Academic Honesty in the IB Educational Context (2016).

For advice and guidance please refer to General regulations Diploma Programme September 2016.

Article 20 – Candidates suspected of academic misconduct.

Article 21 – Investigating cases of suspected academic misconduct