Academic Integrity Policy

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Introduction

Bright International School (BIS) upholds academic integrity as a cornerstone of learning and development. It reflects our core values of honesty, trust, fairness, respect, and responsibility. Academic integrity ensures that all learners, approach their education with a principled mindset, preparing them for lifelong learning and success within the Cambridge International Curriculum and beyond.

Academic integrity is integral to our purpose as it fosters the bond between intellect and character. It also trains pupils for the rigour of higher education and builds the resilience needed to navigate complex academic and ethical challenges. In this increasingly digital age, we recognise the importance of equipping students with the skills to critically evaluate and navigate information while making visible the sources that contribute to their ideas and work.

We acknowledge that acts of academic dishonesty may sometimes stem from broader pupil needs, including SEND (Special Educational Needs and Disabilities), SEMH (Social, Emotional, and Mental Health), and confidence challenges. As part of our inclusive ethos, BIS supports all learners in overcoming these barriers to maintain integrity in their academic pursuits.

Purpose

- This policy outlines the principles and expectations for academic integrity, the roles and responsibilities of the school community, and the procedures to address violations. It aims to:
- Lay out the expectations for academic integrity across the BIS community.
- Make clear any consequences that may be applied if these expectations are not met.
- Ensure pupils act with integrity, taking responsibility for the authenticity of their work and acknowledging sources.
- Ensure all pupils, parents, and teachers are aware of what academic integrity entails.
- Define procedures to be followed in the event of disputes or allegations regarding staff malpractice or maladministration in the assessment of internally marked qualifications or exams invigilated internally but marked externally.
- Define procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

Scope

This policy applies to all BIS students, staff, and parents across Primary and Secondary education. It covers all forms of academic work, including but not limited to assignments, tests, projects, and examinations.

Principles of Academic Integrity

Academic integrity means that learners only produce and submit work that is authentically their own. Where students draw on the ideas of others, they make the sources that have contributed to the development of their work visible and open.

Pupils and staff are expected to be principled in their approach to learning and to strive to "act with honesty and integrity" as they approach their academic endeavours. This includes:

- Acknowledging the sources of ideas, words, and information.
- Ensuring the originality of submitted work.
- Avoiding all forms of academic dishonesty, including plagiarism, cheating, collusion, and falsification.

- Developing the skills to critically evaluate and use information responsibly.
- Building a culture of fairness and trust within the learning community.

Academic Integrity Across Educational Levels

Primary

In Primary, learners are introduced to the foundational principles of academic integrity in developmentally appropriate ways:

- Learning about honesty in their work and taking responsibility for their learning.
- Understanding the difference between their ideas and information from other sources.
- Gaining exposure to different types of information sources and recognising their reliability.
- Starting to cite and acknowledge simple sources in Years 5 and 6.
- Being introduced to the concept of plagiarism and how to avoid it in Years 5 and 6.

Secondary

In Secondary, learners deepen their understanding and application of academic integrity as expectations increase:

- Developing advanced research and referencing skills, including proper citation and bibliography creation.
- Learning to critically evaluate sources of information for reliability and relevance.
- Understanding and avoiding violations such as:
  - Plagiarism: Using someone else's work or ideas without proper acknowledgment.
  - Cheating: Sharing or receiving unauthorised assistance during assessments.
  - Collusion: Collaborating inappropriately on assignments meant to be completed independently.
  - Falsification: Creating or altering data and sources dishonestly.
  - Copyright Violation: Reproducing over 1 chapter or 5% of a book for study.
- Applying these skills consistently across all subjects and types of assessments.
- Leveraging tools like plagiarism detection software to ensure the originality of their work.

Educating pupils about the purpose and importance of academic integrity is embedded across the curriculum. Each subject reinforces appropriate research, referencing, and drafting techniques, providing students with practical opportunities to learn and apply academic honesty.

What it means

Plagiarism

- Intentionally or unintentionally taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own, without proper citation
- Paraphrasing a source without proper citation
- Misrepresenting in any way someone else's intellectual property

Cheating

- Giving or receiving information about the content of a quiz, test, exam, or other assessment
- Giving or receiving answers during a quiz, test, or exam
- Consulting with others or outside resources when instructed not to do so

- Manufacturing or changing data, inventing outside sources, falsely attributing quotations, or making up quotations and crediting them to a real or fictitious source
- Doing someone else's work, or claiming ownership of someone else's work
- Submitting the same paper, or largely the same paper, in more than one course
- Referring to notes, outlines, timelines, calculators, or translators during quizzes, tests, essays, and exams, when specifically told not to do so by the teacher
- Using a calculator or any other electronic device in a manner inconsistent with guidelines provided by the teacher
- Bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage

Collusion

Helping another pupil to be academically dishonest.

Copyright Violation

Photocopying more than 1 chapter or 5% of a book or written source for the purposes of study.

Pupils must check the copyright requirements for other types of sources with their teachers.

Responsibilities

Leadership Team

- Promote and uphold academic integrity standards.
- Provide training and resources for staff and students.
- Investigate and resolve incidents of academic dishonesty fairly.

Teachers

- Model and teach academic integrity practices.
- Provide clear instructions on referencing and citation.
- Monitor student work for authenticity.
- Support students in understanding and applying this policy.

Students

- Take responsibility for the originality of their work.
- Seek clarification when unsure about academic expectations.
- Use appropriate referencing techniques as taught.

Parents/Guardians

- Support the school's efforts to instil academic integrity.
- Encourage their child to uphold honesty in their academic pursuits.

Addressing Violations

Primary

Developmentally appropriate interventions, such as reflective discussions and guided re-submission of work.

Secondary

Consequences are proportionate to the severity and recurrence of the violation:

- First Offence: Educational intervention, work resubmission, and parental notification.
- Second Offence: Meeting with parents, detention, or internal suspension.
- Third Offence: Escalation to the Principle, possible exclusion from assessments, and recorded in the student's academic file.

Exam/Coursework Cheating

In the case of internal exams, including Mock Exams, the Secondary Coordinator will meet with the pupil and their parents. A grade will not be awarded for the exam in question and may affect predicted grades.

In the case of cheating in an external exam or coursework, exam protocol will be followed by the Exam Officer. This could result in the student not receiving a grade in the subject.

Supporting Academic Integrity

- Integrate integrity education across the curriculum.
- Provide access to resources and tools for referencing.
- Foster an open dialogue about the importance of honesty in education.

Responsible Use of Artificial Intelligence (AI) in Learning

At Bright International School, we understand that artificial intelligence (AI) is becoming an increasingly valuable tool in education. When used appropriately, AI can enhance learning by supporting research, planning, and creativity. However, it is essential that students use these tools responsibly, ensuring that their work reflects their own effort and understanding.

Our Principles for AI Use:

- Transparency and Honesty: Students must clearly state when they have used AI tools in their work. This includes describing how the tool was used, the specific prompts entered, and the version of the tool accessed. All AI contributions should be acknowledged and properly referenced.
- Support, Not Substitute: AI should assist in learning rather than replace independent thinking. For example, it may help students gather ideas, structure their work, or generate initial research, but the final product must demonstrate the student's personal input and critical engagement.
- Upholding Academic Integrity: Using AI in a way that misrepresents work as entirely original or unaided is unacceptable. Such behaviour constitutes academic dishonesty and may result in consequences aligned with the school's policies on integrity and malpractice.
- Critical Evaluation: Students are encouraged to think critically about any material generated by AI. This includes verifying the reliability and accuracy of information, identifying potential biases, and integrating AI contributions into their work in a meaningful way.
- Fairness in Assessment: The use of AI will not provide students with an unfair advantage. Credit is awarded based on the quality of their own analysis, creativity, and understanding, not the capabilities of AI tools.

Guidelines for Using AI in Coursework

- Initial Research: AI tools can be used to explore a topic or generate ideas, similar to consulting articles or books. Students should review and verify all information obtained through AI tools, as these may occasionally produce inaccurate or fabricated results.
- Referencing AI: Any use of AI in creating content or generating ideas must be cited appropriately. This includes quoting brief sections of AI-generated text, which should be critically analysed and contextualised within the student's work.
- Authenticity: Teachers will monitor student progress and assess the authenticity of their submissions. Sudden improvements in writing style or unexplained changes in content will be investigated to ensure compliance with these guidelines.

Bright International School is committed to helping students develop the skills needed to navigate AI responsibly. Through teacher guidance, students will learn how to use AI effectively while maintaining academic integrity. Our aim is to prepare students for a world where AI plays a significant role, fostering a culture of ethical and informed usage.

Policy Review and Communication

This policy is reviewed annually to ensure alignment with Cambridge International standards and the evolving needs of our learners. It is accessible to all members of the school community via the BIS website and upon request.

Conclusion

At Bright International School, we believe that academic integrity is not just a policy but a vital part of our ethos. Together, we aim to cultivate a community that values and practices honesty, fostering learners who are prepared to contribute responsibly to society.

References

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Appendix 1- Understanding and Avoiding Plagiarism

Plagiarism means using someone else's work or ideas without giving them proper credit. It's like taking something that doesn't belong to you. In the academic world, plagiarism is a serious issue.

Why is plagiarism wrong?

- It's unfair: You're taking credit for someone else's hard work and creativity.
- It hinders learning: You're not developing your own understanding or skills.
- It damages your reputation: Plagiarism can have serious consequences for your academic career.

What counts as plagiarism?

- Copying and pasting text from websites or books without quotation marks and a citation.
- Paraphrasing someone else's ideas without giving them credit.
- Submitting work that someone else has done (e.g., a friend, a family member, or an essay writing service).
- Using images, music, or other media without permission or attribution.
- Self-plagiarism: Reusing your own work from a previous assignment without permission.

How to avoid plagiarism:

- Cite your sources: Whenever you use information or ideas from someone else, you must provide a citation. This means giving the author's name, the title of the work, the date of publication, and other relevant details. There are different citation styles (e.g., Harvard, MLA), so check with your teacher which one to use.
- Use quotation marks: When you copy someone else's exact words, put them in quotation marks.
- Paraphrase carefully: When you rephrase someone else's ideas in your own words, make sure you change the sentence structure and vocabulary significantly. Even when paraphrasing, you still need to cite the original source.
- Develop your own ideas: Engage with the material, think critically, and form your own opinions.
- Use plagiarism checkers: Tools like Turnitin can help you identify potential plagiarism in your work. However, remember that these tools are not foolproof. You are ultimately responsible for ensuring your work is original.

Top tips for staying original:

- Take good notes: When researching, keep track of your sources and the information you gather from each one.
- Plan your work: Start early and give yourself enough time to research, think, and write.
- Ask for help: If you're unsure about anything, ask your teacher or a librarian for guidance.

Remember: It is always better to be safe than sorry. If you have any doubts about whether something is plagiarism, cite your source!

This guide provides a basic overview of plagiarism. Always consult your teacher or school guidelines for specific policies and expectations.

Appendix 2 - Referencing Your Work

Referencing is an essential part of academic writing. It allows you to acknowledge the sources you have used in your work and gives credit to the original authors. Proper referencing also helps you avoid plagiarism and demonstrates that you have conducted thorough research.

Why is referencing important?

- To avoid plagiarism: Referencing shows that you are not trying to pass off someone else's work as your own.
- To support your arguments: Citing sources strengthens your arguments and shows that you have done your research.
- To give credit to others: Referencing acknowledges the contributions of other researchers and writers.
- To allow others to find your sources: Readers can use your references to locate the information you have used.

What needs to be referenced?

Any information or ideas that you have taken from another source, including:

- Books
- Journal articles
- Websites
- Newspapers
- Images
- Videos
- Music

What information do you need to include in a reference?

The exact information you need will depend on the type of source and the referencing style you are using. However, most references will include the following:

- Author's name: Surname and initials.
- Title of the work: Book title, article title, website name, etc.
- Date of publication: Year of publication for books and articles, date accessed for websites.
- Publisher information: Publisher name and location for books, journal name and volume number for articles, URL for websites.

Common referencing styles - There are many different referencing styles, but some of the most common ones used in schools are:

- Harvard: A popular author-date style.
- MLA (Modern Language Association): Commonly used in the humanities.
- APA (American Psychological Association): Often used in the social sciences.

Your teacher will tell you which referencing style to use for your assignments.

How to create a reference list:

- Start a new page at the end of your document.
- Title the page "References" or "Bibliography".
- List your sources in alphabetical order by the author's surname.
- Follow the specific formatting guidelines for the referencing style you are using.

Example of a Harvard reference for a book

Smith, J. (2023). The Book Title. London: Publisher Name.

Example of a Harvard reference for a website:

BBC News. (2023, January 23). Website Article Title. Retrieved from [invalid URL removed]

Tips for referencing

- Keep track of your sources as you go.
- Use a referencing guide or online tool to help you format your references correctly.
- Be consistent with your chosen referencing style.
- Ask your teacher or a librarian if you have any questions.

Remember: Accurate referencing is crucial for academic integrity. Take the time to learn how to reference correctly, and do not be afraid to ask for help if you need it.

Appendix 3 – Referencing and Citing AI

This appendix provides specific guidelines on how to reference and cite AI tools in academic work at Bright International School.

1. In-text citations

When paraphrasing or summarising information obtained from an AI tool, include the name of the tool and the date of access in parentheses. For example: (ChatGPT, accessed January 25, 2025).

When directly quoting AI-generated text, enclose the passage in quotation marks and include an in-text citation with the name of the tool, date of access, and the specific prompt used to generate the text. For example: "The quick brown fox jumps over the lazy dog" (ChatGPT, accessed January 25, 2025, prompt: "Write a sentence about a fox").

2. Bibliography/Reference List

Include a complete entry for each AI tool used in the bibliography or reference list at the end of your work. The format should follow a consistent citation style (e.g., MLA, APA) and include the following information:

- Name of the AI tool
- Version or model number (if applicable)
- Date of access
- URL or other identifying information (if available)

Example (MLA style): ChatGPT. Version 3.5, accessed January 25, 2025.

3. Declaration of AI Use

In addition to in-text citations and bibliography entries, students must include a "Declaration of AI Use" at the end of their work. This declaration should:

- Clearly state the AI tools used

- Describe how each tool was used (e.g., generating ideas, summarizing text, improving grammar)

- List the specific prompts entered into each tool

- Include screenshots of the AI-generated output

Example:

Declaration of AI Use

I used ChatGPT to generate initial ideas for the structure of my essay. I entered the following prompt: "Outline the main arguments for and against the use of school uniforms." I then reviewed the output and modified it to fit my own ideas and arguments. A screenshot of the AI-generated output is included in the Appendix.

4. Additional Notes

- Always check with your teacher for specific referencing requirements or preferences.

- Remember that using AI to generate content that you then present as your own is a form of academic dishonesty.

- Be transparent and honest about your use of AI tools.

- By following these guidelines, students can ensure that they are using AI responsibly and ethically in their academic work.