



Elthorne Park High School

Academic Honesty Policy

March 2009 *(to be reviewed July 2011)*

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We encourage our students to be: inquirers, acquiring the skills necessary to conduct inquiry and research; knowledgeable, exploring concepts, ideas and issues; principled, acting with integrity and honesty, take responsibility for their own actions; open-minded, accustomed to seeking and evaluating a range of points of view; risk takers, brave and articulate in defending their beliefs.

A. What is Academic Honesty?

Respect for all forms of intellectual and creative expression as well as for the work of others lies at the heart of Academic Honesty. Staff, students and parents want an environment where students can be proud of their work which is authentic and reflects their growing abilities and knowledge.

An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore all work completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, either in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Academic Honesty is a set of values and skills that promotes personal integrity and good practice in teaching, learning and assessment. It is shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. While it is probably easier to explain to students what constitutes academic **dishonesty**, whenever possible the topic will be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment.

B. What is malpractice?

Malpractice is defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

- plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

C. Malpractice in Exams

The following examples of malpractice do not constitute an exhaustive list and refer mainly to the written examinations:

- taking unauthorized material into an examination room (e.g. an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information relevant to the examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- during the exam exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
- copying the work of another candidate
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination

- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination
- fabricating data for an assignment
- presenting the same work for different assessment components in the same course and/or diploma requirements

Breaches of regulations are not confined to candidates: improper conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the exam board and/or school:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements
- leaving candidates unsupervised during an examination
- allowing additional time in examinations without authorization from the exam board
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours of the end of the examination.

For all cases of malpractice in relation to the examinations, a report shall be sent to the relevant exam body. The report must reach exam body as soon as possible and within ten days of the exam in which the incident occurred.

D. Responsibilities

Students should

- take the time to develop the values, knowledge and skills which will allow them to approach their work and the work of others with respect and academic integrity
- understand the basic meaning and significance of concepts that relate to academic honesty and malpractice
- be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law
- develop the skills of paraphrasing, summarising, using quotation marks, using the conventions of citing and acknowledging sources and compiling bibliographies
- develop the skills of integrating others' words and ideas with their own in a way which respects the efforts and achievements of other people
- ensure that any work they submit is not the result of malpractice
- seek clarification, if unclear, from their teacher and/or subject leader in the first instance and then, if still unclear, in the case of Diploma Programme students, the Programme coordinator
- understanding the consequences and sanctions for academic infringements and malpractice within the school and exam boards

Staff should

- ensure students develop the values, knowledge, skills and understanding necessary for academic honesty and appropriate to their particular subject area
- teach students how to integrate others' words and ideas with their own in a way which respects the efforts and achievements of other people
- check that any work submitted is not the result of malpractice that all work submitted to exam boards for moderation or assessment has been authenticated by the teacher, and does not include any instances of suspected malpractice.

Subject Leaders and Line Managers should

- support the work in their areas so that staff and students are confident and skilled in meeting the demands of Academic Honesty
- evaluate the development of staff and students in this area and providing on-going training opportunities

The IB Diploma Programme Coordinator should

- have an overview of the standards of Academic Honesty across the programme
- support students, teachers, subject leaders and line managers in creating an environment where authentic work which accurately reflects the students' creative and intellectual development is produced

E. Academic Honesty and the Internet

The Internet poses particular problems for students due to its nature and accessibility. It is in the public domain, largely uncontrolled and software makes it extremely quick to copy text and images. Students should be aware that information cannot be taken from web sites without acknowledgement. This includes the copying of maps, photographs, illustrations, data, graphs and so on. Students must record the addresses of all web sites they have accessed (using the url) and the date when they accessed it. Stating the search engine which they used to find the web site is not an acceptable alternative. To cut and paste text, images or information from a website without acknowledging its sources is plagiarism. CD-Roms, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.

F. Academic Honesty and Group Work

For most assessment components students are expected to work independently with support from their subject teacher or supervisor. However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's.

G. Academic Honesty and Coursework

Coursework is defined as any type of internal assessment of a student's performance, usually written or practical work, marked by the school or an external examiner which contributes to their final examination award.

Coursework is a necessary and beneficial part of most examinations as it allows students to develop a high quality personal response to their subjects while developing a rigorous and appropriate academic register and tone.

Staff will follow the advice in the specifications and guidance from the relevant awarding body about the conditions under which coursework should be conducted. Each school must determine the conditions under which coursework is undertaken within the framework of advice and guidance and it is the teachers responsibility to ensure that they have taken steps to satisfy themselves that the work produced is authentic and solely that of the candidate concerned.

Role of the Subject Teacher with regard to Coursework

Subject teachers should

- Ensure coursework is well planned as part of a module of work and share assignment details at the beginning of the module.
- Ensure that the coursework requirements are understood by candidates
- Share specification and assessment criteria with the students (as part of AfL)
- Give advice on word count etc
- Set firm deadlines for a plan and final draft where appropriate
- Ensure students understand if, how and when draft and final pieces will be marked and returned in accordance with awarding body guidelines
- Give early feedback on the students' progress
- Ensure students meet deadlines and chase them where necessary
- Ensure students are aware of exam board regulations with regard to coursework
- Return any draft coursework within 2 weeks to provide feedback to help them improve while ensuring feedback given does not breach academic honesty guidelines
- Guide planning and research but not assist directly in data interpretation or formulation
- Provide opportunities for practice coursework skills in class

Good Practice

- Share examples of coursework from previous years
- Mark a sample piece of coursework together from a previous year
- Share success criteria e.g. how to raise a C to a B
- Mark a 'poor' piece of coursework together as a class so students are aware of potential pitfalls
- Colour code marking where appropriate so students know where they have been awarded marks

Role of Subject Leader with regard to Coursework

Subject leaders should

- Draw up a Departmental coursework policy
- Devise a coursework schedule so that coursework is completed at appropriate times in the course and is part of a SoW
- Monitor the setting of coursework tasks - ensure all meet exam board criteria and allow students to demonstrate their learning and attainment.
- Ensure all staff have received appropriate training and development in setting, marking and moderation of coursework
- Draw up guidelines for giving feedback on drafts and marking of coursework to ensure students can improve on future assignments and know how they well they have done and how to improve,.
- Ensure that staff follow guidelines for marking and feedback
- Support staff in following up on missed deadlines in accordance with school and dept. policy
- Establish Target groups for underachieving students and put in place intervention strategies to support those students in producing authentic work which reflects their knowledge, skills and abilities
- Have an overview of those students who are behind with coursework
- Share information on coursework problems/ target students with Year Leaders.
- Provide advice to teachers on how to identify plagiarism within their subject
- Investigate and respond to suspected acts of plagiarism.
- Be responsible for moderation of coursework
- Complete all paperwork/administration and ensure coursework assignments are submitted to the exam board by required date.

Role of Year Leader with regard to Coursework

Year Leaders should

- Liaise with staff and subject leaders to monitor missed deadlines
- Identify students who have missed deadlines in different subject areas and provide support
- Refer students to coursework catch up sessions
- Set up intervention for targeted groups of students including support from external agencies for those with barriers to learning
- Ensure CEG available for all students

Role of Senior Leadership Team with regard to Coursework

- The examinations officer will provide a coursework overview for Years 10 and 11 for students and parents to help with planning and meeting deadlines.
- The SLT will support the implementation of the coursework policy by working with subject leaders.
- All suspected plagiarism should be referred to the SLT for investigation

IB Diploma Co-ordinator should

- Ensure Internal Assessments are carried out within the guidelines and spirit of Academic Honesty
- DP teachers are sufficiently trained in and confident about Internal Assessments in their subjects
- Produce an Extended Essay Guide for Year 12
- Produce a Two Year Plan for Internal Assessments
- Ensure students have a suitable Supervisor for their Extended Essay and that no supervisor has more than four students to supervise
- Extended Essay Supervisors complete all necessary paperwork to deadline
- Have an overview of the Internal Assessments and Extended Essays process in order to support teachers and students in producing authentic, quality work

Role of Students with regard to Coursework

Students should

- Ensure they understand the coursework assignment and assessment criteria and seek clarification where necessary
- Complete all coursework to highest possible standard
- Use feedback to improve first drafts or future assignments
- Ensure all work submitted is their own work.
- Follow exam board guidelines and regulations
- Acknowledge sources they have used in the development of their ideas and work, using conventions for citing references, where appropriate (*Appendix 1*)
- Organise time and prioritise
- Meet all deadlines

Coursework Deadlines

Ideally deadlines should be fixed and extensions would not be necessary. However students often struggle with prioritisation and organisation and fail to hand in coursework by the set deadline. Students will be encouraged to take responsibility for their own learning and be maturely engaged in ensuring the work they complete is authentic and of the highest standard. A consistent approach to deadlines and extensions will help students understand the importance of these issues.

Failure to meet deadlines is minimised when

- Subject teachers ensure students understand fully what is expected and provide guidance and advice
- Examples of past coursework are shared with students
- Deadlines are set at the beginning of the assignment
- Subject Teachers are aware of conflicting coursework deadlines and avoid clashes
- Subject Teachers avoid setting coursework which clashes with internal examinations and revision
- Assignments are broken down into small steps
- Students at risk of failing to meet deadlines are identified, support provided and parents contacted.

Extensions

Students should only request an extension to a deadline where

- They can demonstrate a valid reason e.g. illness, clash of deadlines, personal reason
- Staff should record extension dates and inform parents and relevant staff

When a deadline has been missed the subject teacher should

- Inform subject leader to ensure there is appropriate department follow up
- Send a letter home to inform parents, giving a copy to Subject/Year Leader
- Agree new deadline with student, informing parents of this extension to deadline

Appendix 1 Conventions for citing and acknowledging sources

In assessments, students must cite and acknowledge their sources in a way which allows any reader to examine and assess the credibility of any claims and to evaluate the student's intellectual and creative process. The ability to cite sources is a skill which students need to develop with the support of their teachers and the wider school community.

The IBO permits any accepted convention for citing and acknowledging sources, however in order to ensure consistency and rigour, students should follow the following conventions.

Referencing your sources in footnotes or endnotes

When referring to books in footnotes or endnotes, use the following format:

¹Name of author, **title of book** (place book was published: company that published the book, year book was published), page from which the information was found

Therefore if the book has one author:

¹Frederick Douglas, ***Narrative of the Life of Frederick Douglas*** (New York: Penguin Books USA, Inc., 1968), 81

If the book has two authors:

²Winthrop D. Jordan and Leon F. Litwak, ***The United States*** (Englewood Cliffs, NJ: Prentice Hall, Inc., 1994), 124.

If the book has an editor:

³Robert von Hallberg, ed. ***Canons*** (Chicago: University of Chicago Press, 1984), 225.

When referring to journals or magazines use the following format:

¹Name of author, "title of article", **title of journal** volume number (date published): page information was on.

Example of a journal or magazine:

¹Richard Lacayo, "The Devil Made Me Do It", ***Time*** 146 (July 31, 1995): 58.

When referring to an internet site, use the following format:

Name (Year). Title of reference: entire URL, date site was visited.

Example of an internet site:

¹Foster, A.R. (1987). Citrus Culture in North Florida: <http://www.cit.univ.fl.a.org/CitrusInNorthFlorida.html>, visited December 16, 2002.

When referring to the same source more than once, use 'ibid' (meaning *same place*) followed by the page number:

²ibid, 26.

If you are referring to a number of different sources more than once, to avoid confusion, add the author's surname:

⁵ibid, Douglas, 75.

Most word processing software (such as Microsoft Word) have specific functions to help you easily create footnotes or endnotes.

Referencing your sources in the main body of your writing

When referring to books in the main body of your writing, use the following format:

(Surname of author, date of publication: page number)

If the book has one author:

(Douglas, 1968: 81)

If the book has more than one author:

(Douglas et al, 1968: 81)

If quoting from the same book more than once, use 'ibid' (meaning *same place*):

(ibid: 37)

The Bibliography

A bibliography is a list of the books, articles and websites you have used. Even if you do not end up referencing them in your writing, it is good practice to show the reading which has informed your thinking. List books and articles in one section, alphabetically by the author's surname; list websites in a separate section, alphabetically by the author's surname, if known, or the website name.

List your sources in your bibliography using the following format:

Surname of author(s), first name(s). **Title**. Place of publication: publisher, date of publication.

Example from a book

Douglas, Frederick. ***Narrative of the Life of Frederick Douglas***. New York: Penguin Books USA, Inc., 1968.

When listing articles from journals or magazines, use the following format

Lacayo, Richard. "The Devil Made Me Do It." ***Time*** 146 (July 31, 1995):58.

List your internet sources using the following format:

Foster, A.R. (1987). "Citrus Culture in North Florida":

<http://www.cit.univ.fl.a.org/CitrusInNorthFlorida.html>, visited December 16, 2002.

Appendix 2 Penalties for Academic Infringement and Malpractice

Violations of academic honesty by students will be divided into four levels. These levels are determined by the importance of the assignment and premeditation of the student.:

	Examples <i>(include but are not limited to)</i>	Dealt with by	Sanctions
Level 1	<ul style="list-style-type: none"> • copying homework or parts of homework without appropriate acknowledgement from the internet, books or another student • (in a test or quiz which is not part of the formal assessment for the exam qualification) looking on another's test or quiz, letting another student look on a test or a quiz, using other secretive methods of receiving or giving answers on a test or quiz • working with others on an assignment that was meant to be done by individuals 	Subject Teacher	<ul style="list-style-type: none"> • a zero on the suspect assignment and • a subject detention • letter to parents with a copy to Tutor, Year Leader and the Subject Leader
Level 2	<ul style="list-style-type: none"> • Two Level One violations in the same subject in the same year • Three Level One violations in more than one subject in the same year • Persistent low level malpractice of any other form 	Subject Leader <i>or</i> the Year Leader	<ul style="list-style-type: none"> • a zero on the suspect assignments and • a Senior Leaders' detention • phone call and letter to parents • copy to student's file
Level 3	<ul style="list-style-type: none"> • malpractice in coursework or internal assessments • taking papers from other students • taking any part of a test to use or give to others • submitting a computer program that has been developed by another <p>These violations will be considered theft.</p>	Subject Leader and also <i>either</i> the Diploma Programme Coordinator <i>or</i> the Assistant Headteacher i/c Vocational subjects <i>or</i> Deputy Headteacher i/c Curriculum	<ul style="list-style-type: none"> • a formal interview with their parents and the Subject Leader and the Senior Teacher involved and • a series of detentions after school to repeat the work affected by the malpractice • a written apology to the Subject Leader and parents • copy of letter and apology to student's file • If plagiarism has occurred, the student must still meet the minimum requirements of the course by rewriting the assignment according to teacher specifications.
Level 4	<ul style="list-style-type: none"> • Stealing examinations • Altering grades on a computer database 	Headteacher <i>or</i> delegated representative	<ul style="list-style-type: none"> • Sanctions would include but are not be limited to removal from the curriculum program and/or permanent exclusion from the school.

Sanctions for Staff

Staff want their students to achieve the highest possible grades possible. In very rare occasions this may lead some staff to encourage, support or facilitate student malpractice. It is the responsibility of the Headteacher, or delegated person, to investigate staff malpractice, to report the matter to the examining body and decide on any sanctions, if appropriate. In such extraordinary circumstances, sanctions for staff will depend upon the seriousness and deliberateness of the violation, the importance of the assignment and the amount of students' work involved. Any action taken by the school will not be dependent upon any actions taken by specific exam boards.

	Examples <i>(include but are not limited to)</i>	Sanctions <i>(include but are not limited to)</i>
Level 1	<ul style="list-style-type: none"> Maladministration, either deliberate or accidental <i>(possible examples of improper assistance being: failing to ensure candidate's coursework is adequately monitored and supervised, failure to use current assignments for assessments, failing to supervise examinations adequately, the introduction of unauthorised material into an examination room, failure to retain candidates work after the exam or for coursework after the authentication statement has been signed, failure to dispatch candidates work in a timely way et al)</i> 	<ul style="list-style-type: none"> informal warnings, formal warnings requirements to undergo specific training
Level 2	<ul style="list-style-type: none"> A repeated instance of a Level 1 violation Improper assistance to candidates <i>(possible examples of improper assistance being: assisting students in producing coursework or evidence of achievement beyond the permitted regulations, sharing candidates coursework with candidates, permitting students in an examination to access prohibited material, prompting candidates in oral exams by means of signs or written prompts et al)</i> 	<ul style="list-style-type: none"> formal warnings requirements to undergo specific training imposition of special conditions relating to examined courses temporary suspension
Level 3	<ul style="list-style-type: none"> Repeated instances of Level 1 violations, A repeated instance of Level 2 violation A breach in exam security <i>(possible examples of breaches in exam security being: failing to keep examination material secure and confidential, failing to supervise adequately candidates who have been affected by timetable issues, permitting or facilitating or obtaining unauthorised access to examination material, tampering with candidate scripts or coursework after collection and before dispatch et al)</i> 	<ul style="list-style-type: none"> formal warnings requirements to undergo specific training imposition of special conditions relating to examined courses temporary suspension dismissal
Level 4	<ul style="list-style-type: none"> Repeated instances of Level 2 or 3 violations, Deception <i>(possible examples of deception being: inventing or changing marks for internal assessments where there is no actual evidence of the candidates' achievements to justify such marks, manufacturing evidence of competence, fabricating assessment or internal verification records or authentication statements, entering fictitious candidates for examination or assessment or otherwise subverting the assessment or certification process with the intention of financial gain et al)</i> 	<ul style="list-style-type: none"> Depending on the degree of seriousness and deliberateness of the violation, the usual sanctions would be dismissal

Appendix 3 Sources used in this Policy

The Academic Honesty Policy acknowledges its use of IBO papers and policies and the Academic Honesty Policies of:

- East Hartford High School, USA (IB World School 1230)
- Dwight School, New York (IB World School 0058) and the work of its DPC Anthony Foster
- Beijing International School, China

Appendix 4 Students' Sheets

Researching and writing essays, reports and projects is a very satisfying part of your studies. Using your own words, ideas, diagrams, maps and photographs to produce work which embodies your own conclusions can be a source of personal pride, and the production of such work is an important academic skill. Most academic work in school, college, university and in the wider world will involve using the words of others to support your own arguments and conclusions, and these, properly acknowledged, are an integral part of such assignments. It is important that you acknowledge such sources in an academically honest way. Works of literature, art and music are protected by law through copyright; this includes work taken from electronic sources.

Your teachers will explain how to paraphrase and adapt source material in an acceptable way, and show you how to acknowledge the work and ideas of others in your writing and speech. Teachers are available to give you further advice and guidance so that you can always present authentic work. What follows is a short guide to use as a reminder.

In general you must not

- Copy work from another student in class, during classwork, homework or in your coursework (unless you are catching up on classwork missed, in which case you should acknowledge whose work you have copied)
- Copy and paste from the internet or books without properly acknowledging it
- Give another student your work to copy or do homework for another student
- Submit work done by a parent, older student or friend
- Pretend that any work/thoughts/writing of someone else are your own.

Doing any of the above is not being academically honest.

Coursework

An authentic piece of coursework is one that is based on your individual and original ideas, with the ideas and work of others fully acknowledged. All work, written or oral, completed for assessment must wholly and authentically use your own language and expression. Sources which are used or referred to, whether in the form of direct quotation or paraphrase, must be fully and appropriately acknowledged.

Before starting to write, ask your teacher what kinds of external help are permissible. Always use your own words as much as possible. If you want to quote the words of others, you must reference them correctly. In the same way photographs, illustrations, maps, graphs, charts, audiovisual material and software must be acknowledged if they are not your own work. For some assignments, you must include a bibliography at the end of your work which lists the full details of the publications you have used. You will need to refer to many sources to produce a well-researched piece of coursework but you must list all the resources that you use, whether they be books, journals, internet sites, CD ROMs, TV programmes etc.

If you have worked as part of a group on a project, even if the data is the same, your introduction, account or description and conclusions must be your own. If they are not you will be considered to have colluded and be guilty of malpractice.

Do not be tempted to use essays or parts of essays from the internet. Teachers are very experienced in marking students work and quickly pick up a change of style or vocabulary. For Internal Assessments which will make up part of your exam grade, you must also submit a copy of the report from [turnitin.com](https://www.turnitin.com) along with the internal assessment or extended essay. You will have to sign a declaration that any internal assessments or extended essays are your own authentic work.

Take care of your work and keep it safe. If it is stored on a computer, keep your password safe. Do not leave spare copies lying around. Destroy those which you do not need.

In internal and mock exams, you must not:

- Distract another student or try to contact them
- Copy the work of another student
- Disrupt the exam by any behaviour
- Have out any notes unless they are allowed
- Bring an unauthorised calculator or have on you any electronic device or mobile phone

There are additional regulations for the conduct of external exams, which you must know about and follow.

Key Definitions

Malpractice: Any behaviour that results in, or may result in, yourself or any other student gaining an unfair advantage in one or more assessment components. Plagiarism, collusion and duplication of work are examples of malpractice, as are making untruthful claims in UCAS applications or bringing in unauthorised materials into an exam.

Plagiarism: Passing off the work, thoughts or ideas of another person as your own. This is a serious academic offence and the School will take it seriously.

Collusion: Allowing someone else to copy from your work or submit it for assessment as if it were his or her own. Collusion is the act of supporting the malpractice of another person.

Duplication of work: Presenting the same work for different assessment components for the same exam board.

Sanctions

Level	Types of Malpractice	Sanctions
Level 1	<ul style="list-style-type: none"> • copying homework or parts of homework without appropriate acknowledgement from the internet, books or another student • (in a test or quiz which is not part of the formal assessment for the exam qualification) looking on another's test or quiz, letting another student look on a test or a quiz, using other secretive methods of receiving or giving answers on a test or quiz • working with others on an assignment that was meant to be done by individuals 	<ul style="list-style-type: none"> • a zero on the suspect assignment and • a subject detention • letter to parents
Level 2	<ul style="list-style-type: none"> • Two level One violations in the same subject in the same year • Three level One violations in more than one subject in the same year • Persistent low level malpractice of any other form 	<ul style="list-style-type: none"> • a zero on the suspect assignments and • a Senior Leaders' detention • phone call and letter to parents • copy to your student's file
Level 3	<ul style="list-style-type: none"> • malpractice in coursework or internal assessments • taking papers from other students • taking any part of a test to use or give to others • submitting a computer program that has been developed by another <p>These violations will be considered theft.</p>	<ul style="list-style-type: none"> • a formal interview with your parents • a series of detentions after school to repeat the work • a written apology to the Subject Leader and parents • copy of letter and apology to your student's file • If plagiarism has occurred, you must still meet the minimum requirements of the course by rewriting the assignment
Level 4	<ul style="list-style-type: none"> • Stealing examinations • Altering grades on a computer database 	<ul style="list-style-type: none"> • Sanctions would include but are not be limited to removal from the curriculum program and/or permanent exclusion from the school.