

Sekolah Bogor Raya Academic Honesty Policy

Concerning: Expectations and Consequences of Academic Honesty at Sekolah Bogor Raya

This Policy defines academic honesty and sets out the roles and responsibilities of all stakeholders in maintaining the highest standards of academic integrity. Academic honesty is part of being “principled” — an IB Learner Profile attribute in which learners strive to act with integrity and honesty as they question, inquire, and act. After reading this document, all members of the school community should have a clearer understanding of their responsibilities in helping Sekolah Bogor Raya (SBR), as an IB World School, avoid academic malpractice.

The IB Learner Profile states that students must “act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities,” and must “take responsibility for their own actions and the consequences that accompany them.” As an IB World School, SBR must instil the importance of academic honesty in all of its students.

Article 1: Definitions

School Maladministration

Any behaviour by an IB World School, or by an individual formally associated with one, that breaches IB rules and regulations and potentially threatens the integrity of examinations and assessments. It can occur before, during, or after an assessment component or examination.

Student Academic Misconduct

Any behaviour, intentional or unintentional, that has the potential to result in a student — or anyone else — gaining an unfair advantage in one or more components of assessment. Action that may disadvantage another student is also regarded as academic misconduct. This includes any act that potentially threatens the integrity of examinations and assessments, whether paper-based or on-screen, occurring before, during, or after their completion. Student academic misconduct includes, but is not limited to, plagiarism, collusion, duplication of work, cheating, and falsifying data or work.

Malpractice

Any behaviour that results, or may result, in a student or group of students gaining an unfair advantage in academic work. Malpractice includes, but is not limited to, plagiarism, collusion, duplication of work, cheating, and falsifying data or work.

Plagiarism

The practice of taking someone else's work or ideas and passing them off as one's own. Examples include:

- submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else;
- failing to use quotation marks to signal that one is using another person's precise words — even brief phrases must be enclosed in quotation marks and properly cited;
- failing to cite the source of quotations and paraphrases — the source of ideas and information that are not common knowledge must be cited even when paraphrased, whether from published or unpublished sources such as books, articles, online material, television programmes, lectures, or people, including other students, friends, and relatives; and
- failing to identify the source of elements of a non-verbal work (for example, a painting, dance, musical composition, photograph, image, or mathematical proof) that are derived from the work of others.

Collusion

Supporting the malpractice of another student, or assisting another student's academic dishonesty. Examples include:

- writing a paper or other project for another student;
- allowing another student to copy from one's examination, paper, homework assignment, or other project;
- assisting another student with a take-home examination, paper, homework assignment, or other project when one knows or suspects the assistance is not authorised by the instructor; and
- sharing information about assessment content or questions with other students.

Cheating

The use, or attempted use, of unauthorised assistance during an examination or on a writing assignment, homework assignment, or other project. Examples include:

- copying answers from another student's examination, paper, homework assignment, or other project, with or without that person's consent;
- providing work to be copied (collusion);
- communicating in any way with another student or a third party during an examination without the instructor's permission;
- using unauthorised materials or devices (including notes, textbooks, a translator, phone, calculator, or other electronic device) during an assignment or examination without the instructor's permission;
- obtaining and/or reading a copy of an examination before it is administered, without the instructor's permission; and
- collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work, or other project without the instructor's permission.

Further clarification: in Science, a student's internal assessment is a compilation of their lab reports. Within the IB, it is considered collusion for students to work together on lab reports unless specifically required and permitted to do so by their teacher.

Fabrication

The creation of false data or citations. Examples include:

- fabrication of data — inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project;
- fabrication of a citation — inventing a false citation for a research paper or other project; and
- alteration of an assignment — altering a graded examination, paper, homework assignment, or other project and resubmitting it to the instructor to claim a grading error.

Hitchhiking

Occurs when a student allows their partner or group members to do a disproportionate share of the work in a collaborative project while they do not contribute equally. This lack of equal contribution to a collaborative assignment constitutes academic dishonesty and is penalised as such.

Duplication of Work

Using the same work for more than one course without clear permission from the instructor. Students are expected to produce original work for each course of study. Examples include:

- submitting a paper or project for a grade in more than one course; and
- submitting a lab report for more than one course without discussing it with both teachers involved.

Article 2: Roles and Responsibilities of Stakeholders

Students

Students are expected to:

1. Read this Policy, ask appropriate questions to ensure understanding, then sign and return it to their homeroom teacher.
2. Ensure that submitted work has been written individually, and that any work or ideas of others have been acknowledged.
3. Approach teachers or counsellors if personal circumstances may prevent them from completing an assignment.
4. Understand the expected level of acknowledgment for their grade level (see Article 3: Detailed Expectations by Grade Level).
5. Report to their teacher if they see anyone cheating, copying, or committing any form of academic misconduct.

Parents

1. Read this Policy, ask appropriate questions to ensure understanding, then sign it.
2. Discuss this Policy with their child, and remind them of it should they observe any work being produced that may constitute malpractice.
3. Celebrate and congratulate their child when they demonstrate academic honesty.

Teachers

1. Read and review the Academic Honesty Policy at the start of every academic year.
2. Check that work submitted by students is authentic and produced by the student in question.
3. Read, implement, and ensure understanding of this Policy.
4. Model academic honesty at all times.
5. Remind students of this Policy and its expectations prior to accepting submissions.
6. Observe and monitor tests or exams to ensure they are taken under the correct conditions.
7. Report academic misconduct when it occurs and record it in writing.
8. Celebrate and support students who demonstrate academic honesty.

IB Coordinator

1. Ensure parents have a good understanding of academic honesty.
2. Ensure major school policies relating to students are available on the Sekolah Bogor Raya website.
3. Facilitate committee meetings for both the writing and review stages of this Policy.
4. Ensure teachers receive the professional development and support needed to maintain academic honesty across the school.
5. Plan and monitor all IB Diploma Programme (DP) examination sessions.
6. Document and report academic misconduct to parents and the IBO where it will affect exam or assessment results (DP).

Article 3: Detailed Expectations by Grade Level

PYP Early Years

1. Students should take responsibility for their own work by choosing and completing tasks independently.
2. Students should be able to work individually and in groups with guidance, such as:
 - following instructions or directions from teachers or peers;
 - working collaboratively by sharing and taking turns; and
 - sharing responsibility for decision-making.
3. Students should be aware of the variety of resources (people, places, materials) available for gathering information for their learning.
4. Students should acknowledge the variety of resources used in their learning.

Grade 1–3

1. Students should take responsibility for their own work by being able to:
 - take on and complete agreed tasks; and

- share responsibility for decision-making.
2. Students should be able to work individually and in groups with guidance, such as:
 - listening closely to others' perspectives and to instructions;
 - learning cooperatively in a group — being courteous, sharing, and taking turns;
 - building consensus and negotiating effectively;
 - encouraging others to contribute; and
 - being aware of their own and others' needs in a learning group.
 3. Students should begin to develop research plans on topics of interest, formulating and planning information using different sources of media.
 4. Students should gather and record data from primary and secondary sources, using strategies such as drawing, charting, tallying, and annotating images.
 5. Students should begin to synthesise, interpret, evaluate, and communicate their research findings, drawing conclusions and communicating them to multiple audiences using a variety of media.
 6. Students should acknowledge the variety of resources (people, places, materials) used in their learning.
 7. Students should be aware of academic misconduct, including malpractice, plagiarism, collusion, cheating, fabrication, hitchhiking, and duplication of work.

Grade 4–6

1. Students should take responsibility for their own work by being able to:
 - plan short- and long-term tasks, and use equipment, supplies, and technology effectively and productively;
 - take on and complete agreed tasks; and
 - delegate and share responsibility for decision-making.
2. Students should be able to work individually and in groups with guidance, such as:
 - listening closely to others' perspectives and to instructions;
 - learning cooperatively in a group — being courteous, sharing, and taking turns;
 - building consensus, negotiating effectively, and making fair and equitable decisions;
 - encouraging others to contribute and taking on a variety of roles in group learning; and
 - being aware of their own and others' needs in a learning group.
3. Students should develop research plans on topics of interest, formulating and planning information using different sources of media.
4. Students should gather and record data from primary and secondary sources, using strategies such as drawing, note-taking, charting, tallying, writing statements, and annotating images.
5. Students should synthesise, interpret, evaluate, and communicate their research findings, drawing conclusions and communicating them to multiple audiences using a variety of media.
6. Students should create references and citations to construct a bibliography according to recognised conventions.
7. Students should be aware of academic misconduct, including malpractice, plagiarism, collusion, cheating, fabrication, hitchhiking, and duplication of work.

Exhibition (Culmination of the PYP)

All work submitted and presented for the Exhibition should be in line with this Academic Honesty Policy.

1. Students should develop research plans on issues of interest, formulating and planning information using different sources of media.
2. Students should gather and record data from primary and secondary sources, using strategies such as drawing, note-taking, charting, tallying, writing statements, and annotating images.
3. Students should synthesise, interpret, evaluate, and communicate their research findings, drawing conclusions and communicating them to multiple audiences using a variety of media.
4. Students should create references and citations to construct a bibliography according to recognised conventions.
5. Students should be able to work collaboratively as a team, accepting and including the differing opinions of group members.
6. Students should be aware of academic misconduct, including malpractice, plagiarism, collusion, cheating, fabrication, hitchhiking, and duplication of work.

Grade 7–10

1. Acknowledges ideas and materials from multiple sources, including books, media, the internet, or first-person sources.
2. Is able to write and paraphrase material for class notes.
3. References any direct quotes used, immediately after the quote itself.
4. Knows what constitutes academic dishonesty and abides by Sekolah Bogor Raya's expectations.
5. Always acknowledges help received from guardians, siblings, or friends.
6. Understands that the following acts are considered academic dishonesty:
 - using notes during a test, unless the teacher has explicitly permitted an open-book assessment;
 - giving one's own work to a friend to copy, including homework or assignments;
 - completing someone else's work for them;
 - copying material word for word from a source; and
 - submitting someone else's work as one's own.
7. Understands and follows exam rules explicitly.
8. Always asks what external support is permissible for a given assignment.
9. References sources in a correctly formatted bibliography.

Grade 11–12

1. Every source cited in the text must also appear in the bibliography, without exception.
2. Gives credit for any material paraphrased, quoted, used directly, or adapted.
3. Takes credit for, and clearly indicates, which parts of an assignment, project, or task — including sketches, music, pictures, photographs, maps, etc. — were created by them.
4. Makes clear to the reader where borrowed text begins and ends.
5. Understands that the following acts are considered academic dishonesty:

- allowing a friend to copy their work;
- submitting work done by another student or friend;
- copying work from a friend;
- submitting a project or piece of work without clear and concise citations;
- using notes during an exam or test, unless explicitly told it is an open-book assessment;
- communicating with others during a test or exam; and
- using technology during an exam without permission.

Article 4: Referencing Guide

SBR Primary School is introducing a referencing style using APA (American Psychological Association), which students most frequently encounter in the resources they use daily. This referencing system is introduced to students from Grade 5.

SBR Secondary School uses MLA (Modern Language Association), 8th edition, which is most often used in the arts and humanities and is one of the most widely used citation styles. This referencing system is introduced to students from Grade 7.

Article 5: Role of the Librarian

Role of the PYP Librarian

The Librarian plays a role in developing the values of academic honesty, including raising awareness of digital citizenship as it relates to the ethical use of media to communicate, share, and connect with others, as well as referencing skills that are important to introduce in the PYP.

The Librarian works with classroom teachers and students throughout the year to develop the skills students need to succeed in their inquiries. Critical thinking skills are supported through instructional intervention in using online and print primary sources, evaluating information sources (especially web resources), and developing in-depth questioning skills.

The Librarian can act as a research mentor, offering mini revision tutorials for different groups on plagiarism, copyright issues, and bibliographic skills.

Role of the DP Librarian

The Librarian plays an important role in the school-wide implementation of academic honesty. They are the main resource in this area, providing guidance on the citation and referencing system most suitable for each assessment.

The Librarian promotes academic honesty across the school by providing support and assistance with research and the correct use of citations. The library website also provides considerable advice on aspects of academic honesty.

The Librarian gives an internal workshop to students and teachers on academic honesty and referencing at the start of each academic year, and again during the year should management identify a need for it.

Detailed roles and responsibilities of the Librarian are set out in the Roles and Responsibilities of a DP Librarian document.

Article 6: Procedures for Reporting, Recording, and Monitoring

Academic honesty is the responsibility of all stakeholders in the school. Any suspected academic dishonesty should first be identified by the subject teacher, handled carefully, and treated as a formal learning experience for the student. In the PYP, classroom teachers responsible for the learning process collaborate with students, parents, counsellors, and pedagogical leaders to address issues with respect to students' needs.

In the DP, the subject teacher must report all academic dishonesty cases to the Vice Principal for Academic Affairs, who records all such cases.

The student is always permitted to explain the situation and present a defense of their actions. Consequences for academic dishonesty depend on the severity of the action and how many times the student has committed academic dishonesty.

Article 7: Rights of a Student Suspected of Academic Dishonesty

Initial breaches of academic honesty are treated as a formative learning experience for students. Schools and teachers respect the student's right to privacy, and teachers, together with the counsellor, support students in reflecting on and avoiding future academic misconduct. The student participates in a discussion with the teacher concerned and the school counsellor, focused on the academic misconduct itself — care is taken not to pass judgment on the student's overall character.

Article 8: Consequences for Academic Dishonesty

Grade 1–6

Level 1 Offense

- The student will receive a warning.
- The student will be asked to resubmit the assignment or project within a suitable time period, losing 10% of the grade as a consequence.
- The student will have a meeting with their class teacher.

- Parents will be informed via WhatsApp or telephone, to help remind the student of the importance of academic honesty.
- The IB PYP Coordinator may be informed.

Level 2 Offense

- The student will not be given the opportunity to resubmit the work; the work in question will be given a score of zero.
- Parents will be invited to school to meet the classroom teacher and discuss the issue in detail.
- The IB PYP Coordinator will be informed.
- The student will be asked to sign a letter committing to uphold this Academic Honesty Policy in future.

Level 3 Offense

- The student will not be given the opportunity to resubmit the work in question.
- The IB PYP Coordinator will be informed.
- The student will be suspended from school for a period decided by the Principal of the relevant school level.

Grade 7–12

Students at Sekolah Bogor Raya read this Academic Honesty Policy and sign an Academic Honesty contract; they are therefore responsible for ensuring that any submitted work and exam conduct follows the expectations of this Policy.

Violations of this Policy are divided into three levels.

Level 1 Offense

- Copying homework.
- Cheating.
- Using secretive methods to receive or give answers on a test or quiz.
- Taking information from other sources that is not properly cited.

Consequences: The subject teacher deals with the student privately, and the case is reported to the Vice Principal for Academic Affairs. Teachers may require the student to redo the assignment, and parents may be contacted if required. A second Level 1 offense is treated as a Level 2 offense.

Level 2 Offense

- Directly copying a paper or publication from the internet or another student without proper citation.
- Sharing or distributing test materials without authorisation.

Consequences: No grade is awarded. Parents are notified by the Vice Principal for Academic Affairs, and the student receives disciplinary consequences, which may include suspension from class. Parents are invited to a conference with the student and the DP Coordinator.

Level 3 Offense

- Stealing examinations.
- Altering grades on a computer database.

Consequences: Parents are notified by the Principal, and a meeting with parents is required. Students may be expelled, depending on the severity of the violation.

Article 9: Policy Review

This Policy is reviewed every year by the Principals. This Policy takes effect from the date it is established and remains in force until amended or superseded by the SBR Executive Team. This Policy and/or its appendices may be revised or amended by the SBR Executive Team as needed.

Thus, this Policy is made and established to be complied with, implemented, and enforced by all relevant SBR stakeholders with full responsibility.

References and Resources Used in the Design of This Policy

- Academic Honesty in the IB Educational Context. International Baccalaureate Organization, 2014.
- Primary Years Programme: The Learner. International Baccalaureate Organization, 2018.
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- Primary Years Programme: The Learning Community. International Baccalaureate Organization, 2018.
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- Effective Citing and Referencing. International Baccalaureate, Aug. 2014.
- Academic Honesty Policy. Copenhagen International School, 2014.
- Academic Honesty Policy. Vanguard High School, 2014.