



**BUCKLANDS BEACH**  
INTERMEDIATE SCHOOL

# Academic Honesty Policy

Last Review	2024
Next Review	2025

### **Purpose:**

‘The principle of academic honesty should be viewed positively by the entire school community and become a natural part of academic study, remaining with the IB student throughout his or her education and beyond.’ (Academic Honesty in the IB Educational Context, IBO, Aug 2014, Updated Nov 2016)

The purpose of this document is to provide students, teachers and whānau with clear guidelines about academic integrity. As an IB accredited school, students should embody the Learner Profile attributes. Being principled and knowledgeable when inquiring, students are expected to act with integrity and honesty in their learning while taking responsibility for their actions. Academic honesty ultimately is the responsibility of the students, but teachers and whānau must take steps to ensure students are taught the proper skills and provide the necessary support to guide them through the process.

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### **Philosophy of Academic Honesty**

At Bucklands Beach Intermediate we believe academic integrity should be taught and developed during the two-years students attend our school.

For teachers, explicit teaching of key skills note-taking, rewriting, paraphrasing, referencing and responsibility and accountability for work is important. Learning experiences will scaffold students through the skills, allowing them to build on the skills during each unit of inquiry.

For students, take responsibility for their own learning by producing work that is written in their own words or credits the work of others appropriately. Opportunities for students to use the library as a tool and resource to support their learning are available and strongly encouraged.

For whānau, can support academic honesty at home with conversations about where they can gather information from. Also, reminding students that the school and local libraries are a tool and resource to support their learning are available and strongly encouraged.

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### **Digital Technology and Online Safety**

Bucklands Beach Intermediate is committed to providing a digital and online environment that is physically and emotionally safe, inclusive, and free from racism, discrimination, and bullying (Education and Training Act 2020, National Education and Learning Priorities (NELP), and Health and Safety at Work Act 2015). We recognise the vital role of digital technology in learning and how it impacts student wellbeing, so we take all reasonably practicable steps to ensure its safe and responsible use. Our strategies aim to prevent digital incidents and maintain student wellbeing and safety both at and outside the school.

Our digital technology policies and procedures apply to every member of the school community using digital technology, including staff, students, parents/caregivers, volunteers, contractors, visitors, and the board. They apply to digital technology owned by the school or

owned privately and used at school or any other location for a school-based activity. They also include off-site access to the school network if applicable.

Our approach to digital technology aims to reduce barriers to education for all students (NELP: Objective 2). Bucklands Beach Intermediate keeps records about student access to digital devices at home and supports families to access the resources needed for their children to participate in online learning. We recognise that even though a student may have a device, their internet access may be limited. If necessary, Bucklands Beach Intermediate may loan devices to students who do not have access at home. This will be recorded by the school and it is the responsibility of the student to ensure the device is returned in full working condition.

### Safe and responsible use of digital technology

In keeping with our whole-school approach to student wellbeing, Bucklands Beach Intermediate promotes safe and responsible use of digital technology as a shared responsibility.

At Bucklands Beach Intermediate, we maintain a safe and responsible digital environment by:

- setting and sharing clear requirements and expectations about acceptable and unacceptable digital use
- ensuring that members of the school community commit to these guidelines by signing the appropriate use agreement outlining requirements and expectations
- reviewing these digital technology use agreements annually
- educating students about the digital world, including understanding privacy and copyright laws, staying safe online, and protecting digital devices
- encouraging our students to be confident, capable, and competent in their use of digital technology by supporting them to:
  - develop digital literacy skills
  - be aware of digital technology challenges and manage them effectively
  - demonstrate honesty, integrity, and ethical behaviour in their use of digital technology in line with digital citizenship
- using helpful resources (e.g. Netsafe) and supporting staff training and professional development
- encouraging students and staff to continue practising positive digital technology behaviours when not at the school.

We also create a safe digital and online environment through these supporting policies:

- Staff Social Media
- School Social Media
- Computer Security and Cybersecurity
- Privacy Policy
- Public Sharing of Personal Information
- Surrender and Retention of Personal Digital Devices

The school maintains the right to monitor, access, and review digital technology use on school equipment and the school network, including school-owned email accounts. The school may use a third party, such as N4L, to monitor school internet use. This may include browsing history.

### Breaches

We respond to breaches of our digital technology and online safety policy using our guidelines in Behaviour Management, Responding to Digital Incidents, and our Concerns and Complaints Policy, as appropriate.

*(Bucklands Beach Intermediate School Doc Policies and Procedures)*

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### Generative AI

At Bucklands Beach Intermediate we aim to provide a safe digital and online environment that protects personal information and preserves academic integrity. We actively monitor developments in generative artificial intelligence (AI), and are guided by Ministry of Education advice.

*See Generative AI (Ministry of Education).*

We consider the potential impact of generative AI on privacy, and follow our privacy policies at all times. We only use online tools, platforms, and apps after we have considered and approved their terms and conditions, privacy settings, data collection, and content ownership agreements. We reassess a tool's impact on privacy if updates are made to the tool. We do not enter personal data into generative AI tools as there is a risk that personal information may be retained or disclosed by the generative AI provider. We also don't allow school-owned content and copyrighted material to be entered into any generative AI tool.

The board approves the use of generative AI at our school and senior management approves the use of specific generative AI tools.

### Student use of generative AI

Bucklands Beach Intermediate allows students to use generative AI (e.g. ChatGPT) with permission from teachers for their school work on a case-by-case basis, as long as they meet the terms and conditions of the tool and any school guidelines for assessment.

At Bucklands Beach Intermediate, teachers monitor the use of generative AI to ensure the authenticity of student work is not compromised, especially for assessments. Students are expected to comply with digital technology use agreements.

*(Bucklands Beach Intermediate School Doc Policies and Procedures)*

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### Academic Integrity and the Programme of Inquiry

Academic honesty should be explicitly taught within the units of inquiry. With support from the class teacher, librarian and their peers, students should access information during all phases of the inquiry cycle. Engaging in the unit before any teaching, researching about areas or issues of interest and then building on foundation knowledge allow for opportunities to find, identify and apply new knowledge.

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### **PYP Essential Elements**

The following are assessed throughout the teaching and learning programme.

1. Knowledge and skills
2. Understanding of concepts
3. Development of approaches to learning

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### **The Exhibition**

The Exhibition is the culminating project for the IB Primary Years Programme. It requires students to synthesise their knowledge and understanding and to apply it in a self-directed inquiry. The Exhibition provides an authentic summative assessment of the Primary Years Programme and so is applicable for Year 8 students only.

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### **Role of the Student**

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

Student's are to:

- Read and acknowledge the Academic Honesty Policy
- Submit work of any kind that is their own work
- Read, understand and apply the terms Academic Honesty, responsibility, accountability, plagiarism, paraphrasing, referencing and citing
- Ensure all work submitted is their own work and not plagiarise in any work (written, multimedia, oral, creative, etc.)
- Respect the work of others
- Be accountable for reference sources using basic referencing style including sources taken from websites, audio-visual, emails, CD's, photographs, graphs and similar
- Use their computers appropriately when researching, completing assigned work or during assessments.

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### **Role of the Teacher**

At BBI teachers are to:

- Talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation
  - Set clear expectations when researching and provide guidance to students on how to correctly reference and cite sources
  - Discuss students roles and responsibilities when researching and using information from different sources
  - Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
  - Check for authenticity of work submitted
  - Teachers are strongly encouraged to make use of BIBME, Turnitin or other online site to support referencing and plagiarism within the classroom programme
  - Be role models of academic honesty and integrity
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### **Role of the Family/Whānau/Community**

Family and whanāu can:

- Be role models of academic honesty and integrity
  - Provide students with some support when researching or completing inquiry learning
  - Ask questions so students can build their understanding
  - Assist students be independent when completing work
  - Remind students to correctly reference and cite sources
  - Encourage students to make use of BIBME or other online site to support referencing and plagiarism awareness
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### **Role of the Coordinator**

The PYP Coordinator will:

- Ensure that students understand clearly the IBO expectations regarding academic honesty
  - Establish and maintain the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
  - Ensure that teachers, students and families/whānau are aware of IB requirements concerning academic honesty.
  - Ensure that policies and procedures are easily available to all interested parties (teachers, students and family/whānau)
  - Provide teachers with effective training opportunities
  - Ensure teachers and students adhere to the school's academic honesty policy
  - Share with all teachers, students and family/whānau the aim of the academic honesty policy.
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### **Role of the Librarian**

The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian provides guidance to students when visiting the library and is a valuable resource in conducting teaching and learning within the units of inquiry.

This includes:

- Ensure the library procedures are understood
  - Ensure information and resources are easily accessible
  - Ensure that teachers, students and families/whānau are aware of the new resources available in the library
  - Ensure the library service is available during break times; before and after school hours
  - Provide student librarians with effective training opportunities
  - Provide teachers and class orientation opportunities at the beginning of every school year
  - Provide support to teachers, classes and families/whānau when requested
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## **Individual declaration of academic honesty**

This must be read at the beginning of the Exhibition and signed when it is completed.

In signing this declaration, I understand the meaning of 'plagiarism'.

Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books, websites) without due acknowledgement.

I \_\_\_\_\_ declare that  
for this submitted work:

- I referenced cut and paste information from others with appropriate use of quotation marks and direct reference to their work;
- I re-worded the ideas of others with proper and clear acknowledgment;
- I wrote ideas or suggestions that came from others and stated the correct ownership of the work;
- I include words from other students' work with permission.
- If I have used AI in any capacity, it is referenced in my bibliography.

Signed: \_\_\_\_\_

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

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**Academic Integrity Review**

This document is to be reviewed **annually** by all key stakeholders in Bucklands Beach Intermediate.

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**Appendix 1:**

Suggested coverage for year groups.

<u>Year Level</u>	<u>Term/Week</u>	<u>Actions</u>
Year 7	Who we are	<ul style="list-style-type: none"><li>- Unpack the Learner Profile attributes principled and balanced</li><li>- Understand personal responsibility and respect when using information for sources</li></ul>
	Where we are in place and time	<ul style="list-style-type: none"><li>- Researching and including links and book titles</li><li>- Noting taking key information</li><li>- Finding information from physical books</li></ul>
	How we organise ourselves	<ul style="list-style-type: none"><li>- Building independence with researching from a range of sources and recording basic information</li><li>- Workshops to support HTWW Innovator Fair</li></ul>
	How the world works	<ul style="list-style-type: none"><li>- Workshops to support research</li></ul>
Year 8	Where we are in place and time	<ul style="list-style-type: none"><li>- Understand the term accountability for own work</li><li>- Define Plagiarism</li><li>- Understand cite, reference and in text references</li><li>- What should be referenced - Written or electronic source materials</li><li>- Revision of noting taking and basic referencing</li></ul>
	How the world works	<ul style="list-style-type: none"><li>- Rewording/paraphrasing information in own words</li><li>- Using a range of resources</li><li>- Citing sources</li></ul>
	How we express ourselves	<ul style="list-style-type: none"><li>- Building independence with referencing and citing information</li></ul>
	How we organise ourselves	<ul style="list-style-type: none"><li>- Workshops to support exhibition research and inquiry</li></ul>