

## ACADEMIC HONESTY POLICY

### 1 INTRODUCTION

École Jeannine Manuel (“the School”) is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is consubstantially a bilingual French school and an international school. As a French school, it is accredited and subsidized by the Ministry of Education. As an international school, it is a UNESCO “associated” school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The School’s mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.**

### 2 PHILOSOPHY

Academic honesty and personal integrity are core components of self-worth, wellbeing and academic achievement. Academic honesty is essential to shaping the growth mindset that encourages intellectual risk-taking and views mistakes as opportunities for students to learn and grow as principled, open-minded, knowledgeable inquirers, and lifelong learners.

The School is committed to promoting personal integrity and academic honesty in all aspects of its curriculum and co-curricular activities. Teaching and learning must help students to become actively responsible for their own learning, recognise the intellectual contributions of others, and understand and embrace academic honesty as essential to the School’s social contract which is founded on trust and respect.

The School recognises that academic honesty is challenged by perceived parental, teacher or cultural expectations, by peer pressure, competition and, in Upper School, by the self-imposed pressure to achieve one’s higher education placement ambitions.

Each student, parent, teacher and staff member have a responsibility to promote a School culture that fosters sound practices in the field of academic honesty. Being home to students representing over 40 nations and all major cultural traditions, the School recognizes that stakeholders bring different cultural perspectives to the nurturing of personal integrity and academic honesty.

The aim of this policy is for all stakeholders to share a transparent, fair and consistent framework for academically honest behaviour.

### 3 RESPONSIBILITIES<sup>1</sup>

#### 3.1 School Responsibilities

- To review and, if necessary, amend this policy, and to explain it clearly to all members of the school community
- To encourage and celebrate good practices
- To facilitate ongoing reflection about personal integrity and academic honesty

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<sup>1</sup> See Section 5 for IBDP specific responsibilities

- To help students understand the need to ensure explicit transparency of sources and ideas
- To teach students how to acknowledge the ideas of others and reference their work
- To teach students how to find and evaluate sources of information
- To promote a culture of trust within the framework of this policy
- To express confidence in the value of each student's work
- To foster a growth mindset so that students become confident intellectual risk-takers and view mistakes as opportunities to learn and grow
- To administer fair and consistent consequences for breaches in academic honesty

### 3.2 Student Responsibilities

- To be familiar with this policy
- To engage in ongoing reflection about personal integrity and academic honesty
- To use the tools provided by the school to work in an academically honest manner
- Not to engage in academically dishonest behaviour which includes but is not limited to:
  - o Failure to acknowledge and cite the works and ideas of others
  - o Collusion, or submitting work done as a group as one's own
  - o Submitting work that was produced by someone else
  - o Allowing other students to copy work
  - o Bringing unauthorized material to exams or failing to follow exam instructions

### 3.3 Parent Responsibilities

- To be familiar with this policy
- To engage in ongoing reflection about personal integrity and academic honesty
- To help students understand that parents value academic honesty and expect their child to embrace the social contract expressed in this policy
- To support and encourage their child in academic good practices, including requiring students to do their own work
- To support the School's administration of consequences if this policy is breached

## 4 CONSEQUENCES<sup>2</sup>

The School prepares students for further education and for their lives outside and after school. Nurturing personal integrity and academic honesty are crucial factors in developing self-worth; hence, academic honesty is taken very seriously.

The School emphasizes information and prevention at every step of the student's education. In order to prevent academic dishonesty (collusion, plagiarism, duplication of work or gaining an unfair advantage), the School facilitates regular contact and discussions between students and the library, encourages contracts to be drawn up and signed by both students and parents, gives regular presentations to students on how to cite sources and avoid plagiarism, and regularly defines academic dishonesty.

As a School, we aim to create an ethos of trust in which academic dishonesty is known to be an unacceptable breach of trust and where students are confident that reported instances of academic dishonesty will be investigated swiftly, transparently, sensitively and effectively.

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<sup>2</sup> See Section 5 for IBDP specific consequences

The school rules (*Règlement intérieur*) specify the range of measures that the School may enforce in the event of academic dishonesty. Depending on the age of the student, past transgressions and the nature of the infraction, potential consequences include re-submitting work, detention, official warning or suspension. Sanctions are determined in a manner consistent with the prevailing *Règlement intérieur* by the relevant senior leadership team member who speaks with the student, consults with teachers and other staff members as required, and communicates with parents.

## 5 IB-SPECIFIC PROVISIONS

Although the entirety of this policy has been informed by the IB learner profile, ATL and the IB's Academic honesty in the IB educational context, certain IB-specific provisions are included hereunder.

“Teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.”<sup>3</sup>

### 5.1 School Responsibilities

In addition to those listed in section 3.1, School responsibilities towards DP students include:

- Informing students and their families about deadlines and expectations
- Implementing a plagiarism prevention service (Turnitin®) and informing students and parents of the outcome of its use
- Ensuring that teachers provide a firm and reasonable timeframe for completing work
- Facilitating open and transparent discussions between students, teachers, the DP Coordinator and the Head of IB to understand expectations and meet deadlines
- Supporting teachers in verifying that students' work complies with the IB's expectations concerning academic honesty
- Bringing concerns about academic honesty to the attention of the Head of IB
- Highlighting the importance of respecting deadlines, including for drafts, for all internally and externally assessed work counting directly towards official IB examinations, including:
  - o Languages A and B written assignment, individual oral, formal oral commentary
  - o History investigation
  - o Geography fieldwork
  - o Economics portfolio
  - o Science individual investigation
  - o Math project or exploration
  - o Visual Arts process portfolio, comparative study and studio work
  - o All core work: TOK essay and presentations, Extended Essay, CAS report
- Highlighting the importance of submitting proof of academic honesty, including drafts, for all internally and externally assessed work counting directly towards official IB examinations
- At the Head of IB's discretion, providing support and accommodations for students who cannot submit work in the given timeframe for valid reasons
- Ensuring that students are in fair conditions and that no student is gaining an unfair advantage by submitting late work without a valid reason
- Ensuring that students are in fair conditions and that no student is gaining an unfair advantage by submitting academically dishonest work
- Contacting the IBO if, when and as required

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<sup>3</sup> Academic honesty in the IB educational context, p. 16

## 5.2 Student Responsibilities

In addition to those listed in section 3.2, student responsibilities include:

- Respecting all internal School deadlines
- Engaging in open and transparent discussions with teachers with the DP Coordinator and the Head of IB, to understand expectations and meet deadlines
- Ensuring work is submitted on time in the event of an absence
- Consulting IB official subject guides, toolkits and other material, the DP Coordinator's website pages, *Pronote* or teacher websites to ensure that expectations are clear
- Not missing deadlines, including for drafts, for any of the following without a valid reason:
  - o Languages A and B written assignment, individual oral, formal oral commentary
  - o History investigation
  - o Geography fieldwork
  - o Economics portfolio
  - o Science individual investigation
  - o Math project or exploration
  - o Visual Arts process portfolio, comparative study and studio work
  - o All core work: TOK essay and presentations, Extended Essay, CAS report
  - o Official language oral exams (individual oral, formal oral commentary) without a valid reason and valid documentation
- Understanding that missing deadlines allows the student to gain an unfair advantage
- Submitting work of academic honesty, including for drafts, for all internally and externally assessed work counting directly towards official IB examinations.
- Understanding that submitting academically dishonest work for these assignments constitutes a particularly serious breach of academic honesty

## 5.3 Parent Responsibilities

In addition to those listed in section 3.3, parent responsibilities include:

Helping their children understand that missing deadlines allows students to gain an unfair advantage

Understanding and helping their children understand that missing deadlines, including for drafts, for any of the following constitutes a breach of academic honesty that will be sanctioned

- o Languages A and B written assignment, individual oral, formal oral commentary
- o History investigation
- o Geography fieldwork, Economics portfolio
- o Science individual investigation
- o Math project or exploration
- o Visual Arts process portfolio, comparative study and studio work
- o All Core work: TOK essay and presentations, Extended Essay, CAS report
- o Official language oral exams (individual oral, formal oral commentary) without a valid reason and valid documentation

## 5.4 Consequences

The consequences listed in section 4 also apply to DP students.

DP students are supported, encouraged and given the tools to produce work that is submitted on time and is academically honest. The School will administer fair and consistent consequences when these principles are not upheld.

As a School, we aim to create an ethos of trust in which academic dishonesty is known to be an unacceptable breach of trust and where students are confident that reported instances of academic dishonesty will be investigated swiftly, transparently, sensitively and effectively.

The *Règlement intérieur* specifies the range of measures that the School may enforce in the event of academic dishonesty. Depending on the nature of the infraction, consequences include those indicated in section 4 as well as IB Organization notification if, when and as required.

Sanctions are determined in a manner consistent with the prevailing School Rules by the Head of IB who consults with the DP Coordinator, teachers and other staff members as required and communicates with parents.

## 6 POLICY REVIEW

This policy will be reviewed annually by the Board of Trustees and the Head of School after consultation with the DP senior leadership team, teachers, parents and students.

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