



Achieving Excellence Together

BAT PYP ACADEMIC HONESTY POLICY

**ADVANCED FOR EDUCATION**



**BRITISH ACADEMY  
OF TUNIS**

**PYP  
ACADEMIC HONESTY POLICY**

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## **BAT Mission**

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who would be aware of a cross-cultural environment and very much tolerant of it as future global citizens.

We value intellectual curiosity and independent, critical, and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

## **BAT Vision**

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. It also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

## BAT Values

British Academy of Tunis (BAT) believes effective teaching and learning both occur in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a widerange of human capacities and responsibilities surpassing intellectual development and academic success. Our students are meant to be considerate, skilled communicators and potentially leading examples of future world citizens. All students and teachers at the British Academy are treated with respect regardless of gender, age, race, religion, or nationality. We are a community, and we achieve excellence together.

## BAT Principles

- A – **ability** nurtured, flourishes
- C – **curiosity** fostered, grows
- H – **honesty** is the best practice, and our policy builds on it
- I – **integrity**, led by example
- E – **excellence** takes unending work
- V – **veracity** is the foundation of education
- E – **encouragement** is provided by all of us together

## **1- Philosophy**

The academic honesty policy is designed as a statement of philosophy and beliefs and as a source of information for our community on Academic Honesty throughout the International Baccalaureate Continuum at British Academy of Tunis (BAT). We believe that academic honesty is fundamental to accurately communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills to the students themselves, parents, and teachers of our school community. Additionally, we value our students' honesty and character strength in all aspects of their lives, which is directly linked to our mission statement.

## **2- Alignment of BAT Academic Mission Statement**

The Mission and Philosophy statements for BAT were used in the development of the Academic Honesty Policy. It was written by a small committee comprising a cross-section of staff members. Feedback was sought from the entire teaching faculty at a whole school workshop.

## **3- BAT Policy Manual**

Academic honesty shall be practiced by BAT at all levels and by all members of the BAT student body, staff, and the wider BAT community. It is important to acknowledge and appropriately credit the owners of information when that information is used in students' and teachers' work. Therefore, all written material, oral assignments, and presentations must use the writer's language and expression. Where sources are used or referred to sources must be appropriately acknowledged.

The ideas and writing of others are acknowledged through footnotes and bibliographies. Bibliographies should include a formal list of the resources used in the work. Formal means that use is made of one of the several accepted forms of presentation. This involves separating the resources used into different categories: books, magazines, newspaper articles, Internet-based resources, and works of art and providing full information as to how a reader or viewer of the work can find the same information.

Malpractice here is defined as behavior that results in, or may result in, the producer of the work in question gaining an unfair advantage in one or more assessment components. This includes plagiarism and collusion. Plagiarism is defined as the representation of the ideas or work of another person as your own. This can include (but may not be limited to) words and ideas of another person used to support one's arguments and passages quoted verbatim. The sources of all photographs, maps, illustrations, computer programmers, data, graphs, audio-visual, and similar material must be acknowledged if they are not your work. Works of art including music, film, dance, theatre arts, or visual arts, must be acknowledged. Email messages, websites on the Internet, and any other electronic media must be treated in the same way as books and journals.

Collusion is defined as supporting malpractice by another person. This includes (but may not be limited to): allowing your work to be copied or submitted for assessment by another and duplicating work for different assessment components and/ or curriculum requirements.

#### 4- Academic Honesty in the PYP

##### What is academic honesty?

Academic honesty is *"a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment [1]"*. Academic honesty results in respect for one another's intellectual property and the completion of "authentic" pieces of work which are *"based on [the individual's own] original ideas with the ideas and work of others fully acknowledged [2]"*.

At BAT, academic honesty is the result of students having integrity and ownership of their own work. We consistently encourage and model embracing the International Baccalaureate Learner Profile Attributes and Primary Years Programme Attitudes. We encourage our students to express themselves confidently and authentically.

When researching, students are taught essential media literacy skills along with responsibly citing sources and avoiding plagiarism. At BAT, we believe that those who demonstrate academic honesty are principled. The work we present is a result of our own knowledge. We appropriately cite the work

others have done by quoting or paraphrasing appropriately.

Within our continuum, we define academic honesty as students having integrity and ownership of their work, and as students embracing the Learner Profile and Attitudes.

### **5- Teacher Responsibilities**

It is essential for teachers to uphold academic honesty and serve as exemplary role models for their students. By doing so, they not only foster a culture of integrity and trust but also inspire their students to become responsible and ethical learners.

- Ensuring compliance with the academic honesty policy of the School.
- It is important to be vigilant about plagiarism and refrain from copying content from the Internet or any published source.
- As an educator, it is essential to guide students towards academic honesty and foster a culture that embraces it.
  - It is essential for teachers to regularly emphasize academic honesty and its methods.
  - They will adhere to the School's policies on academic integrity and assist students in following them.
  - It is important for teachers to have confidence in the authenticity of the submitted work, but if there is any doubt, they should speak with the student to clarify the situation.
  - Foster confidence, independence, integrity, and respect in students, especially in personal academic honesty.
  - When teaching students about academic honesty, it's important to provide examples of the PYP attitudes within classroom and homework practices, group work, and other activities.
  - Demonstrate academic honesty practices that are appropriate for the age group.

### **6- Student Responsibilities**

Students are always expected to demonstrate moral principles and ethical standards when engaging in any school activity, whether academic or extracurricular. Our goal is for all students to work independently, with honesty, fairness, and integrity, as they strive to achieve their personal best through applying the following :

- Make sure to use the Internet properly.
- Be mindful of the consequences of malpractice.
- Give credit to a work where it's due.

- Maintain strong principles in all aspects of their academic and personal lives.
- Take responsibility for their academic honesty and understand what actions constitute academic misconduct appropriate for their age.
- View academic honesty as a set of values and skills that foster lifelong learning and principled behavior.
- Construct new learning through ethical inquiry and the use of multiple sources.
- Expand their approaches to learning (self-management skills, social skills, communication skills, thinking skills, and research skills) in all of their lessons and units
- Ensure that you follow the agreements concerning the responsible utilization of information technology and media resources.
- Follow age-appropriate expectations and practices when it comes to referencing, citing sources, using quotations, and paraphrasing.

### 7-School Responsibilities

Ultimately our School's responsibility in handling infractions involving Academic Honesty is to support a child in making better decisions in the future and help the child understand and internalize the importance of Academic Honesty, so their positive choices become intrinsically driven. Any infractions would ultimately be dealt with in line with the BAT Behaviour policy.

- Ensure that all students, parents, and teachers have been made aware of the content of this Academic Honesty Policy.
- Ensure that teaching explicitly teaches and models the skills required to be academically honest.
- Ensure that teaching and learning activities are structured in such a way that students have every opportunity to be academically honest.

### 8-Parent Responsibilities

Parents will also be informed and educated about the role of academic honesty at our School, which is to assist student learning. Teachers will advise parents on how they can help at home with homework assignments. Parents are requested to sign the Academic Honesty Document at registration of their dependents.



## 9-Academic Dishonesty Cases

*Plagiarism-* "the representation of the ideas and work of another person as the candidate's own" (IBO,2014)

Plagiarism equally applies to work other than text. It is important that students understand how to appropriately use another author's work in their assignments to avoid both intentional and unintentional instances of plagiarism.

Examples:

- Any representation of others' work as your own
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website.
- Misuse of quotation marks, paraphrasing, and in-text citations makes authorship unclear.
- Failure to identify the source of elements of nonverbal work (i.e. painting, dance, photo, proof, musical composition, etc.) that you've derived your work from.
- Using online language translators unless explicitly allowed.

*Collusion-* "Supporting malpractice by another candidate" (IBO, 2014)

Collusion is not collaboration. It is important to note that teachers must be clear with assignment guidelines to specify what collaboration versus collusion is on any given task.

Examples:

- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of the assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.

## 10-Policy and Procedures for Violations

Becoming academically honest is a learning journey that, like all others, can involve students making mistakes along the way. It is therefore important that the processes in place are primarily formative rather than punitive.

While the issue is internal, the School has the flexibility to choose how strictly to deal with the

matter. However, when it comes to external examination systems, stricter procedures apply.

Because it can be difficult to prove intent, any suspicion of academic dishonesty and subsequent handling of the matter will be based on the concrete evidence available.

#### **a- Internally Assessed Work**

When a student is suspected of having been academically dishonest, the procedure will be as follows:

##### **First offence during an academic year-**

- A meeting will be held with the student and the Programme Coordinator.
- The parents will be informed in writing by the Coordinator.
- The work will be awarded the lowest level according to the assessment criteria for the task, and the student will be given formative feedback for a chance to redo the work.

##### **Second offence during an academic year-**

- A meeting will be held with the student, parents, Programme Coordinator, and the Head of Primary.
- The student will be warned that a further offence will result in suspension and being placed on a behaviour contract.
  - The Principal will be informed.
  - The work will be awarded the lowest level according to the assessment criteria for the task.

##### **Third offence during an academic year-**

- A meeting will be held with the student, parents, and Head of Primary.
- The student will be suspended from School for a period of time determined by the school Principal.
- A note will be added to the student's permanent record.
- A Behaviour Contract will be issued, and the student will be warned that failure to meet the targets set may result in a recommendation to the school Board that the student be expelled.