



REIGATE GRAMMAR SCHOOL
VIETNAM

Academic Integrity Policy

Policy Author:	Academic Team
Date Reviewed By Author:	March 2023
Next Review Due:	As required
Date Approved By Governing Body:	April 2023
Next Review by Governing Body Due:	As required

Mission

Reigate Grammar School Vietnam empowers and inspires pupils to become active, lifelong learners by providing a challenging, globally relevant curriculum that meets the needs of individual learners.

Our holistic and balanced approach nurtures each pupil's potential and inquiring mind. We foster international-mindedness by connecting pupils to local and global communities towards awareness and sustainable action.

At Reigate Grammar School Vietnam, we value community and connection; the relationships we have with one another are central to our happiness and success at School and beyond. Our mission is to care for and support each individual's potential to become well-rounded, life-long learners with a strong sense of purpose based on their core values.

We empower and inspire our pupils by providing a challenging and diverse curriculum inside and outside the classroom that enables them to develop skills as reflective, brave, caring and principled learners.

We encourage our internationally-minded children to be inquisitive, collaborative and innovative by providing an inclusive and supportive environment.

We prepare our Reigatians to use their unique talents and abilities to make this world a better place by providing opportunities to give back to our community.

Vision

Reigate Grammar School Vietnam aspires to nurture, empower and connect pupils with their local and global communities to become international citizens who are active, compassionate and lifelong learners.

Reigate Grammar School Vietnam aspires to nurture, empower and connect pupils with their local and global communities to become international citizens who are active, compassionate and lifelong learners.

Values

- Courageous/Risk-Taker
- Thinker
- Principled
- Caring
- Inquiring
- Balanced
- Communicator
- Reflective
- Open-mindedness
- Knowledgeable

Rationale

As an IB world school, we have considered the IB's philosophy and mission statement in preparing, actioning and reviewing this policy. Our policy, procedures and actions consider the IB Learner Profile, Approaches to Learning and Teaching and International Mindfulness.

The word "principled" is one of the IB Learner Profile attributes and has been adopted as one of the values of Reigate Grammar School Vietnam (RGSV) and is defined by the IB: 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.

Integrity fosters intellectual development and a fair educational atmosphere and is the unwavering adherence to our ideals, whether or not others are around. When the work we submit is our own, we labour in a culture of honesty and integrity. The RGSV Academic Integrity Policy encourages personal integrity because we value learning for its own sake and ensure a level playing field for all pupils.

Our Academic Integrity Policy ensures that the RGSV procedures are transparent, fair and consistent. The Academic Integrity Policy describes the rights and responsibilities of all school community members. Hence, everyone understands what constitutes good practice and misconduct and what actions should be taken for transgressions.

Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an "ethical culture" of any educational institution, whether a primary school or a university. It is an obligation which must be embraced and fostered by the entire school community, so pupils. Hence, in their future life, whether in higher education or the workplace, strictly adhere to this principle. (International Baccalaureate Organization, 2019, p. 3)

What is Academic Integrity?

The IBO defines Academic Integrity as the following: "Academic integrity is a guiding principle in education and a choice to act responsibly so others can trust in us as individuals. It is the foundation for ethical decision-making and behaviour in producing legitimate, authentic and honest scholarly work" (International Baccalaureate Organization, 2019, p. 3).

Purpose of Academic Integrity Policy

An Academic Integrity Policy aims to ensure that our school procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all school community members so that everyone understands what constitutes good practice and misconduct and what actions are to be taken if there are transgressions.

Age-appropriate guidance

As an international school with various curricula, our programmes collaborate to develop age-appropriate guidance for pupils concerning academic integrity skills development. Pupils are taught and supported throughout their education to make their knowledge, understanding and thinking transparent. (Refer to the relevant sections of the policy for guidance.)

Definition: (International Baccalaureate Organization, 2019, p. 3-4)

Academic Integrity

A principle in education and a choice to act responsibly so others can trust us. It means conducting all aspects of your academic life responsibly and ethically.

Malpractice

Behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components

Misconduct

Taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach of IB regulations.

Plagiarism

The representation of the ideas or work of another person as your own

Duplication of Work

The presentation of the same work for different assessment components and IB diploma requirements

Collusion

Supporting malpractice by another candidate allows your work to be copied or submitted for assessment by another candidate.

Responsibilities/Expectations**Leadership/Role of school**

As stated in the opening rationale RGSV as an organisation, views academic integrity as a foundation of developing an educational community.

As part of this process, RGSV develops and implements a framework (policy) for such that is not only in line with the requirements of Cambridge Assessment International Examinations (CAIE) and the International Baccalaureate Organisation but also integrates with the overarching aims and missions of the school.

Through the Headmaster, Head of sections and Programme Coordinators, RGSV has developed an approach to Academic Integrity articulated through this policy. Within the ongoing professional development of faculty, the programme coordinators guide the implementation of the policy in each section and within each subject to provide a continuous and developmental approach.

RGSV is responsible for the following regarding academic integrity:

- Ensuring all RGSV pupils understand the meaning and importance of academic integrity
- Ensuring pupils only produce and submit work that is their own
- Teaching all pupils to understand examination protocol (whether external or internal)
- Teaching pupils the difference between collusion and collaboration
- Ensuring all teachers, parents and pupils have access to, and are made aware of, the Academic Integrity Policy
- Providing professional development opportunities that develop an understanding of academic integrity as a formative and reflective process within the classroom
- During admissions, ensure that all external candidates and parents are introduced to the RGSV Academic Integrity policy and expectations.

Coordinators and Leadership

Be conversant with the current regulations and instructions provided by CAIE and the IBO that govern the conduct of each examination session and the expectation of Formal Assessment procedures where these apply in each programme.

Be conversant with the RGSV Academic Integrity policy and its implementation through practice in each programme's classroom setting.

- Inform staff, pupils and parents through various media what constitutes malpractice and how it can be prevented.
- Support CAIE and the IBO fully in preventing, detecting, and investigating malpractice.
- Undertake any additional responsibilities required by CAIE and the IBO should a candidate or staff member be investigated for malpractice.
- As part of the faculty, assist and lead, where required, with the development and implementation of the Academic Integrity Policy, and training of relevant supporting procedures in each programme. This includes a horizontally and vertically aligned whole-school instructional approach to teaching pupils and teachers about Academic Integrity.
- When required, investigate any suspected standard breaches openly and fairly.
- Act as role models in all matters relating to Academic Integrity and its relationship to the Approaches to Teaching and Learning across the school. All its programmes, including internationally recognised copyright laws or fair use of all media.

Teachers

All teachers at RGSV must actively seek to educate and support pupils in developing academic integrity throughout their learning in the school.

Teachers are, therefore, responsible for the following:

- Clarifying the meaning of academic integrity
- Teaching academic integrity, its importance and the supporting skills required by pupils to avoid academic misconduct (see below)
- Teaching the school's required style guide to pupils, which is the American Psychological Association's (APA) latest edition. However, Prep Teachers will teach an adapted version of this APA format
- Promoting and encouraging research, reference and citation processes throughout all sections of the school
- Facilitating the development of those skills within their classroom through formative practice and assessment
- Modelling good practice within their work
- Highlighting and providing examples of academic misconduct and how these can be avoided
- Working collaboratively with the librarian and other teachers to ensure the academic integrity standard is being followed throughout the school
- Report any academic misconduct to the appropriate coordinator, following the following procedures.
- Ensure that Academic Integrity is fostered throughout the PYP Exhibition process.
- All DP teachers and Extended Essay supervisors must review submitted work for Academic Integrity to authenticate final submissions
- All A-Level IPQ supervisors must review submitted work for Academic Integrity to authenticate final submissions

Pupils

Pupils at RGS Vietnam:

- Will become increasingly aware of their responsibilities regarding academic integrity, intellectual property, plagiarism and authentic authorship. (Academic Integrity in the IB Educational Context, p. 8)
- Understand and fulfil the responsibility that they have to follow the requirements of academic integrity
- Are responsible for fully and correctly acknowledging the work and ideas of others; in the Preparatory section to develop a responsible or principled attitude towards acknowledging the work and ideas of others
- Are expected to comply with all school deadlines
- Are responsible for proving that all pieces of work are their own and have not been plagiarised if academic dishonesty is suspected. (Academic Integrity: Diploma Programme, 2011, p. 8)

Parents/Guardians

Parents/Guardians at RGS Vietnam:

- Support RGSV's Academic Integrity Policy by affirming and sharing it with their children
- Encourage ethical academic behaviour and monitoring of pupils' work in the home, such as computer use, homework and written assignments.
- Encourage their child with difficulty with any aspect of Academic Integrity, to ask a teacher for advice.
- Support their child to plan each assignment and schedule the workload to meet varied deadlines, thus allowing for sufficient time to complete tasks without taking shortcuts that could lead to academic misconduct.
- Parents can access an electronic copy of the Academic Integrity Policy on the school website.
- During the admissions process, are introduced to the academic requirements of RGSV, including Academic Integrity, during the Admissions interview.
- Have the opportunity to participate in workshops to introduce them to the need for Academic Integrity and how they can support their child.

Developing Academic Integrity in the Preparatory School

What is Academic Integrity in the Primary Years Programme?

IB learners' work must exemplify honesty and integrity while remaining committed to the inquiry-action-reflection cycle.

Academic integrity is an anchor that leads learners to assume responsibility and ownership of the work produced by them and also acknowledge any external source(s) that they might have used. Academic integrity is an essential aspect of teaching and learning in IB-PYP, where the action is based on inquiry and reflection.

Academic Integrity is an essential aspect of teaching and learning in the IB programmes, where the action is based on inquiry and reflection.

(International Baccalaureate Organization, 2014)

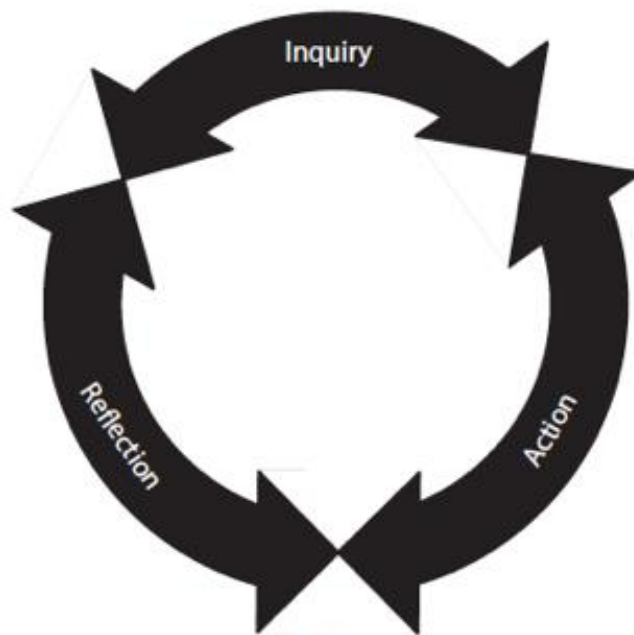


Figure 1

Inquiry, action and reflection in teaching and learning

How do we promote Academic Integrity?

Through our approaches to learning (ATL) and connecting with Learner Profile attributes in their learning, pupils develop skills that have relevance across the curriculum, in each of the learning areas, which help them “learn how to learn” honestly and with integrity.

The ATL skills are as follows.

Self-management skills:

Be open-minded and take pride in your work, plan and carry out activities connected to any work effectively, use your time effectively and appropriately, and always do your best to finish your work and do it as well as you can.

Social skills:

Accept the responsibility for taking on and appropriately completing a task while working with others, listen sensitively to others and respect their involvement in work, share your work ideas, and ask for help from a teacher, friend or family member. If a group work is submitted, it must be acknowledged whose contribution is being submitted or presented. Group work should never be taken as the contribution of an individual.

Communication skills:

Listen for information and directions, express your ideas clearly, explain where the information, pictures, and data come from.

Thinking skills:

Make your thinking visible, use previously acquired knowledge in practical ways, make decisions based on chosen criteria and ensure you can trust your source of information, think about several different points of view, and analyse it. Make sure you understand the language and the concepts.

Research skills:

Plan your work, develop a course of action, gather information from various sources, record, date and organise them, draw conclusions, effectively communicate what you have learnt, and assess your work objectively.

Furthermore, we value originality of thought and creation and aim to raise our pupils to be truly *principled thinkers* and *reflective communicators*. Our academic integrity policy is directed toward promoting and encouraging the Learner Profile attributes in our community and upholding them in all our practices. Examples of these attributes are below.

Being '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.

Being '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

Being '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.

Being 'Communicators':

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

Acting with Academic integrity in the PYP means ensuring our practices are transparent, fair and consistent. We understand that it describes the rights and responsibilities of all school community members so that everyone understands what constitutes good practice and misconduct and what actions are to be taken if there are lapses.

Teachers inspire our pupils to behave in an academically honest way and discuss the practices of academic integrity with pupils regularly through the Learning Areas and the learning experiences. Clear criteria, examples and guidance will be provided throughout the teaching process, including homework pupils are asked to produce.

Parents should be engaged in the process and be provided with regular and frequent examples of the academic integrity policy and strategies for ensuring pupil engagement and responsibility.

Concerns

Any concerns regarding pupil Academic Integrity in the Preparatory School will be investigated and addressed by the PYP Coordinator in consultation with the Head of the section.

Developing Academic Integrity in the Secondary

University Counselling & Academic Integrity

Following RGSV's Academic Integrity Policy, RGSV expects pupils to complete and submit all applications themselves. Universities agree that it is unethical for an agent or parent to create an application account, access a pupil's account login information, or fill in any part of the pupil's application; therefore, RGSV prohibits this kind of 'help.' Also, parents should not access their child's RGSV email account or application login information without good reason.

To verify pupil work, pupils must upload all written components for their applications to their shared University Counselling Folder on Google Drive. Pupils should not have anyone else write or over-edit any written application components, such as essays, Personal Statements, CVs, résumés, or Activity Lists. If the application's essays or any other parts are falsified, the receiving university will likely flag the application and reject the pupil. Accordingly, if RGSV determines that someone else has written an essay, the pupil must write another essay using a different topic. Other written components of the application that are not composed by the pupil will also have to be rewritten by the pupil.

Secondary pupils at RGS Vietnam:

- Will become increasingly aware of their responsibilities regarding academic integrity, intellectual property, plagiarism and authentic authorship. (Academic Integrity in the IB Educational Context. p. 8)
- Are responsible for fully and correctly acknowledging the work and ideas of others using APA formatting guidelines
- Are expected to comply with all school deadlines:
 - In the Lower Secondary and Upper Secondary, this develops pupil abilities to organise and correctly structure work following APA guidelines within required periods
 - In the DP this includes drafts that allow for feedback and authentication of work by teachers, including checking referencing.
 - The final decision regarding acceptance of late work in the DP and A-Levels is at the discretion of the DP and Cambridge Coordinators
- Are responsible for proving that all pieces of work are their own and have not been plagiarised if academic dishonesty is suspected
- Are required to meet Academic Integrity requirements during examinations that include the following:
 - non-communication with other exam candidates.
 - entering the exam room with only the required materials.
 - no access to phones or other electronic devices.
 - complying with instructions from exam invigilators.

Penalties

In cases of academic dishonesty in the Secondary School, RGS Vietnam pupils might receive penalties such as:

- Resubmitting the work
- In-house suspensions

- Suspensions
- A comment in the permanent school record,
- Possible exclusion from the learning programme
- A recommendation to not be able to complete External Examinations (IGCSE, A-Level or DP)
- In repeated cases, expulsion from the school

These penalties would be decided upon in collaboration by the Academic Programme Leaders and Pastoral Leaders in consultation with the Head of the Secondary

Steps for Reporting and Acting upon Academic Integrity Issues

The steps for reporting and acting upon an Academic Integrity issue in the Secondary school are as follows:

Lower Secondary (Years 7-9)

- Subject teacher records and reports the first incidence to the Form Tutor and Pastoral Leader
 - The Pastoral Leader records and sends a letter home regarding the incident.
- Subject teacher records and reports the second incidence to the Form Tutor and Pastoral Leader
 - The Pastoral Leader records and sends a letter about the incident, requesting a parent meeting.
- Any further incidences in this subject or others will require
 - a further recording of the incident
 - an additional parent meeting
 - either an in-school or out-of-school suspension (decided on by the Senior Leadership Team)

Upper Secondary (Years 10-11)

- Subject teacher records and reports the first incidence to the Form Tutor and Pastoral Leader
 - The Pastoral Leader records and sends a letter home regarding the incident.
- Subject teacher records and reports the second incidence to the Form Tutor and Pastoral Leader.
 - The Pastoral Leader records and sends a letter home regarding the incident, requesting a parent meeting.
- Any previously recorded incidences in the Lower Secondary will be taken into consideration when moving forward with future incidences.
- Any further incidences in this subject or others will require
 - a further recording of the incident
 - an additional parent meeting
 - either an in school or out-of-school suspension (decided on by the Senior Leadership Team)
- If an Academic Integrity incident occurs during an internal test or examination:
 - The pupil's work will be immediately confiscated
 - The pupil will earn a zero for the examination
 - A parent meeting will be called to discuss the incident
 - The Programme coordinator in consultation with the subject teacher and Head of Secondary will decide on potential consequences, not limited to: retaking the

examination, exclusion from retaking the examination, in-school or out of school suspension, exclusion from the programme, expulsion from the school

Sixth Form (Years 12-13; A-Level and DP pupils)

- Subject teacher records and reports the first incidence to the Form Tutor and Pastoral Leader
 - The Pastoral Leader records and sends a letter home regarding the incident.
- Subject teacher records and reports the second incidence to the Form Tutor and Pastoral Leader
 - The Pastoral Leader records and sends a letter home regarding the incident, requesting a parent meeting.
- Any previously recorded incidences in the Upper Secondary will be taken into consideration when moving forward with future incidences.
- Any further incidences in this subject or others will require
 - a further recording of the incident
 - an additional parent meeting
 - either an in-school or out-of-school suspension (decided on by the Senior Leadership Team)
- If an Academic Integrity incident occurs during an internal test or examination:
 - The pupil's work will be immediately confiscated
 - The pupil will earn a zero for the examination
 - A parent meeting will be called to discuss the incident
 - The Programme coordinator in consultation with the subject teacher and Head of Secondary, will decide on potential consequences, not limited to: retaking the examination, exclusion from retaking the examination, in-school or out of school suspension, exclusion from the programme, expulsion from the school
- In the DP, all pupil work submitted to the IB must be authenticated by subject teachers. If a teacher is not able to authenticate the work:
 - The pupil might be required to rewrite and resubmit the assignment
 - The school might decide not to submit the component, which would preclude the pupil from completing the DP examination requirements and automatically require that the pupil moves to Diploma Courses.
 - In consultation with the subject teacher and Head of Secondary, the Programme coordinator will make the final decision in these cases.

References

International Baccalaureate Organization (2019). Academic Integrity Policy. Cardiff: International Baccalaureate Organization.

International Baccalaureate Organization (2014). The IB programme continuum of international education Academic honesty in the IB educational context. Cardiff: International Baccalaureate Organization.

Appendix I: Secondary Parent Letter

Dear Parents of <pupil name>,

This letter is to inform you that your son/daughter, <pupil name> violated our Academic Integrity policy in the following way/s (see definitions below):

- Plagiarism
- Misconduct in an examination
- Collusion
- Malpractice
- Duplication of work
- Other: _____

As a result of this/these, the teacher:

- Will allow the pupil to resubmit the work
- Will enter a zero for the submitted assignment, and the pupil will be required to resubmit the work
- Will not be able to authenticate the pupil's work as their own and therefore either:
- A zero will be entered for the assignment
- If this is an examination component for a **DP assignment**, the DP Coordinator will decide if the component can be submitted to the IB
 - If a component cannot be submitted to the IB, the pupil will be given the opportunity to resubmit
 - If a component cannot be submitted to the IB, the pupil will not be able to complete the examination requirements, and therefore will not take the examination in this subject and will be moved to Diploma Courses

If this is not the first instance of Academic Dishonesty, the pupil will:

- Resubmit the work
- Receive an In-house suspension
- Receive a Suspension
- Receive a comment in the permanent school record,
- Will be excluded from the learning programme
- Will receive a recommendation to not be able to complete External Examinations (IGCSE, A-Level or DP)
- Will be expelled from the school

A parent meeting:

- Will be required
- Will not be required

The office will contact you if a meeting is required. Please sign this form with an acknowledgement of receipt, and have your son/daughter return it to the appropriate Coordinator as soon as possible.

Sincerely,

- Cambridge Coordinator
- Diploma Programme Coordinator

Parent Name:
Parent Signature:

Pupil Name:
Pupil Signature:

Date:

Definitions:

Malpractice

Behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components

Misconduct

Taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach of IB regulations.

Plagiarism

The representation of the ideas or work of another person as your own

Duplication of Work

The presentation of the same work for different assessment components and IB diploma requirements

Collusion

Supporting malpractice by another candidate allows your work to be copied or submitted for assessment by another candidate.

