

DE LISLE COLLEGE

INTERNATIONAL BACCALAUREATE ACADEMIC INTEGRITY POLICY

July 2024

International Baccalaureate mission statement

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

De Lisle College mission statement

“Rooted and grounded in Love”. Ephesians 3:17

Our mission is to be rooted and grounded in God’s love so that each student receives the highest quality Catholic education and knows that they are loved deeply by Jesus Christ.

- All students experience the Love of Jesus Christ every day.
- Everyone is given the Opportunity to grow.
- Everyone Values themselves and each other by ‘doing what is right, not what is easy’ in the words of our school motto.
- Above all, we will grow actively in our faith by seeking a personal Encounter with Jesus Christ, so that we bear witness to the good news and to the teachings of the Church.
- We all Serve our neighbours near and far as missionary disciples.

L = Love

O = Opportunity

V = Values

E = Encounter

S = Serve

#DeLisleLoves

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

What is academic integrity?

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Academic Integrity, IBO, Cardiff (2019), p.3

Students at De Lisle College are individuals who “[value] themselves and others by doing ‘what is right and not what is easy’” (De Lisle College mission statement). As such, academic integrity embodies in practice what it is to live out the school’s mission, both as individuals and members of a wider school and global community.

Staff model how to behave in a principled way, operating with integrity and honesty in the way they prepare students for assessments and conduct internal and external examinations. Students are taught to develop a strong sense of fairness and justice, treating others with dignity and respect, both in the academic sphere inside the classroom and in their behaviour towards others on a personal and social level within the wider school and global community. This caring, principled ethos, which forms the basis of rigorous academic integrity mechanisms within an organisation, is reinforced through assemblies, acts of communal worship and the Personal Development programme.

All students are taught to understand:

- *their responsibility for producing authentic and genuine individual and group work*
- *how to correctly attribute sources, acknowledging the work and ideas of others*
- *the responsible use of information technology and social media*
- *how to observe and adhere to ethical and honest practice during examinations.*

Academic Integrity, IBO, Cardiff (2019), p.3

Student academic misconduct

Academic misconduct is any behaviour which, whether deliberate or unintentional, results in a candidate receiving an unfair advantage over fellow candidates, or in receiving recognition for work which is not their own.

Academic misconduct may include, but is not limited to:

- plagiarism – copying work from another person and passing it off as one’s own work. This might include failing to reference sources that you have used in your work.
- collusion – allowing another student to copy your work and submit it as their own.
- cheating in an exam – for example, bringing materials into the exam room that are not permitted, such as notes, a mobile phone, smart watch or other technological devices.
- failing to follow instructions in an exam – for example, talking in the exam room or distracting other candidates.
- stealing exam papers.
- A.I. – using Artificial Intelligence to produce work which you then pass off as your own.

The expectations and responsibilities of the student

Students of Mandarin at De Lisle benefit from years of the college’s teaching on the importance of behaving with integrity, honesty and fairness in every aspect of their lives, but more particularly, in their approach to their academic studies.

In addition, when embarking on the study of Mandarin at IB Standard level, students are explicitly taught that they are expected to:

- *have a full understanding of their school’s and the IB’s policies*
- *respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators*
- *respond to acts of school maladministration and report them to their teachers and/or programme coordinators*
- *complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities*
- *give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products*
- *abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites*
- *abstain from giving undue assistance to peers in the completion of their work*
- *show a responsible use of the internet and associated social media platforms.*

Academic Integrity, IBO, Cardiff (2019), p.16

The expectations and responsibilities of the teacher

Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. They must therefore have the same level of understanding of the expectations of the school's academic integrity policy and IB expectations. Teachers should be aware that their conduct sets an important example to students.

Academic Integrity, IBO, Cardiff (2019), p.13

Teachers have the privilege and responsibility to teach students how to act with integrity and fairness in their production of work

In order to reinforce the importance of scrupulous academic integrity at De Lisle College, teachers must devote time to outlining the principles of academic integrity and the rationale behind it to students at the beginning of the IB Mandarin course. These principles should be regularly reinforced with students throughout the course. Teachers will also make the college *Academic Integrity Policy* available on the school website, for parents and students to access.

Specifically, IB teachers are responsible for:

- *ensuring that students have a full understanding of the expectations and guidelines of all subjects*
- *ensuring that students understand what constitutes academic misconduct and its possible consequences*
- *planning a manageable workload so students can allocate time effectively to produce work according to the IB's expectations*
- *giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides*
- *ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessments to the IB*
- *developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion*
- *responding to student academic misconduct and supporting the school's and IB's investigations*
- *responding to school maladministration and supporting the school's and IB's investigations.*

Academic Integrity, IBO, Cardiff (2019), p.14

It is understood that students will become more adept in their understanding of how to comply with practices of academic integrity as they progress through the programme.

As outlined in the IBO's policy document on academic integrity, in cases where academic integrity is deemed to have been compromised, teachers are mindful in the first instance of the reasons why students engage in academic misconduct. These may include:

- ignorance or a lack of understanding about the rules, regulations and expectations for maintaining academic integrity
- poor time management leading them to resort to shortcuts in producing assignments
- the ease with which information is available on the internet and misunderstanding about intellectual property rules in its use
- perceived pressure to succeed in their studies at any cost.

The responsibilities of other stake holders

Parents

Parents have chosen to send their children to a school which is committed to training students to become principled members of society, who 'do what is right, not what is easy', as is stated in our school motto. They, therefore, share the responsibility to reinforce the principles of academic integrity embodied in the IB as they support their child in their academic pursuits.

Specifically, parents and legal guardians of IB students are expected to:

- *understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children*
- *support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity*
- *understand school internal policies and procedures that safeguard the authenticity of their children's work*
- *support their children in planning a manageable workload so they can allocate time effectively*
- *understand what constitutes student academic misconduct and its consequences*
- *understand what constitutes school maladministration and its consequences*
- *report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB*
- *submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children*

- *abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.*

Academic Integrity, IBO, Cardiff (2019), p.17

I.T. staff, school librarian and non-specialist teachers (e.g. tutors)

Staff who are not directly involved in delivering the IB Standard Level Mandarin course share the responsibility with the classroom teachers in being vigilant for cases of academic malpractice. They should report any suspicions to the classroom teacher, who will be responsible for investigating the circumstances and taking action where appropriate.

These members of the school community may also be called upon to provide support and training in helping students to comply with the principles of academic integrity, for example, a pastoral tutor may be asked to support their student in creating a work timetable that allows him/her to complete work independently in advance of any deadline.

SLT

Members of SLT, in particular the Assistant Headteacher in charge of assessment, will provide support in investigating any suspected cases of academic misconduct. The Headteacher will be the final arbiter in deciding appropriate sanctions for any cases of proven academic misconduct.

Monitoring and sanctions

Investigating academic misconduct

Suspicions of misconduct should always be thoroughly but discreetly investigated. 'Internal sanctions' relate to cases where students are suspected of engaging in misconduct in producing work that is in draft form, but which is not a final copy of work that is ready to present for external assessment. 'External sanctions' are applicable in such cases that malpractice has occurred either in an external examination setting or in the submission of a final piece of work that will count towards a student's final IB grade.

Internal sanctions

Where suspected malpractice has taken place, the following procedures should be followed:

1st warning:

- student required to attend a meeting with the IB coordinator to discuss conduct

- academic integrity rules and regulations of the IB to be reinforced and re-established with the student
- support offered to the student, where applicable, to enable him/her to acquire the skills to complete the piece of work without contravening the IB rules of academic integrity
- disciplinary sanctions to be handed out to student, depending on the nature of the offence
- the relevant piece of work must be re-done and re-submitted
- parents to be informed in writing
- incident to be reported on Arbor.

2nd warning

- student required to attend a meeting with the IB coordinator and Assistant Headteacher in charge of assessments to discuss conduct
- academic integrity rules and regulations of the IB to be reinforced and re-established with the student again
- disciplinary sanctions to be handed out to student, depending on the nature of the offence
- the relevant piece of work must be re-done and re-submitted
- student and parents to be warned in writing that any further infringement could result in expulsion/suspension
- incident to be reported on Arbor.

3rd warning

- student required to attend a meeting with the IB coordinator, Assistant Headteacher in charge of assessment and the Headteacher.
- if the student is found to have cheated a third time, disciplinary sanctions to be handed out to student, depending on the nature of the offence, which could include expulsion/suspension. The headteacher will be the arbiter in such cases.
- incident to be reported on Arbor.

External sanctions

If the malpractice has occurred before the submission of work, the piece of work should be re-done and submitted, and the malpractice dealt with according to the school's *Academic Integrity Policy*.

If the malpractice has taken place within an exam, the school must contact the IB within 24 hours of the breach having taken place. The case will then be investigated and, where necessary, the student penalised, in line with the IB's *Academic Integrity*

Policy. The student should be allowed to continue with the exam, so that if no misconduct is found to have been committed, the student may still be awarded a grade.

Recording

All cases of proven misconduct in internal assessments must be recorded on Arbor. Cases of misconduct in external assessments must be reported to the IB authorities within 24 hours of the misconduct taking place. The IB will then proceed according to their *Academic Integrity Policy*.

Sources

This policy is based on the International Baccalaureate full Academic Integrity policy:

Academic Integrity, IBO, Cardiff (2019):

[Academic integrity \(ibo.org\)](https://ibo.org/academic-integrity/)

Policy review date: July 2026

Policy review bodies: SLT, DLC Governing Body