



ACADEMIC INTEGRITY POLICY

(Last Revision, Dec 2022/April 2023)

(Psychology Department in charge, with the collaboration of
Leadership Team, Heads of Departments, teachers)

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I. Foundations

In our Institutional Educational Project (Wenlock, 2022, p.2), hereafter PEI, Wenlock School especially highlights and promotes the following values:

- ***Honesty***: a quality that implies acting and thinking with rectitude, justice, honesty and integrity.
- ***Responsibility***: the capacity of every individual to take charge of fulfilling their duties in relation to their abilities and developmental age, as well as to recognize and accept the consequences of an act performed freely.
- ***Tolerance***: an attribute of a person who respects the opinions, ideas, attitudes, characteristics, beliefs, personal situations and culture of other people in a cordial and inclusive manner even if they do not coincide with their own.
- ***Perseverance***: the ability to face life by confronting challenges consistently even when circumstances are adverse, putting in continuous effort and the best of oneself to achieve the full development of one's capacities and those of others.
- ***Wisdom***: prudent conduct in life, which highlights sound judgement based on a high degree of knowledge, understanding and experience, to discern the positive from the negative in a reflective manner, to be an active part of a community that relates in”.

For the aforementioned reasons, and as a member of the International Baccalaureate world, hereafter IB, Wenlock School adopts as its own the philosophy and statement of principles of the learning community profile, emphasizing the student profile and its qualities, which are compatible with and complementary to our PEI.

Consequently, the school assumes the implementation of the IB Academic Integrity Policy (IB, 2019), which is connected to all the values of our school and especially to the values of honesty and responsibility, which together with good academic practices, have the purpose of forming men and women of integrity and honesty who contribute to society and to the world in which they will live, and at the same time, safeguard the validity of assessments, allowing them to reflect truthfully and genuinely the level of achievement of each student's learning, in legitimate, fair and comparable contexts.

According to the Academic Integrity Policy (IB, 2019), “academic integrity is a guiding principle in education and consists of making a determination, as an individual, to act in a responsible manner that inspires the trust of others. Academic integrity is the foundation of ethical conduct and decision-making in the creation of legitimate, original and honest academic work” (p.3).

General Objective

Our Academic Integrity Policy, and in agreement with our PEI, has as its main objective to promote an ethical culture that acts as a guiding principle for each individual to seek to behave responsibly and inspire trust in others.

The aim is that in the teaching-learning process, including the different stages of the assessment processes, the following are maintained:

- **Equity** i.e. that all students have equal opportunities.
- **Trust and credibility**, which are the basis for safeguarding the validity of the assessment process
- **Respect** for other people, from the understanding of how knowledge is constructed, in which it is understood that it is acceptable to use the ideas, words or work of other people. However, as corresponds to good academic practices, it is expected that this information is duly cited.

In relation to the above, the entire educational community must learn, according to what is expected in relation to their role and stage of development, to:

The responsibility of each member of the community to create works that are of original authorship La responsabilidad

Probity, recognising the authorship, work and ideas of others, learning to cite and reference sources correctly according to APA (American Psychological Association) standards

- Use technological tools and social networks responsibly
- Adhere to ethical and honest practices during assessments

Specific Objectives

To fulfil the above, and following the suggestions of the IB in its text "10 Tips to promote academic probity" (2022) and the reflection work on the Academic Integrity Policy, it should be encouraged that:

1. Teachers and teaching assistants promote integrity through example and teaching through modelling. For this reason, it is important that they make visible the meaning of the rules, act with honesty, responsibility and ethics, and recognize their errors as learning instances when appropriate.
2. When a breach occurs, special attention should be given to instances of reflection through formative dialogue, where children, adolescents and adults understand the consequences of their actions, seek ways to repair the damage caused and the experience is transformed into learning. This should be transversal at all levels.

3. All members of the community seek equity in the assessment processes, avoiding granting or obtaining unfair advantages in the different assessments.
4. All members of the community defend and promote the values of the school, good school coexistence and academic integrity.
5. All members of the community take responsibility for their actions and the consequences they have.
6. All members of the community record the different contributions made by the various members of each working group.
7. All members of the community know and understand what academic integrity is and why it is so important in society and in the educational context.
8. All members of the community learn how to make references and citations correctly and put it into practice.
9. All members of the community accept strengths and weaknesses, both their own and those of others, and give the best of themselves.
10. All members of the community learn to be efficient in the use of their working times, and avoid procrastination.

Academic integrity in the Diploma Programme

Students taking the IB Diploma Programme, hereafter DP, are preparing to enter university and/or the job market, enjoying the freedom to study courses that focus on independence and autonomy. This at the same time means assuming a great responsibility that they must learn how to manage. (IB, 2014).

In their academic work, DP students develop the research, self-management, communication, thinking skills and study habits necessary to demonstrate academic integrity with greater formality than would be expected of younger students. DP students research and evaluate the usefulness of work with a wider variety of resources, which they incorporate and cite in oral and written presentations of increasingly complex format. This level of rigour can pose difficulties for some students who, even knowing how to discern between right and wrong, may not have the organizational and self-management skills necessary to clearly demonstrate that their work meets a formal standard of academic integrity.

All IB students understand the importance of citing the work of others, because this is a fundamental aspect of the constructivist inquiry-based approach promoted by all IB programmes.

However, in the DP it is necessary to explicitly teach and learn a series of specific conventions accepted in the learning community to demonstrate transparency in the use of ideas and work of others. These conventions include, among others, the use of notes, in-text citations and the preparation of a bibliography (IB, 2014), which as indicated above will be based on APA standards.

In relation to Artificial Intelligence tools, hereafter AI, the IB considers them a possible and useful resource. However, products that arise from research through AI are not considered original work. For this reason, and similarly to content obtained from other sources, it must be explicitly stated that images, diagrams, graphs, texts or other types of content that have been generated through AI have been copied from AI programmes. Said programme should be referred to in the body of the text and appropriately cited in the bibliography.

II. Promotion of Academic Integrity at Wenlock School

At Wenlock School, academic integrity is permanently promoted. In addition to the values of our PEI, our Internal School Coexistence Regulations, hereafter RICE, defines in the Rights and Duties of the Educational Community the following duties of students:

- to study and strive to reach the maximum development of their capacities,
- to act in accordance with the values and principles that make up the PEI,
- to act with honesty in tests, written and oral works,
- to always have their work tools ready for each activity, which implies fulfilling all their tasks and works responsibly and on time,
- to be responsible for their school activity, class work and preparation of their materials,
- to make good use of the means of communication. (RICE, 2022)

Taking into account the preventive focus, it is expected to impact the school culture, teaching what academic integrity is and why it is so important. For this, activities are carried out with teachers, students and parents, so that we all work in a coordinated and coherent manner. In addition, continuous and gradual work must be taken into account in all cycles of the school.

The activities that are carried out:

1. Talks and workshops for Infant, Junior and Senior School teachers to explain the Academic Integrity Policy and explain relevant concepts such as integrity, plagiarism, collusion, double use of work, among others; seeking to convey the importance of acting with integrity and ways to promote it in students according to the different stages of development.

Responsible: Director of Studies, Head of Infant, Head of Junior, Head of Senior, IB Coordinator and School Coexistence Officer.

2. Talks and workshops for Infant, Junior and Senior School teachers with the purpose of instilling the use of citations and references. Teachers should be able to produce works and presentations that meet integrity standards.

Responsible: Director of Studies, IB Coordinator, Spanish and English Departments and School Coexistence Officer.

3. Meetings with parents of Infant, Junior and Senior School with the purpose of explaining the Academic Integrity Policy and relevant concepts such as integrity, plagiarism, collusion, double use of work, among others, seeking to convey the importance of acting with integrity and ways to promote it in their children, according to the different stages of development.

Responsible: School Coexistence Officer and Form Teachers

4. Within the framework of the National Guidance Programme of the Ministry of Education (Mineduc), in the unit of School Work and Learning Management, classes are integrated for Infant, Junior and Senior School students, to explain the Academic Integrity Policy, explain relevant concepts such as integrity, plagiarism, collusion, double use of work and trust as one of the bases of coexistence, among others, seeking to convey the importance of acting with integrity according to the different stages of development

Responsible: DAPP (Psychological and Psychopedagogical Support Department) and Form Teachers

5. Within the framework of the National Guidance Programme of Mineduc, in the unit of School Work and Learning Management, classes are integrated for Infant, Junior and Senior students to teach how to plan and manage study times, while safeguarding spaces for rest and recreation, according to the different stages of development.

Responsible: DAPP and Form Teachers

6. Within the framework of the National Guidance Programme of Mineduc, in the unit of School Work and Learning Management, classes are integrated for Junior and Senior School students, with the purpose of instilling the use of citations and references. Students should be able to produce works and presentations that meet integrity standards.

Responsible: DAPP and Form Teachers with support from the Library.

7. Talk and workshop for students from 1EM to 4EM about Academic Integrity.

Responsible: Director of Studies, IB Coordinator and School Coexistence Officer.

8. Talk and workshop for students from 5EB to 8EB about Academic Integrity.

Responsible: Director of Studies, IB Coordinator and School Coexistence Officer.

9. In each subject, the topic of Academic Integrity will be worked on, taking into account the characteristics of each of them.

Responsible:

- Senior School: Heads of Departments and subject teachers.
- In Junior and Infant School: Heads, form teachers and Director of Studies.

10. Create assessment calendars that allow students to have the time they need to carry out their activities as appropriate and generate formative milestones that allow accompanying and monitoring the process, to prevent students from doing their work at the last minute, preventing the stress that this implies and that makes them vulnerable to bad practices.

Responsible: Director of Studies, IB Coordinator, subject teachers and Heads of Department.

11. Incorporate self-assessment and peer assessment rubrics that include recording the work done by each member of a working group.

Responsible: subject teachers and Heads of Department.

12. Within the curriculum, students take the subject "Living with Meaning", in which they work on various topics related to values, including the values of honesty and responsibility, which refer to honest academic work and trust as the basis of coexistence.

Responsible: Living with Meaning Teacher.

13. Use of Software ("Turnitin") to identify coincidences and plagiarism as a working tool where students can learn and reflect on the recognition of authorship through citations.

Responsible: Head of IT, Subject Teacher, students.

14. Collaborative work of teachers with the purpose of periodically reviewing the Academic Integrity Policy.

Responsible: Director of Studies, IB Coordinator, subject teachers, Heads of Department and School Coexistence Officer.

15. At the beginning of the year, all courses define the coexistence norms of their community, making a commitment that must include academic integrity.

Responsible: Form Teacher.

16. All students and their parents from 5EB to 4EM must sign the "Declaration of Understanding and Acceptance" that is included in this policy.

Responsible: Form Teacher.

Responsible: DAPP and Form Teachers with support from the Library

III. Breaches of Academic Integrity

As indicated in the IB Academic Integrity document (IB, 2019), breaches of Academic Integrity are reflected in student misconduct at different times of the assessment process, which may occur during class work or during assessments or exams, on paper or digitally.

Regarding class work, it is important to mention that for the process to be fair it must reflect the authorship and genuine effort of each student, which is why they cannot receive any type of help from any person or use digital resources that are not available to everyone and that go beyond what is recommended according to the subject guidelines. It is also not appropriate for there to be a double use of any work, for example by using the same work for two subjects.

Regarding assessments and exams, whether on paper or digital, the related types of breaches can be the possession of extra information from other classmates. For example, notes, annotations, internet access, among others. It can also be misconduct, writing inappropriate things (offensive or irrelevant) instead of answers.

Along the same lines, our RICE (2023) defines the different types of breaches that students may incur, among which are primarily the "Responsibility/Honesty Breaches" which are defined as those that directly affect the teaching-learning process and affect academic integrity.

Both our school and the IB expect students to inform the appropriate adults immediately if they detect a breach of academic integrity. This can be done by following due process and the protocols of our Internal School Coexistence Regulations (RICE).

Student misconduct.

Student misconduct will be understood as:

- any conduct or action, whether deliberate or not, by a student carried out with the intention of unfairly obtaining a benefit for themselves or a benefit in favour of third parties during or in

relation to the development of any type of assessment carried out by the school or by external entities.

- any conduct or action that harms or is carried out with the intention of unfairly harming another person is also considered misconduct, as well as any action or conduct that potentially poses a threat to the integrity of any type of assessment carried out by the school or by external entities, whether before, during or after its completion, in person or virtually.

These improper conducts in relation to Academic Integrity are also in the RICE, defined as Responsibility/Honesty Breaches and classified as

into minor, serious, very serious and extremely serious misconduct.

In addition to the Faults of Responsibility/Honesty, our RICE defines and classifies as minor, serious, very serious and extremely serious, other misconduct and improper actions in:

- Disciplinary Misconduct: those that affect the normal functioning of the school.
- School Coexistence Misconduct: those that affect the school climate and the well-being of students or other members of the community.
- Offences in on-line or hybrid classes: those that directly affect the teaching-learning process in on-line or hybrid format.

Examples of Honesty/Integrity Misconduct or misconduct in relation to Academic Integrity, taken from RICE (Wenlock, 2022), the School Evaluation, Grading and Promotion Regulations (Wenlock, 2022) and the document ‘Academic Integrity’ (IB, 2019), are listed below as a reference intended to provide guidance and should not be construed as an exhaustive list of all possible misconduct.

Minor Misconduct:

- Definition: conduct which, although habitual within the framework of an educational institution, represents an attitude which must be corrected and of which the pupil should be made aware. They are among other attitudes, actions, conduct or omissions that:

- Disrupt the order in the classroom whether it is face-to-face or virtual.
- Affect the learning environment and/or process.
- Do not follow basic guidelines and rules of respect.
- Do not cause physical or psychological harm to any member of the school community.

- Examples of Minor Offences of Responsibility/Honesty:

- Showing up without the necessary materials for class.
- Showing up without toiletries and change of clothes after sports lessons.

- Showing up in incomplete or inadequate uniform for both sports and official uniform.
 - Failure to return books to the library on the agreed date.
 - Three unexcused late arrivals.
 - Failure to bring a signed note and/or slip signed by the parent or guardian when requested to do so.
 - Showing up at school without a school diary.
 - Sending communications by informal means.
- Examples of Minor Offences in on-line or hybrid classes:
- Not using a camera without justification from the parent.
 - Being in an inappropriate posture, e.g. lying down during class.
 - Failure to upload work, evidence, evaluations, etc. to the classroom or the indicated platform in a timely manner.
- Serious Misconduct:
- Definition: action or omission carried out by the student, which generates moral, psychological, physical, economic damage or the educational process for the members of the educational community, or compromises the prestige of the School in a serious way. These are attitudes, actions, conduct or omissions that:
- Harm another person physically or psychologically without premeditated intention. If it is unintentional, the harm is the logical consequence of the action.
 - Affect the educational community and compromise both the educational process and school coexistence.
- Examples of Serious Misconduct of Responsibility/Honesty:
- Showing up to class without previously scheduled homework, evidence or work either face-to-face or virtual. Example: lab report, art or technology report, among others, without justification from the parent.
 - Failure to justify absence from previously scheduled assessments on the day of returning to class.
 - Being absent without justification from out-of-hours activities that involve official representation of the school, including sporting, cultural and academic events.
 - Copying on tests, or checking text messages on mobile phones, calculators or other devices during the respective assessment.
 - Doing individual work, tests or activities in a group, without this having been previously assigned by the subject teacher.
 - Not participating in group work and presenting it as one's own.
 - Removing the Class Book
 - Failure to attend classes while on the premises without justification or authorization from a teacher, inspector, infirmary, DAPP or School Coexistence Officer.
 - Refusing to take an assessment.
 - Failure to bring justification in the event of not being able to do Physical Education or Sports.

- Serious Misconduct
- Definition: action or omission carried out by the student that causes moral, psychological, physical, economic or financial damage to the educational process for members of the educational community, or seriously compromises the prestige of the school.
- These are attitudes, actions, conduct or omissions that:
 - Harm another person physically or psychologically without premeditated intention. If it is unintentional, the harm is the logical consequence of the action.
 - Affect the educational community and compromise both the educational process and school coexistence.
- Examples of Serious Misconduct of Responsibility/Honesty:
 - Showing up to class without previously scheduled homework, evidence or work either face-to-face or virtual. Example: lab report, art or technology report, among others, without justification from the parent.
 - Failure to justify absence from previously scheduled assessments on the day of returning to class.
 - Being absent without justification from out-of-hours activities that involve official representation of the school, including sporting, cultural and academic events.
 - Copying on tests, or checking text messages on mobile phones, calculators or other devices during the respective assessment.
 - Doing individual work, tests or activities in a group, without this having been previously assigned by the subject teacher.
 - Not participating in group work and presenting it as one's own.
 - Removing the Class Book without authorization.
 - Failure to enter classes while on the school premises without justification or authorization from a teacher, inspector, nurse, DAPP or School Coexistence Officer.
 - Refusing to take an assessment.
 - Failure to bring justification in the event of not being able to do Physical Education or Sports.
- Very Serious Misconduct:
- Definition: Actions or omissions that seriously threaten the physical and/or psychological integrity of a member of the educational community, or the teaching and/or learning processes implemented by the school.
- Examples of Very Serious Misconduct of Responsibility/Honesty:
 - Committing plagiarism in research work, projects, monographs, using information from authorized or unauthorized sources and/or buying documents to present as one's own work both individually and as a group.
 - Presenting another student's or person's work as if it were one's own, with or without the author's permission, agreed orally or in writing.
 - Misuse of Artificial Intelligence (AI) software.

- Intentionally making one's own work available for submission or copying.
 - Falsifying signatures or impersonating a proxy in any way.
 - Deliberately boycotting an assessment process.
 - As a complement to this list, the document Academic Integrity (IB, 2019) details the following in the aforementioned misconduct:
 - Plagiarism, consisting of the presentation of someone else's ideas or work as one's own. Plagiarism will be considered when the level of coincidence according to the software used to detect plagiarism is greater than or equal to 20% and 51 consecutive words and more are found, without citing the respective sources. Plagiarism also includes copying another student's work or lending one's own work to be copied by others.
 - Collusion, understood as the behavior of a student who contributes to the misconduct of another student by allowing him/her to copy his/her work or to present it as his/her own. Collusion is considered to be collusion when more than 30% similarity and/or identical sections are found.
 - Dual use of an assignment, understood as the submission of the same assignment for different assessment components or requirements of the Diploma programme.
 - Work generated in whole or in part by Artificial Intelligence programs. In the case of the use of texts, graphics, images, diagrams, among others, generated by artificial intelligence, these must be duly cited and will not be considered in themselves as products of the student's work, but as elements from which the students deploy their own analysis, reflections or original arguments.
 - Any other action that involves the student benefiting unfairly, which has consequences on the results of another student (e.g. bringing unauthorized material into the examination room, misconduct during an examination, falsifying CAS-related documentation, handing in work commissioned from a third party, inclusion of inappropriate, offensive or obscene material, falsification of data, among others).
 - Extreme Serious Misconduct:
 - Definition: actions or omissions that constitute or could constitute a crime and, in addition, threaten the physical and/or psychological integrity of a member of the educational community, or the teaching and/or learning processes implemented by the school.
 - Examples of Extremely Serious Misconduct
 - Plagiarizing, adulterating, falsifying, subtracting, destroying, damaging, concealing or substituting official school documents such as: tests, certificates, report cards, class books, circulars or any documentation that accredits academic situations.
- Any conduct or action that affects Academic Integrity will be dealt with in accordance with due process and will have the academic, formative and disciplinary consequences as determined by our RICE and/or School Evaluation, Grading and Promotion Regulations.

School Mismanagement

Misadministration by the school is understood as an action by any member of the community that violates the rules and regulations of our Internal School Coexistence Regulations, and potentially poses a threat to the integrity of both internal and external examinations and assessments. It may occur before, during or after the completion of an assessment component or examination.

In the case of IB assessments, the following actions are considered maladministration on the part of the school (IB, 2019, p. 21):

- Giving extra time to students without IB authorization.
- Having an insufficient number of supervisors
- Having inadequately trained supervisors
- Not supervising students going to the toilet
- Allowing the teacher responsible for the subject being examined to enter the examination room and assist their students.

Investigation procedures and consequences for student misconduct or mismanagement of the school are set out in detail in the IB Academic Integrity policy and RICE. This policy provides due process, classifies the type of misconduct and proposes formative and disciplinary measures, as appropriate.

IV. DUE PROCESS

In the event that a student engages or is involved in inappropriate actions or behavior, the facts will be investigated following Due Process, which as defined in the RICE, 'is a school principle, according to which every member of the educational community has the right to be heard in the case of allegations of situations that alter the healthy school environment, to be respected in their physical and psychological integrity, to be presumed innocent and to the right to appeal the measures imposed. Likewise, every member of the educational community has the right to a well-founded and impartial procedure by the school'.

According to Due Process, the steps to be followed for any Academic Integrity misconduct are:

- Receipt of the complaint (misconduct).
- Implementation of the procedure that corresponds to the content of the complaint, which will have an investigation phase, an investigation phase and a decision phase.
- Notification of the decision and resolution to all parties involved.
- Possibility of appeal in case of disagreement with the decision and resolution.

Pedagogical and Formative Approach

As expressed in detail in the RICE, our community's challenge to address the various problems that may arise that affect interpersonal relationships and school climate, in a formative way, viewing them as a learning opportunity, rather than an opportunity to apply sanctions or punishments.

This is possible by using reflective conflict resolution strategies and restorative measures, in a way that allows all those involved to take individual responsibility for inappropriate behavior and repair the damage caused in order to rebuild interpersonal links and thus improve coexistence.

Reparatory measures involve gestures and actions that a member of the school community can take with the person affected and that accompany the recognition of having inflicted harm, according to the age and stage of maturity of those involved. These actions contribute to repairing the harm caused and should arise from dialogue, agreement and awareness of the harm caused, not from an external imposition, because it loses its formative character.

Psychosocial Support Measures and Pedagogical Measures for the student:

As established in our RICE, in case of activation of a protocol, different socio-emotional and pedagogical support measures may be taken, which will be determined and monitored by the DAPP.

Pedagogical and formative safeguards will be taken considering the age, degree of maturity, as well as the emotional development and personal characteristics of the students.

The best interests of the child and the principle of proportionality are taken into account.

Psychosocial support measures that the school can provide to the students involved include, among others:

- Assigning a tutor
- Curricular adaptation
- Coordination and joint work with external specialists
- Workshops and Reflection Days
- Psychological support
- Emotional support by staff
- Activation of support networks and/or referral.

Criteria for the application of restorative and disciplinary measures

The RICE establishes that all measures must be clearly formative in nature for all those involved. It shall be imposed in accordance with the seriousness of the conduct, respecting the dignity of those involved, and seeking the greatest protection and reparation for the person affected and the training of the person responsible.

The following criteria, among others, shall be taken into account when determining the reparatory or disciplinary measure:

- The age, stage of development and maturity of the parties involved.
- The intention and premeditation.
- The circumstances or context in which the event occurs.

Any consequence should be respectful of the student who committed the misconduct, realistic, proportionate and commensurate with the misconduct committed, considering aggravating and mitigating factors.

Disciplinary sanctions will only be applied when there is certainty of the fact, i.e. there is concrete evidence, otherwise only formative and remedial measures may be taken.

V. PROCEDURES, TRAINING, DISCIPLINARY AND REMEDIAL MEASURES FOR MINOR, SERIOUS, VERY SERIOUS AND EXTREMELY SERIOUS MISCONDUCT.

Formative and Disciplinary Measures

All breaches of the RICE must be reported to the Head Teacher who must, together with the persons in charge according to the classification of the breach (Responsibility/Honesty, Discipline and/or School Coexistence), grade the breach and take the appropriate measures.

The misconduct will be recorded in writing by the Head Teacher, Subject Teacher, Inspector or School Coexistence Officer, depending on who first witnessed or became aware of the misconduct.

The measures taken to remedy the misconduct will be recorded in the Class Book by the Head Teacher or Inspector.

The following is a list of formative and disciplinary measures that may be taken by the school according to the classification and grading of the misconduct. Details can be found in the RICE.

1. Formative discussion with the student
2. Record in the class book
3. Communication to parents/guardian
4. Summons to parent/guardian
5. Reflection after the school day
6. Reflective Work During the School Day
7. Formative Group Discussion
8. Technical pedagogical or psycho-social support.
9. Mediation and tutoring
10. Warning letter
11. Letter of Reprimand
12. Letter of Undertaking

- 13.Suspension from the role of Monitor, Prefect, Student Centre member, Course Leader Green Group.
- 14.Conditional Enrolment
- 15.Conditional Enrolment without renewal of enrolment for the following school year.
- 16.Suspension of classes as a precautionary measure.
- 17.Immediate cancellation of enrolment

The manner and procedures by which the above measures are applied will depend on the type of misconduct and its seriousness, and can be reviewed in detail in the RICE, in Procedures and Formative and Disciplinary Measures for Minor, Serious, Very Serious and Extreme Serious Misconduct.

Reparatory Measures

Reparatory action is not a mechanical act, but has to do with a sense of recognition on the part of the person or persons who committed an offence that harms another/s directly or indirectly, voluntarily or involuntarily, in order to repair the damage, and the possibility of making amends with empathy and understanding.

Including reparatory practices in the Internal School Coexistence Regulations makes it possible to:

- Enrich students' education.
- Develop empathy.
- Closing conflicts, thus 'freeing' the parties involved.
- Enrich relationships.
- Assume the responsibility of the parties in conflict.
- Repairing the bond.
- Strengthen the capacity of the parties involved to resolve conflicts.
- Restoring trust in the community.

Among others, the following are considered reparatory measures

- Formal public or private apologies, in person or in writing.
- The restitution of a damaged or lost object.
- Any agreed gesture or action towards the offender(s).
- Voluntary resignation from the position of Monitor, Prefect, member of the Student Centre or Course Directorate, and Green Group.

Students, supported by their teachers, must consistently demonstrate that they recognize and accept this Academic Integrity Policy.

VI. Statement of Understanding and Acceptance

I have received information about the International Baccalaureate's Academic Integrity Policy, understand that it seeks respect for the ideas of others, authenticity in work, and accuracy in quoting or referencing work.

I am also aware of the consequences of conduct such as:

- Plagiarism
- Collusion
- Double use of a work
- Any other action

And I accept the disciplinary consequences that I would have in the case of committing them.

Student's name:

Grade:

Signature:

Date:

Name of Parent's Name:

Signature:

Date:

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