



King Fahad
Academy

KING FAHAD ACADEMY

ACADEMIC HONESTY POLICY

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I. KFA Mission Statement

The King Fahad Academy brings together the best of Islamic education with the best of British education in order to be an exemplary and professional learning community where pupils reap the benefits of a broad, balanced and faith-based education. The KFA aims at providing a bilingual international education with an Islamic ethos to pupils aged 5–19 years. We are committed to helping all pupils realize their full potential and become well-balanced, productive citizens who appreciate the multicultural world in which we live. We employ our skills and expertise to nurture our pupils holistically, in terms of their intellectual, emotional, physical, social and spiritual development through a challenging and balanced curriculum.

II. Rationale:

At the KFA, we work on developing our pupils' learning and ethical skills throughout their school years. Teachers and pupils actively discussed academic issues such as research, inquiry, thinking, reflection and learning within the framework of the national curriculum. Moreover, ethical skills such as integrity, responsibility, and honesty form the central focus of the pupils from entry into the school until graduation.

The King Fahad Academy places Academic Honesty at the centre of teaching and learning interactions. The following are the standpoints of the Academy's policy on academic honesty:

- The Academy believes in the importance of developing academic honesty and it is committed to ensuring that all teachers, staff, students and parents understand the responsibilities this commitment embraces.
- The Academy believes that all pupils should be honest in the work they produce and should not cheat nor plagiarise any contents in order to pass it as their own. We encourage taking inspiration from the ideas or thoughts of others and understand the importance and benefits of properly conducted research and respect for the creative efforts of others.
- We expect all staff members to be models of academic honesty and ensure their curricular schemes reflect efforts to nurture this in pupils.
- The Academy will take the strongest action against breach of its academic honesty policy in a way that is pertinent to the child's grade level.

III. Definitions:

Academic dishonesty includes the following:

1. Collusion
2. Cheating
3. Plagiarism

Collusion:

This is where two or more pupils agree to present work that is not their own individual work with an aim to gain better marks and to deceive the teacher into thinking it their own individual work.

How can you avoid Collusion?

Discuss work with others, but do not give anyone your hard copy. Under no circumstances whatsoever give anyone an electronic copy.

Plagiarism:

This exists in two senses:

1. The use of other people's work with or without referencing, even if referenced correctly and extensive use of others' work makes the student's work less meaningful as it is not the ideas of the student. Whilst technically this is the lesser error, it does essentially devalue a student's work and for the purpose of this policy is plagiarism.
2. The deliberate passing off the work of others poorly referenced or deliberately submitted as a student's own work.

How can you avoid Plagiarism?

Many pupils do not mean to plagiarise. However, we make no differentiation between mistakes and deliberate omissions and so both are equally serious breaches. By referencing work using the MLA Referencing System in use at the KFA, pupils can avoid falling into the trap of plagiarism.

Cheating:

Presenting work dishonestly and/or trying to gain an unfair advantage in schoolwork and/or tests by looking at other students/teachers' work/papers. If a pupil agrees to allow another student to use their work for personal gain, this is collusion and sanction will be applied to both pupils.

IV. Scope and sequence for teaching of academic honesty:

Years 12-13:

The following steps will be reviewed with students and complete compliance expected

- Full/complete in-texts referencing and/or footnotes (endnotes)
- Full/complete works cited list
- All teachers are expected to reinforce this

Years 9-11:

Teachers will reinforce the following practice:

- Full/complete in-texts referencing
- Full/complete works cited list
- All teachers are expected to reinforce this

Academic honesty across the KFA:

At key stages 4&5:

- Pupils, teachers and parents understand that academic misconduct, plagiarism, collusion and duplication of work all constitute academic dishonesty.
- For BTEC pupils this translates as “zero tolerance” for all kinds of academic dishonesty. (Please refer to BTEC policy and procedures)
- The examining body will not accept work if a teacher suspects plagiarism. Teachers and pupils are required to sign declarations that any work submitted conforms to academic honesty guidelines and that the pupil attests that the work is their work alone.

At Key stage 3:

- For key stage 3 pupils, the above statements apply; however, there is more leniency given for **accidental** mistakes and **non-recurring** technical lapses.

V. Delivery of Academic Honesty Programme:

All teachers will:

- adhere to the academic honesty policy both in their own planning and teaching and also in the students’ work
- inform pupils of the consequences for academic dishonesty
- display posters related to academic honesty in form-room
- provide guidance and information to pupils on how to avoid plagiarism
- provide pupils with clear guidelines on academic honesty.

Administration will:

- inform parents of the consequences for academic dishonesty
- ensure parents and students sign the Academic Honesty undertaking

All students will:

- Communicate if they do not understand the content of the policy
- Realise that the policy is for their benefit
- Comply with the content of the policy
- Sign a code of conduct on academic honesty
- View Film/video on academic honesty and discuss issues raised

Parents and guardians will:

- Ensure that their child adheres to the Academic Honesty policy

VI. Sanctions for breaching Academic Honesty:

For Secondary pupils, there is zero tolerance. This includes plagiarism, collusion and/or cheating. Apart from pupils not having their work graded, they also may not be entered for any external exams and will be subject to BTEC appeals process and procedures.

Procedures for the Primary section:

The Primary Senior Team will deal with each case on an individual basis. Parents will be informed and may be required to come for a meeting.

If a pupil is in clear breach of academic dishonesty, the student will receive the necessary guidance and support to re-submit his/her work. In addition to the above, the following procedures below would be followed:

Step 1: Pupil reads the KFA academic honesty policy and is promptly asked to repeat the work.

Step 2: The academic deputy informs parents, and the incident is recorded. The student will complete a reflection based on the incident.

Step 3: Teachers keep a record of the incident for future reference.

Procedures for the Secondary section:

If a student copied the work of others or has deliberately not followed the policy on referencing, then the following will take place:

- Teachers should investigate and collect evidence for the infringement.
- Teacher confirms with the Head of Department that it is a serious case of plagiarism/cheating/collusion.
- The pupil receives a score of zero for each of the criteria in the assessment. The form tutor is informed.
- The case then moves on to the Head of School who will contact parents to explain what has happened.
- Should parents want to appeal, a review Panel of teachers will be set up to consider the case. If a student colludes with another, then the teacher will initially counsel them and a note placed in their homework planner. If this happens again

then the HOD and Head Teacher will contact parents and the parents in turn will discuss the issue further.

- For cheating offences, there is zero tolerance at Secondary and students will get zero for the assignment. If cheating occurs more than once, the case then moves on to the Deputy Head, who will review it and make recommendations based on the KFA rules and regulations.
- Depending on grade level, if a pupil has used too much of any other person's work but cited correctly they will re-do the work.

All grades should note that Wikipedia, Answers.com, Wiki answers, Ask Jeeves or any other related websites are NOT acceptable as a source.

Sanctions:

There is a "zero tolerance" approach to plagiarism, collusion and/or cheating.

- Pupils should be familiar with all sections of the policy and sanctions. It should be clear to them that if a teacher suspects malpractice, their work will be scrutinized in line with the academic honesty policy.
- If a student deliberately breaches the rules on plagiarism, collusion, he or she will be given a zero score for that assessment, parents will be informed, and should a repeat offence occur, then further sanctions are to follow. Such sanctions will be decided by the Head of the section.
- There will be sanctions against pupils even if cited correctly, when a pupil has used too much of any other person's work to the point that it contributes little value to the question or is no longer their own original work.
- For pupils found guilty of collusion, the KFA will hold all pupils equally guilty. The pupil who has lent their work and the pupil who has received and used the work will both receive a zero grade for that assessment.

VII. Referencing in practice

Reference:

A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used and enable the reader to consult the work and verify the data that has been presented.

References must be given whenever someone else's work is quoted or summarized. Although references can come from many different sources, including books, magazines, journals, newspapers, e-mails, Internet sites and interviews, all references should include the name of the author, date of publication, title of source and page numbers.

Internet references should include the **title of the extract** used as well as the **web site address**, the **date** it was accessed and, if possible, **the author**. The more important a particular point is to the essay, the more the quality of its source needs to be evaluated.

Any references to **interviews** should state the **name of the interviewer**, the **name of the interviewee**, the **date** and the **place** of the interview.

Examples of MLA referencing:

MLA stands for: Modern Language Association. The MLA referencing is the style adopted at the KFA for citation and referencing. At the end of the essay/assignment, the source should be listed as shown by the examples below:

Book:

Surname, first name. Title of book in italics. Place of publication: publisher, date of publication.

e.g. Reid, Francis. *The stage lighting Handbook*. 4th edition. London: A & C, 1992.

Journal Article:

Surname, first name. "Title of article in inverted commas", Journal Title. Volume. Part number (date): page number.

e.g. Corenblum, Barry, and Eric Marshall. "The Band Played On: Predicting Students' Intention to Continue Studying Music". *Journal of Research in Music Education* 46.1 (1998): 128 – 40.

Newspapers:

Journalist name, initial. "Title of news item". Name of newspaper. Date, Page number.

e.g. Peters, Roger. "Picking up Maxwell's Bills." *Independent* [London]. 4th June 1992, 28.

(For article that does not attribute an author):

e.g. "Lottery for Breast Cancer Help". *The Guardian*. 21st March 1995, 10.

World Wide Web:

Author/editor, initials (if known). "Title" date of publication (if available) full address of site, and date of access.

e.g. Smith, G. "Evaluating Information Sources". 2000.
<https://www.northampton.ac.uk/irs/evalcon.html> (9th December 2002)

The "accessed date" is the date on which you viewed or downloaded the document. It may be subject to changes or updating and this allows for such possibility.

[Ref. KFA-IB Diploma EE information and support booklet, 2014]

VIII. Citation:

A citation is a “quotation from or reference to a book, paper, or author, especially in a scholarly work: *the majority of the citations are to work published during the past twenty years’ ...*” [<http://www.oxforddictionaries.com/definition/english/citation>].

Quoting short quotations:

when quoting short passages of prose, use the following examples:

According to some, dreams express "*profound aspects of personality*" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "*profound aspects of personality*" (184).

Is it possible that dreams may express "*profound aspects of personality*" (Foulkes 184)?

Quoting long quotations:

When citing more than four lines of prose, use the following examples:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house.
(Bronte 78)

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states, "some individuals [who retell urban legends] make a point of learning every rumour or tale" (78)

[<https://owl.english.purdue.edu/owl/resource/747/03/>] accessed 06/10/2014].