RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

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Prepared by	Name
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Whole School

Academic Integrity Philosophy:

Academic integrity is an umbrella term for principled behaviour relating to all assignments/assessments and student endeavours throughout the year. Raha International School regards academic honesty as an integral foundation necessary for all learners. It is expected that each student acts in accordance with the RIS core values of respect, honesty and integrity, represented in the academic honesty policy, ensuring that all schoolwork reflect individual and original efforts. Administration, staff, students and families are all important stakeholders in maintaining academic integrity in our school community. It is necessary for all involved to understand the integral role in helping to promote this climate of academic honesty. By adhering to the academic honesty policy students take an individual role in knowledge development and recognising the value of personal work, thus exhibiting integrity and responsibility.

Responsibilities:

Professional Responsibility

- Share the Academic Integrity Policy with the entire school community at the start of every academic year.
- All staff members will be fully aware of the content in the policy and be able to accurately communicate the information.
- The Academic Integrity Policy should be referenced and reinforced on a regular basis.

Parent Responsibility

- Read and understand the Academic Integrity Policy in its entirety.
- Support children with upholding the RIS core values of respect, honesty and integrity.
- Acknowledge involvement in guiding students to follow the Academic Honesty Policy. See Academic Honesty Agreement[s].

Student Responsibility

- Read and understand the Academic Integrity Policy in its entirety.
- Adhere to the policy, seeking clarification from teachers as required.
- Diploma Programme: at the commencement of Grade 11 (start of programme), students will acknowledge commitment to academic honour. See DP Honour Agreement.

- Middle Years Programme: upon entering the programme all MYP students will acknowledge commitment to academic honour. See MYP Honour Agreement.
- *Language Tools and Referencing*:

Raha utilises specific guidelines for language tools and referencing in order to properly credit the original author or source of the work. Guidelines are provided by individual departments in the Secondary School.

Raha uses Turnitin, a commercial internet-based plagiarism-detection service. Students are not permitted to use this software independently.

***Academic Integrity Terminology*:**

Plagiarism:	The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
Collusion:	Supporting academic misconduct by another student, for example 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 and/or Diploma Programme requirements.
Content communication:	Sharing of information on school tests in a manner which might give an unfair advantage to other student(s). Diploma students should note that it is also considered a breach of IB regulations to share information about an exam, 24 hours before or after the examination with others outside their school community.

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Misconduct:	Any behaviour which might cause an unfair advantage or disadvantage in an assessment /test. This includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Academic Integrity in the IB educational context:
https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf
Flyer: Academic Honesty in the Middle Years Programme
Resource: Effective citing and referencing

MYP and DP Overview

- The term 'Academic integrity' encompasses the expectation of principled behaviour in all assignments, work and assessments.
- This policy underscores the importance of individual and original efforts, fostering a community of honesty and an academic environment which is fair.
- Adhering to this policy exemplifies principled behaviour and responsibility, embodying the ideals of the IB values we uphold. Principled students will always act with integrity and honesty and a strong sense of fairness.
- It is important that each stakeholder understands their role in maintaining academic integrity in our school community.

Your role as a student

- **Read and understand the Academic Integrity Policy**
- **Adhere to the policy and seek clarification from teachers if there is anything you are not sure about.**

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***Academic Misconduct* is defined below**, with examples of behaviour which are in breach of the school policy.

⇒ **Plagiarism**

Using (as if your own), the ideas, words or work of another person without proper, clear and explicit acknowledgment (credit). ***Use of an AI text generator when an assignment does not explicitly call or allow its use, or using an AI tool to produce any content without giving proper acknowledgement, is plagiarism.***

- Dishonestly claiming authorship of work (claiming it is your own work when it is not).
- Copying a sentence from the internet without a citation of the source.
- Copying work from another student.
- Copying work from any printed material without giving an appropriate citation*****
- Changing words around when using ideas from a source and not citing the original source (this includes the use of word spinners and paraphrasing tools such as 'Quillbot')*****
- Using pictures/images/photographs/pictures/diagrams and charts without clearly citing the source.
- Using an assignment or parts of an assignment previously written by an older sibling or other student.
- Using text generated from AI without clearly citing the source (tool) and the prompt used to generate the text.
- The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Allowing parts of assignments and assessments to be completed by family members, friends, tutors or anyone else.

*****Students should understand the significance of 'writing with their own voice' to demonstrate personal understanding and should recognise that paraphrasing tools distance them from the learning (and consequently) growth process.

⇒ **Collusion**

Supporting academic misconduct by another student.

- Allowing another student to copy work of any kind.
- Working collaboratively on an assignment which was intended as individual work

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- Passing on information from any assessment/exam which would clearly set an unintended advantage to the receiver of the information.
- Failing to report a known incident of misconduct.
- Completing work for another student, sibling or anyone else.
- Over-editing a work to an extent where it no longer represents the standard of the person being assessed.

NOTE: If a teacher suspects plagiarism or collusion, they reserve the right to ask the student to justify the ownership of the piece of work by requesting verbal feedback to questions pertaining to the content of the alleged plagiarised work.

Students should not anticipate achieving a grade on a summative assessment which is significantly higher than their performance in formative work, especially if there is a sudden (unusual) improvement in their written English standard. To this end, further reference may be made to student records.

⇒ **Exam Misconduct**

Any behaviour which might cause an unfair advantage or disadvantage in an assessment / test.

- This includes taking unauthorised material into an examination room
- Disruptive behaviour in an assessment.
- Communicating with others during the examination.
- Accessing exam/test papers prior to the required date.
- Failing to comply with the instructions given by the invigilator of an exam.
- The use of technology to give an unfair advantage in an assessment.
- Any purposeful action which would discredit the value of an assessment in terms of measuring understanding.
- Submitting work generated from AI for an assessment, as if it were your own.

⇒ **Duplication of work**

The presentation of the same work for different assessments.

- Resubmitting an assignment that has previously been assessed in another subject, even if it was written by the individual student, even if written in another school.

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- RIS uses a plagiarism detection service called 'Turnitin'. This software will detect duplicated work as **self-plagiarism**, for this reason *students are not permitted to create independent Turnitin accounts.*

⇒ **Falsification**

Making up or changing information on purpose to pretend something is true in your schoolwork.

- Falsifying a SA/CAS record.
- Changing collected data or making up research.
- Including non-relevant or fictitious citations.
- Claiming to have completed work or research which in truth, was not undertaken personally.
- Using AI to write a personal account or personal reflection.
- Changing the results of, or fabricating survey responses.

If a teacher is concerned that the work of a student is not authentic, it might be necessary to review evidence of progression, this might include electronically saved versions of the work and/or evidence of resources utilised by the student in the browser history.

⇒ **Content Communication**

Sharing of information about school tests and assessments in a manner which might give an unfair advantage to other student(s).

Further guidance on the use of AI tools

Throughout your learning experience, it is anticipated that you might use generative AI tools to assist your learning process. Students should use AI tools only to enhance their learning experience and improve their understanding of subject matter. AI tools can be used responsibly to receive feedback, suggestions, and insights that help refine skills and knowledge. Exploration of AI tools will help discover their applications, advantages, and limitations. These tools will mainly be used for practice (formative) tasks, and your teachers will advise you on their suitability. If you believe a tool can help your learning experience, consult your teacher for guidance on whether it's use is suitable.

On the other hand, you should not use AI tools to create text for assignments intended for summative assessments. This is because such tools can't replace the essential skill-building aspect of your own work, developing ATL skills is an essential part of the IB curriculum and relying

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entirely on AI-generated content undermines the building of critical thinking and analytical skills. Generative AI tools use predictions to create content that might seem accurate, but they have been found to occasionally lack completeness, accuracy, proper credit from other sources, and could potentially carry biases. Therefore, an AI tool should not be considered a substitute for traditional approaches to research.

For academic success, during the inquiry process, IB students must demonstrate and practice the ability to select and evaluate sources, therefore students are highly encouraged (if using AI tools) to ask such software specific research questions (opposed to the essay title), and then explore the sources it provides, cross-referencing against independently sourced information to uncover potential bias or loss of currency in generated responses. Students should cite their fact-checking resources to ensure credit is given for this process.

In summary: if using AI for an assessed piece of work, students must:

1) Clarify with their teacher that the use of the tool is permitted for that task.
2) If using text (or any other product) from a tool, even if the information is paraphrased, the AI tool must be acknowledged within the body of work and also in the bibliography where the prompt used, and the date generated should be recorded as part of the full reference.
3) The student must be able to explain their work sufficiently to give confidence that it has been created by them.
4) The student should ensure that the wording of any ideas represents their own vocabulary and is not enhanced by AI to such an extent that they are unable to demonstrate understanding of 'borrowed' vocabulary.
5) The student makes it clear in their work when they are quoting something that was not written by themselves. Students are assessed on their personal understanding and so it is important that a teacher can identify content which demonstrates this.
6) If the student utilises an AI tool (beyond a standard spell/grammar check) to revise or proofread work, it should be clearly indicated in the submission that AI assistance has been used for editing purposes.
7) **No student should attempt to pass off work generated by any AI program as their own.**

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Academic Misconduct Procedures: Diploma Programme

	1st Offence	2nd Offence	3rd Offence
Grades 11 and 12	• Head of Grade informed and incident recorded • Parents notified and meeting scheduled • Work resubmitted within 24 hours for feedback only; mark of zero [0] will be recorded	• Meeting with parents and Diploma Coordinator to consider IB options • Meeting scheduled for student and school counsellor • Work resubmitted within 24 hours; mark of zero [0] will be recorded; feedback given at teacher discretion	• Meeting with Head of School, Diploma Coordinator and parents; consider removal from Diploma Programme • Student will receive a mark of zero [0]. • IB will be informed • Universities will be informed.

Academic Misconduct: External Assessments

Students must be aware that once they sign the cover sheet of an IB assessment they are attesting that work submitted is their own. If the IBO finds the student guilty of misconduct/malpractice the student will be given a 'No Mark' for the subject in question and will not be allowed to re-take the subject. **A Diploma will not be awarded in this case.**

Academic Misconduct *Procedures*: Middle Years Programme

- Incidents are recorded on the *Summative Assessment Incident Log* (SAIL), which includes an email to parents and the Head of Grade.
- Incidents in the previous year will result in the student beginning on the 2nd Offence in the subsequent grade level (at the discretion of the Head of Grade).

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Grade 9 and Grade 10

1st Offence	2nd Offence	3rd Offence
• Reflection with Head of Grade • Study session conducted by the Librarian • *Work resubmitted **within 24 hours of being notified** will be graded with feedback provided (*at teacher's/HoG's discretion*)	• Meeting with parents (*HoG's discretion*) • Reflection with HoG (after school) • Additional study session with the Librarian (*at HoG's discretion*) • Student will receive a mark of zero (*teacher's discretion*)	• Meeting with parents • Student will receive a mark of zero. • Suspension from classes • Additional study session with the Librarian (*at HoG's discretion*)

* **If work is not resubmitted a mark of zero [0] will be recorded.** The 24-hour timeframe can only be extended at the teacher's discretion, in exceptional cases.

Any subsequent misconduct will result in a zero being awarded and parent meetings about the student's suitability as a potential Diploma Programme candidate.

Note: If deemed necessary by the teacher/HoG, the student may *first* need to attend the session conducted by the Librarian, prior to resubmitting the work. This may be due to a lack of student's understanding about what acceptable practice looks like in the given scenario.

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Grade 7 and Grade 8

1st Offence	2nd Offence	3rd Offence
• Reflection with Head of Grade • Study session conducted by the Librarian • *Work resubmitted **within 24 hours of being notified** will be graded with feedback provided	• Meeting with parents • Reflection with HoG (after school) • Additional study session with the Librarian (*at HoG's discretion*) • *Work resubmitted **within 24 hours of being notified**. *Graded at teacher's/HoG's discretion*	• Meeting with parents • Suspension from classes • Student will receive a mark of zero (*teacher's discretion*)

* **If work is not resubmitted a mark of zero will be recorded.** The 24-hour timeframe can only be extended at the teacher's discretion, in exceptional cases.

Any subsequent misconduct will result in a zero being awarded, parent meeting and discussions around the suitability of Raha as an appropriate choice of school for the student concerned.

Note: If deemed necessary by the teacher/HoG, the student may *first* need to attend the session conducted by the librarian, prior to resubmitting the work. This may be due to the student's lack of understanding about what constitutes acceptable practice in the given scenario.

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Grade 6

1st Offence	2nd Offence	3rd Offence
• Reflection with Head of Grade (HoG to refer student for a Librarian study session if deemed necessary) • *Work resubmitted **within 24 hours of being notified** will be graded with feedback provided	• Reflection with HoG • Study session conducted by the Librarian • *Work resubmitted **within 24 hours of being notified**. *Graded at teacher's/HoG's discretion*	• Meeting with parents • Reflection with HoG (after school) • Additional study session with the Librarian (at HoG's discretion) • *Work resubmitted **within 24 hours of being notified**. *Graded at teacher's/HoG's discretion*

* **If work is not resubmitted a mark of zero will be recorded.** The 24-hour timeframe can only be extended at the teacher's discretion, in exceptional cases.

Any subsequent misconduct in Grade 6 will result in a zero being awarded, parent meeting, suspension from classes and discussions around the suitability of Raha as an appropriate choice of school for the student concerned.

Note: If deemed necessary by the teacher/HoG, the student may *first* need to attend the session conducted by the librarian, before resubmitting the work. This may be due to the student's lack of understanding about what constitutes acceptable practice in the given scenario.

Academic Misconduct: Primary Years Programme

In PYP the aim is to equip students with all skills and understandings they need to successfully understand and embrace the Academic Integrity Policy. Skills and ideas are introduced at developmentally appropriate ages and taught through our **Information Fluency Benchmarks** (taken from: *New York State Department of Education/Office of Library Services, 2010*).

Key Indicators of Standard 3: Demonstrating Social Responsibility/Ethical Behaviour in the Use of Information, states:

- Respects intellectual property rights by attributing the sources and avoiding plagiarism.
- Uses information and technology safely, ethically and responsibly

Integral Learning Skills

EY2-Grade 2:

- Understand the ethical implications of copying from an author or another student
- Taking notes to answer research questions; writing down words, phrases and drawing pictures from sources, without copying whole sentences
- Crediting the author and illustrator
- By Gr 2, credits sources by citing author and title

Grade 3-5:

- Understand the basic concept of plagiarism as copying work of others
- Note-taking skills to answer research questions; rewording and rephrasing sources, but not copying whole sentences
- By Gr 5, credits all sources properly with title, author and page number [print sources], title, author, url address and date accessed [websites]
- Understand the basic concept of intellectual property

Constructive Approach

1. Remind them of the Standard 3 of the Information Fluency Benchmarks appropriate to their grade level.
2. Work completed again in the proper manner, consistent with the expectations of Standard 3 of Information Fluency Benchmarks for their grade level.

Academic Misconduct

1. Claiming work to be their own in a deceitful manner, the EY behaviour policy and procedures will be enforced under Level 2: cheating on exams and assignments.

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Update: 3rd November 2023

Vaughan Kitson - Deputy Head, MYP Coordinator

Teejay Button - Secondary School Librarian

Revision Log

Date	Changes	Reviewed By
09.2022	Review of policy and procedures; change of terminology to reflect integrity v. honesty	SLT
24.03.2023	Added: The use of AI Tools in work submitted for assessment	Vaughan Kitson Deputy Head, MYP Coordinator Teejay Button Secondary School Librarian
03.11.2023	Added revised AI Tools section	Vaughan Kitson Deputy Head, MYP Coordinator Teejay Button Secondary School Librarian
19.8.2024	Updated sources; edit for vocabulary	Carol Pratt