

# Academic Integrity Protocol

## Primary Section



**CRAIGHOUSE**  
SCHOOL

## **Academic Integrity Protocol: Primary Section**

### **Rationale**

This protocol must be read in conjunction with the Academic Integrity Protocol and will be an integral part of the Craighouse School Life Guide.

Academic integrity is part of a culture that is shared by the community, and all its members play an important role. Each pupil, however, is ultimately responsible for its practice.

Academic integrity is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (IBO, 2019). To ensure academic integrity, pupils must learn various skills, such as note-taking, paraphrasing and citing. They must also understand the meaning of intellectual property in order to be certain that their work is indeed theirs. When they write a story for example, they might use an idea from a television show or they might include a character that they know. It is alright to do this, as long as they do not pretend that all of the ideas are their own.

The understanding and application of academic integrity is directly linked to students' ages because, as they grow, the situations in which they must use the skills, knowledge and understanding of the topic will change. Therefore, pupils are expected to show correct ethical behaviour regarding authorship and intellectual property of their academic work. To check the sequencing of academic integrity objectives for each level, please refer to appendix 3.

The purpose of this protocol is to clarify the expectations for the Primary Section and explain the procedure in cases of academic misconduct.

It is the responsibility of all members of the section to know and comply with this protocol.

### **Academic misconduct**

There are several academic misconducts that can affect academic integrity in different stages of the evaluation process, such as:

- Copying another pupil's work
- Allowing a partial or total copy of answers in a test
- Copying another pupil's answers in a test
- Pretending to be someone else
- Forging signatures and/or documents

The teacher will have to ensure a favourable atmosphere for pupils to take formal exams, which will help them understand how they should behave in those situations (refer to appendix 1).

### **Procedure in case of suspected academic misconduct**

- No work that is the result of academic misconduct may be used for summative assessment since it does not reflect the student's knowledge and understanding. Therefore, it will not be accepted as learning evidence and will have to be done again.
- In Primary, the teaching of academic integrity is a formative process closely guided by the tutor and subject teachers, starting in Year 1.

**In case of academic misconduct on the part of a pupil, the following measures should be taken:**

#### **In Years 1 and 2**

The Tutor reflects with the pupil using the value involved, trying to find out how aware the pupil was when committing the misconduct. The pupil's parents are informed of the situation by email so they can talk about it at home.

#### **In Years 3 and 4**

The Tutor reflects with the pupil using the value involved and informs the Deputy Head in charge of the level and, if appropriate, the pupil will be required to stay for a 'reflective thinking' hour during break. The Tutor registers the misconduct in Alexia and informs parents by email.

If the misconduct occurs when the pupil is with subject teachers, they must inform both the Tutor and the Deputy Head in charge of the level. The Tutor registers the misconduct in Alexia and parents are informed by email.

If the misconduct happens a second time, it will be considered a "serious misconduct" and it will be sanctioned with one of the measures stated in the School Life Guide.

In the case of a sanction because of a breach of academic integrity, the parents of the sanctioned pupil may ask the Head of Section, in writing, to reconsider the measure. They must do so within five school days after the measure is communicated to the pupil and his/her parents. Once the letter of appeal has been received, the Head of Section will have fifteen school days to reply.

### Appendix 1 Procedure for formal exams

The teacher must:

- Ensure serious and orderly conduct during the test.
- Actively supervise the assessment, walking to different parts of the room to monitor.
- Make sure that pupils are not being distracted by anything.
- Read out and follow the instructions.
- Read the instructions to the pupils and make sure that they have all understood in order to begin.
- Give students the chance to go to the toilet, preferably before the test begins or, if necessary, during the examination.
- Hand out all necessary materials for pupils to use responsibly and individually.

Pupils must:

- Demonstrate the values of respect, honesty, effort and responsibility.
- Follow the teacher's instructions.
- Make every possible effort to finish the test on time.
- Raise their hand if they have any questions.
- Enter the classroom carrying only the required materials.

### Appendix 2 Bibliographic references in the Primary Section

	Preschool	Years 1 & 2	Years 3 & 4
<b>Books</b>	The teachers will make explicit reference to the authors to raise awareness about academic integrity.	The teachers and pupils will make explicit reference to the author's name, book title and text.	The teachers and pupils will make explicit reference to the author's name, text title, publisher and year of publication.
<b>Audiovisual material</b>	The teachers will make explicit reference to the authors.	The teachers and pupils will make explicit reference to websites: name of the website.	The teachers and pupils will make explicit reference to websites: name of the website, URL and access date (day/month/year).

<b>Artwork</b>	The teachers will make explicit reference to: - Name of artist. - Title of work. - Medium.	The teachers and pupils will make explicit reference to: - Name of artist. - Title of work. - Medium.	The teachers and pupils will make explicit reference to: - Name of artist. - Title of work. - Medium. - Year of creation.
<b>Music</b>	The teachers will make explicit reference to: - Name of artist or band. - Name of piece.	The teachers and pupils will make explicit reference to: - Name of artist or band. - Name of piece.	The teachers and pupils will make explicit reference to: - Name of artist or band. - Name of piece. - Year of creation. - Genre.
<b>Illustrations / Images</b>	The teachers will make explicit reference to the name of the illustrator, photographer, etc.	The teachers and pupils will make explicit reference to the name of the illustrator, photographer, etc.	The teachers and pupils will make explicit reference to the name of the illustrator, photographer, etc.
<b>Personal interviews</b>	The teachers will make explicit reference to: - Name of interviewee.	The teachers and pupils will make explicit reference to: - Name of interviewee. - Date: day/month/year.	The teachers and pupils will make explicit reference to: - Name of interviewee. - Name of interviewer. - Date: day/month/year.

- As per the APA (American Psychological Association) guidelines, by the end of Year 4 all pupils are expected to cite as follows:

**Printed book**

Surname, N. (Year). Book title. Publisher.

**Ebook**

Surname, N. and Surname, N. (Year). Book title. Publisher. URL.

**Audiovisual material (videos, films, documentaries)**

Video title or name. Year. Author or channel. Website.

**Paintings and artwork**

Surname, N. (Year). Artwork title. Medium.

**Music**

Surname, N. (Year). Song title.

**Images**

Image title, by image author, image publication year.

**Personal interviews**

Name, date.

**Appendix 3**  
**Sequence of objectives per level**

Level:	Year 1	Year 2	Year 3	Year 4
<b>1. Properly acknowledge work done by others.</b>				
Work collaboratively and independently.	x	x	x	x
Present ideas and work presented of their own authorship.	x	x	x	x
Acknowledge and respect other people's work and ideas.	x	x	x	x
<b>2. Be able to take on roles during collaborative work.</b>				
The contributions made and work done by each member of the group is equitable.	x	x	x	x
Be active communicators, showing balance when expressing their own ideas and listening to others.	x	x	x	x
<b>3. Trust themselves and believe in their individuality.</b>				
Understand if it is appropriate to work individually or	x	x	x	x

collaboratively.				
Be proud of their work when acknowledging authorship of any formal work or publication.	x	x	x	x
Understand mistakes as learning experiences and not hide them, but acknowledge them.	x	x	x	x
Trust themselves to finish work and not look for inappropriate help from classmates or adults.	x	x	x	x
Be reflective when learning to accept strengths and areas for opportunity.	x	x	x	x
Reach their potential, avoiding distractions to make the most of the time available.	x	x	x	x
<b>4. Make reference to the sources used, as per Appendix 2: “Bibliographic references in the Primary Section”.</b>				
Make reference to websites.	x	x	x	x
Make reference to books.	x	x	x	x
Make reference to non-fiction texts.	x	x	x	x
Make reference to images.			x	x
Make reference to videos.			x	x
Make reference to music pieces.			x	x
Make reference to artworks.			x	x
Distinguish between primary and secondary sources.			x	x
Paraphrase, using key words/phrases in their own work, and making reference to the original author.			x	x
<b>5. Make responsible use of the internet and social media.</b>				
Identify the difference between reliable and unreliable information sources.			x	x
Identify safe ways to collaborate and share work through			x	x

digital platforms.				
Self-care: avoid exposing themselves to risky situations and knowing the limits in the adequate use of digital platforms.			x	x
Analyse received information, and not accept it before questioning it.			x	x
Be responsible with what they say and share online, especially if it is personal information.		x	x	x
Never access links sent by email from an unknown recipient.		x	x	x

**Note:**

This is only a referential document and the valid, official, and legal version in the country is the one written in Spanish.

**References**

- ISTE STANDARDS: Students. ISTE. (n.d.). Retrieved on August 22nd, 2022, from: <https://www.iste.org/standards/iste-standards-for-students>
- IBO. (2023). Política de Integridad Académica. Cardiff, UK: International Baccalaureate Organization.

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Person responsible: Head of Section