

## Academic Honesty Policy 2026

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| <b>Approved by:</b> | Mel Hitchcocks | <b>Last reviewed on:</b>   | September 2026 |
| <b>Date:</b>        | September 2026 | <b>Next review due by:</b> | August 2028    |

### 1. Rationale

Academic honesty and personal integrity are fundamental components of a student's education and character development. At the British International School Ljubljana (BISL), we are committed to academic honesty and strive to ensure that all students in the school are aware of what this entails. We expect that students of all ages will not cheat, lie, plagiarise, submit AI generated content as their own work, or commit other acts of academic malpractice. Such 'academic dishonesty' undermines the purposes of education and denies the student his/her right to personal and academic integrity.

The academically honest student produces work representative of his/her own efforts and abilities, whereas the academically dishonest student attempts to show knowledge and skills he/she does not possess by claiming it as his/her own.

Academic dishonesty, or 'malpractice', is taken very seriously by the Examination Boards and the school is required to report any suspected cases. Sanctions for malpractice may range from loss of marks to disqualification from a subject or even to an individual being barred from entering for any examinations. The school is also subject to strict malpractice regulations and we risk losing our registration with the Examination Boards if we fail to follow their procedures.

### 2. Aims

Whilst we trust that all students at BISL will submit their own work, referenced as appropriate, this policy sets out clear guidelines as to what academic honesty – and dishonesty – means, the responsibilities of students, staff and parents, and the consequences of malpractice.

This Policy should be considered in conjunction with, and with reference to:

- BISL Parent Handbook
- BISL Positive Behaviour Policy;
- BISL Concerns & Complaints Policy;
- Examination Boards; Cambridge International, Edexcel and AQA, Suspected Malpractice: Policies and Procedures.

### 3. Roles and Responsibilities

All students, parents and teachers should be aware of what academic honesty and dishonesty mean and the consequences of any malpractice, as laid out in this policy.

#### 3.1 Students

Students should recognise that they are ultimately responsible for their own work and that the consequences of any breach of the expected standards of academic honesty will be theirs alone.

Students following external examination courses are required to sign a declaration that they have read and understood this policy (see *Appendix 1*).

Students should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to submitting data or referencing sources.

### 3.2 Teachers

Teachers should model good practice in their work and examples.

Teachers should set clear expectations for conduct and for assignments. They should reinforce Academic Honesty in the specific terms of the work that they are asking the students to produce, especially during the drafting of work when the student/teacher interaction is more collaborative than evaluative, including reminders of how to correctly cite the sources they have consulted.

Teachers may not accept work which is not the student's own. If a teacher suspects malpractice, s/he should investigate and gather evidence, and report their findings to the relevant Senior Leader.

### 3.3 Senior Leaders: Director of Teaching and Learning, Assistant Head; Primary Teaching and Learning and Assistant Head; Curriculum and Assessment.

Senior Leaders should ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They should investigate any suspected breaches of the expected standards in an open and fair manner, to give clear and reasoned recommendations to the Principal.

### 3.4 Principal

The Principal must ensure the school has an effective Academic Honesty Policy and that students and staff adhere to it.

The Principal reviews cases of suspected or proven academic dishonesty and malpractice. In consultation with the relevant Senior Leaders, s/he will assess each case on its merits and make a judgement, including appropriate sanctions, in accordance with the school's Positive Behaviour Policy and (where relevant) Examination Board guidelines, and communicate the decision clearly to all of those concerned, including the parents, with explanations or reasons for findings and outcomes.

### 3.5 Parents

Parents should discuss the need to be honest with their children, including why it is important to be honest in terms of academic progress. Parents are expected to support the school when dealing with cases of malpractice. Parents of students following external examination courses are required to countersign a declaration that they have read and understood this Policy (see *Appendix 1*).

## 4. Malpractice: Forms of Academic Dishonesty

Academic dishonesty - or 'malpractice' - can take several forms. The following list is not exhaustive, but outlines the most common forms of malpractice that are encountered in schools:

### 4.1 Cheating

Cheating is the use of dishonest means to obtain credit or gain an unfair advantage for academic work.

Examples of cheating include using/providing notes, documents, answers, aids, or helping another student on any assessment or other assignment unless expressly permitted by the teacher. It can also mean using AI to generate work which the student claims credit for.

Cheating in a test or examination includes, but is not limited to, bringing unauthorised material into the exam room, consulting such material during an exam, using communication/electronic devices to obtain or send unauthorised information, looking at another student's paper or communicating with another student.

### 4.2 Plagiarism and Copying

Plagiarism is the use of anything that has been produced by someone else (another individual's ideas, words, work, information or pictures) and intentionally or unwittingly submitting it for assessment as one's own without giving the original author appropriate clear and explicit recognition. Examples of plagiarism include paraphrasing or copying published material, material acquired from internet sources, or the work of another student.

Copying is similar to plagiarism and is the act of taking the work of another student, with or without his or her knowledge and submitting it as one's own.

#### *4.2(a) Use of Artificial Intelligence (AI) Generated Content*

AI generated content is any form of digital content, such as text, images, videos, or audio, that is created by artificial intelligence systems without direct human intervention. AI systems use advanced algorithms and machine learning techniques to generate content that mimics human creativity and decision-making processes.

BISL is not against the use of AI, we recognise that in our fast-changing world AI is here to stay and that both students and teachers can benefit from using this technology. However, as with plagiarism, the use of AI technology (such as ChatGPT, CoPilot etc) in students' work needs to be recognised. Students should therefore cite the use of AI in their work, stating the website used and the day the site was accessed. AI generated content should only be used in part of the students work, it should never be used to generate a whole piece of work such as an essay.

### 4.3 Fabrication

Fabrication is creating or altering data which has not been collected in an appropriate way or falsifying research and projects which have not actually taken place.

Examples of fabrication may include submitting a science report containing falsified results, citing information not taken from the source indicated or creating a false reason to receive special consideration for a piece of work or assessment.

#### 4.4 Duplication

Duplication is where a student submits work for assessment that is substantially the same as has been submitted for other subjects or in previous years without the consent of the teachers involved.

#### 4.5 Collusion

Collusion is helping another student to be academically dishonest. Examples of collusion would include passing notes between students during a test or permitting the copying of an assignment for submission.

#### 4.6 Tampering with materials or records

Tampering with teacher materials and/or student records for purposes of cheating or fabrication will not be tolerated. Students who tamper with teacher materials and/or student records are subject to all academic honesty consequences.

### 5. Prevention of Academic Dishonesty

BISL, in line with Examinations Board requirements, may submit random or selected pieces of work for moderation and for the verification and evaluation of sources.

Whenever possible, students should be able to submit electronic copies of any work to the teacher for moderation or evaluation of source at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners to be able to defend themselves against charges of malpractice.

### 6. Procedures for investigating suspected cases of Academic Dishonesty

If a teacher or other member of staff suspects that a student may have breached the school's standards of academic honesty, s/he must inform the relevant Senior Leader (Director of Teaching and Learning, Assistant Head; Primary Teaching and Learning or Assistant Head; Curriculum and Assessment). Together they will investigate the matter, and will inform the student of the teacher's concerns, giving the student the chance to reply to the accusations.

If it cannot be shown that there is work which is clearly inappropriate, no action will be taken against the student and no record will be kept of the matter. If, on the other hand, it *can* be shown that inappropriate work has been submitted, the Senior Leader will make a recommendation to the Principal as to whether the case is one of academic dishonesty. The determining difference between these two possibilities will be one of intent.

The Principal, in consultation with the relevant Senior Leader, will decide the outcome of the investigation and agree appropriate sanctions in accordance with the Positive Behaviour Policy.

## 7. Consequences of Academic Dishonesty

BISL's Positive Behaviour Policy states that dishonesty (including cheating and plagiarism) is considered as a 'serious' offence.

Class teachers usually deal with minor incidents which occur in the classroom, through verbal warnings and explanation of why the behaviour is inappropriate. However, for 'serious' offences:

- the relevant member of SLT will be informed.
- the Principal will be informed, and will be consulted about appropriate sanctions, which may be:
  - **Warning** of exclusion in the event of any further incidence of academic dishonesty;
  - **Repeat of Assignment** may be permitted. If there is time to do so before the school's deadline for this work, the student may be allowed one chance to resubmit another piece of work, produced under specified controlled conditions, in its place. If there is not time for the student to produce new work, s/he or she will lose out on marks to be submitted and it may not be worthwhile to sit for the final examination in that subject.
  - **Exclusion** from lessons or from school. Exclusions include:
    - **Internal Suspension** (between 1 and 3 days, depending on severity);
    - **External Suspension** (between 1 and 3 days, depending on severity). Student and parents must meet with the Principal and/or Director of Teaching and Learning prior to the student being permitted back in class;
    - **Specific Exclusion** from a subject or subjects may be imposed. This may be for a limited period of time or permanent. The student may, or may not, still be permitted to sit for an external examination, subject to the assessment of the teachers and the Principal and dependent upon the nature of the offence;
    - **Indefinite Suspension** is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place;
    - **Permanent Exclusion** (expulsion) is the ultimate sanction.
- the relevant member of SLT will contact the parents/guardian, by telephone and by e-mail, to inform them of the situation or incident and will arrange a meeting with the student, the parents, and the Form Tutor/Class Teacher.
- the appropriate sanction will be explained at the meeting and subsequently implemented.
- where it is the duty of the school to report incidents to them, some malpractice offences may lead to further sanctions imposed directly by the Examination Boards.

### 7.1 Extremely Serious or Subsequent Offences

A breach of the Academic Honesty Policy of an extreme degree of seriousness, such as during an external examination, or subsequent breaches after a first offence will be dealt with directly by the Principal.

The relevant member of SLT will contact the parents/guardian, by telephone and by e-mail, to inform them of the incident and arrange a meeting with the student, the parents and the Principal. The appropriate sanction will be explained at the meeting and subsequently implemented. This may include the parents being required to find alternative arrangements for the education of their child, possibly at short notice, in accordance with the school's published Terms & Conditions.

The Principal will notify the parents/guardians of the sanctions by letter.

BISL is unable to appeal if malpractice by a student is identified by the Examination Boards, and sanctions may be applied against the school and other candidates. As a result, any such discovery will result in permanent exclusion from BISL.

## **7.2 Appeal and Review**

The process for appeal and review is outlined in and governed by the Concerns & Complaints Policy.

### *Monitoring and Review*

This policy is to be reviewed bi-annually, though any deficiencies or weaknesses in academic honesty arrangements will be remedied without delay.

Revised by: Mel Hitchcocks, Principal, August 2026.

Next review date: August 2028

## APPENDIX 1: Student Declaration regarding Academic Honesty

### *Student's Copy*

#### Declaration

I confirm that I have read, understand and agree to abide by the Academic Honesty Policy of the British International School Ljubljana.

Student's name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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[Cut along the line and detach. Return to completed School Copy to Form Tutor]

### *School Copy*

#### Declaration

I confirm that I have read, understand and agree to abide by the Academic Honesty Policy of the British International School Ljubljana.

Student's name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 2: Referencing Sources

*It is important that, when you have quoted directly from a source, you clearly show the quote and where it comes from. It is also important that you reference ideas and other material even when you don't quote them directly.*

The purpose of referencing is to enable the reader to find the original works where you found your ideas or that you have quoted from. Students should give full references in a separate section (bibliography) at the end of any work handed in, but should also give a clear indication of where they have been used in the main body of the work as well.

### 1. To refer to a quotation from a book:

In your essay you would write:

(Austin 1995, p.26)

In your bibliography you would reference it as: Austin J L (1955) *How To Do Things With Words* Oxford, UK: Oxford University Press.

### 2. To refer to an article in an edited collection of papers:

In your essay you would write:

(Gilroy 1997, p.114)

In your bibliography you would reference it as: Gilroy D P (1997) 'A post-modernist philosophy of education: and action philosophy for active times' in D N Aspin (ed) *Logical Empiricism and Post-Empiricism in Educational Discourse* Johannesburg, South Africa: Heinemann pp.107-119.

### 3. To refer to a quotation found in another source but not read in the original:

In your essay you would write:

(Bollington et al 1990, p.10) and

In your bibliography you would reference it as: Bollington, R., Hopkins, D. and West, M. (1990) *An Introduction to Teacher Appraisal: a Professional Development Approach*. London, UK: Cassell (quoted in Stoll, L. and Fink, D. (1996) *Changing Our Schools*. Buckingham, UK: Open University Press).

### 4. To make reference to a source written in a different language:

In your essay you would write:

(Untersteiner 1949)

In your bibliography you would reference it as: Untersteiner M (1949) *Sofisti, Testimonianze e frammenti* Turin, Italy: Turin University Press (The Sophists)

### 5. To reference material taken from the internet:

In your essay you would write:

(Salmon 2003)

In your bibliography you would reference it as: Salmon, S. (2003) *Our ethos*. Toronto, Canada:

*The Chambrays Rugby Club*  
<<http://www.geocities.com/chambrayca/rugbyspirit.htm>>  
(updated 7th January 2003, accessed 1st July 2003).

**6. To present a short quotation in the text of the essay:**

You should put the quotation in inverted commas and clearly say where they come from. Write:

*... In addition, one of the two items associated with negative value-added results (Reeves et al 2001, p.128) was that change leaders 'described problems in sustaining resources'.*

**7. How do I present a long quotation?**

Unlike short quotations (see 6 above) you need to indent the quotation and you do NOT need to use quotation marks. It should look something like this:

*... concerns, can be circumvented by a school's vision being shared. McNay (1995, p.130) defines the vision to be a common goal which can be embodied in a simple statement that serves to unite everyone by providing the common and shared purpose for their work. The key ideas in this definition are those of commonality and uniting ...*