POLICY TITLE: **ACADEMIC INTEGRITY**

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1. School Context

Opened in 1960, Red Hill caters to a diverse student clientele in the inner south of Canberra, drawing families from our local community as well as diplomatic, government, defence force, university and other backgrounds. As an International Baccalaureate (IB) World School, Red Hill provides an inclusive, international education for students in preschool to year 6.

Red Hill School aims to help prepare children and young people for high school and life and create partnerships with parents and the community that assist students to be active, compassionate, lifelong learners and internationally minded global citizens.

2. Beliefs that support and underpin our Academic Integrity Policy

We believe that academic integrity is fundamental to developing as an IB learner and becoming responsible, trusted global citizens. Being principled, honest, trustworthy, fair, respectful and responsible are central to the culture of our school community. We also believe that building and strengthening a culture of academic integrity is a collaborative partnership between student, parent and school.

2.1 As an International Baccalaureate (IB) world school we aim to create a positive inquiry-based learning culture that is underpinned by a culture of academic integrity.

2.2 To prepare students for the increasingly complex life and work environments they will experience in their future, we need to incorporate the skills of creativity, critical thinking, research, communication and collaboration. Fundamental to this is explicit teaching of approaches to learning (ATL).

2.3 We are also guided by the General Capabilities Scope and Sequence in the Australian Curriculum (Version 9) which sets out a clear progression of skills with a focus on ethical understanding, digital literacy and critical thinking.

3. Overview

Teachers will collaboratively plan and deliver a well-considered transdisciplinary curriculum that builds students' understanding of academic integrity and their ability to be trusted, responsible young people. Teachers will draw from the Australian Curriculum and General Capabilities Version 9.

3.1 Opportunities will provide for all students to:

- explore values like honesty, respect, and responsibility,
- become aware of intellectual property,
- understand the difference between primary and secondary sources of information,
- understand how to make ethical decisions when undertaking research and assessment, and using digital technologies (including AI), and
- understand the consequences of their actions.

3.2 Expectations will clearly communicated and modelled at an age-appropriate level so that all IB students learn to:

- communicate respectfully,
- produce authentic and genuine individual and group work,
- correctly attribute sources, acknowledging the work and ideas of others,
- responsibly and ethically use information technology and social media, including:
    - managing digital identity and footprint,
    - managing digital and AI generated sources, and
    - ethically sharing, collaborating and using information online.
- observe and adhere to ethical and honest practice during assessment tasks (IB 2025).

3.3 Early Childhood Years K-2

The primary purpose of learning about academic integrity in the early childhood years is for students to:

- use models to construct their own work,
- recognize that ideas and work can belong to others, and
- understand that they should credit others' work and ideas.

Students in the early childhood years learn to record sources of information in a basic manner.

3.4 Middle Primary Years (3-4)

In the middle primary students will learn to:

- locate and collect information from various sources and present their findings,

- read and view texts and begin to use information from these sources to create their own multimodal or written texts,
- critique source reliability, and
- maintain awareness of and acknowledge the intellectual property of others, by
    - using basic referencing or a bibliography for all sources (electronic or hard copy; written, aural or visual)
    - enclosing passages that are quoted verbatim within quotation marks.

Students in the middle primary years learn to record sources of information in a basic manner (Appendix 1).

3.5 Upper Primary Years (5-6)

In the upper primary years students will learn to:

- create written and/or multimodal texts, elaborating on relevant ideas from others' texts,
- evaluate primary and secondary sources to determine origin, purpose, perspective, bias and reliability
- select and organise ideas and findings from primary and secondary sources, using relevant terms and conventions,
- effectively take notes and summarise and paraphrase research in order to avoid plagiarism
- acknowledge intellectual property by using basic referencing or bibliography to acknowledge all ideas and work of other persons, regardless of the source (for example, electronic or hard copy: written, oral or visual
- enclosed passages that are quoted verbatim within quotation marks and provide references,
- demonstrate digital responsibility by protecting their own digital creations, consistently crediting others' content and developing protocols for collaboration, ensuring they respect ownership and privacy,
- show an understanding of plagiarism, copyright, and fair dealing.

Upper primary students are expected to reference using a simplified version of the Harvard system.

3.7 Teachers will moderate and assess fairly and transparently, using the Australian Curriculum Achievement Standards and General Capabilities Scope and Sequence (Version 9).

4. Roles and Responsibilities

We believe that academic integrity is the responsibility of our whole IB world school community.

4.1 Pedagogical leaders will ensure that:

- academic integrity is promoted, valued and communicated to the whole school community
- the scope and sequence of learning for academic integrity is clearly articulated, taught and assessed, and is informed by the Australian Curriculum (Version 9) and IB Approaches to Learning,
- clear academic integrity policy and guidelines are in place, and
- breaches of academic integrity are thoroughly investigated and viewed as an opportunity for further learning.

4.2 Teachers and learning support staff will ensure that they:

- understand and are committed to developing a culture of academic integrity,
- model academic integrity in teaching, assessment and reporting,
- embed the scope and sequence within all relevant learning opportunities, and
- investigate all breaches of academic integrity and view them as an opportunity for further learning.

4.3 Students will ensure they demonstrate at an age appropriate level that:

- all work is completed honestly and fairly to demonstrate their own knowledge and understanding
- they understand whether it is appropriate to work independently or collaboratively
- the work of others is respected and correctly acknowledged, and
- they understand their responsibilities when using digital technologies by adhering to the Red Hill ICT Acceptable Use And Bring Your Own Device (BYOD) Agreements (see attachments).

4.4 Parents/Caregivers should ensure that:

- academic integrity is valued, understood and communicated to their children
- they model academic integrity
- they engage with the school regarding their child's work if required to support growth in understanding of the importance of academic honesty.

5. Responding to Breaches of Academic Integrity

Breaches of academic integrity may be deliberate or unintentional, and may include:

- failing to acknowledge the work of others
- copying the work of others to gain an unfair advantage in an assessment task, or
- behaving irresponsibly online.

Where a student is believed to have breached our academic integrity policy, the school will work in a proactive partnership with the student and their family using a restorative practices approach. Staff will use discretion to ensure students' dignity remains intact and they are provided with the opportunity to have a voice and take action to understand and make changes in the way they produce work in the future.

Agreed actions may include:

- a conference with the student
- support to redraft and resubmit their work
- reteaching of expectations and skills to a whole class, small group or individual
- a three-way interview with the student, parent and teacher.

When investigating breaches of academic integrity or online safety school leaders and teachers will refer to the *Minor and Major Behaviour Definitions* (ACT Education, 2026)(Appendices 2 and 3).

In the case of repeated, intentional breaches of digital media, the student may lose access to online tools for an agreed period of time.

References

ACT Education Directorate, July 2026. *Minor and Major Behaviour Definitions*

ACT Education Directorate, 2025. *Guidelines on safe use of AI in schools and the Directorate*.

Australian Curriculum English (Version 9)

Australian Curriculum Mathematics (Version 9)

Australian Curriculum Humanities and Social Sciences (Version 9)

Australian Curriculum Health and Physical Education (Version 9)

Australian Curriculum Digital Technologies (Version 9)

Australian Curriculum General Capabilities: Critical and Creative Thinking ; General Capabilities: Digital Literacy; General Capabilities: Ethical Understanding;

International Baccalaureate (IB), 2019. *From Principles to Practice: Academic Integrity.* Cardiff, Wales

Red Hill Primary School, 2026. *Red Hill School Acceptable Use of ICT Code of Practice for Students*

Red Hill Primary School, 2026. *BYOD Guidelines and Essential Agreement*

APPENDIX 1

CITATION SCOPE AND SEQUENCE

<table>
<tr><td colspan="2">Early Years (K–Year 2)
Students in the early childhood years learn to record sources of information in a basic manner.</td></tr>
<tr><td colspan="2">Students:
use models to construct their own work,
recognize that ideas and work can belong to others, and
understand that they should credit others' work and ideas.</td></tr>
<tr><td>Focus:</td><td>oral citation and source recognition</td></tr>
<tr><td>Sample activity</td><td>When reading a story, deliberately model the process out loud. "This is a story by Mem Fox, called Possum Magic." Ask children to orally identify the book title, author, and illustrator before moving on.

Concept: Introduce the idea of "borrowing" words or pictures from someone else's idea tree.</td></tr>
<tr><td colspan="2">Middle Primary (Years 3–4)
Students in the middle primary years learn to record sources of information in a basic manner.</td></tr>
<tr><td colspan="2">Students maintain awareness of and acknowledge the intellectual property of others, by
using basic referencing or a bibliography for all sources (electronic or hard copy; written, aural or visual)
enclosing short phrases that are quoted verbatim(direct quotes) within quotation marks (year 4).</td></tr>
<tr><td>Focus</td><td>The anatomy of a source and simple written lists.</td></tr>
<tr><td>Sample activities</td><td>Introduce the "Who, What, When" formula for books (Author, Title, Year).
Example: A. Brown, All about cats, 2023

Use interactive resources such as having students jumble up pieces of a citation and sequence them correctly.

Concept: Begin introducing websites by identifying the page title, website name, and the URL.</td></tr>
<tr><td colspan="2">Upper Primary (Years 5–6)
Upper primary students are expected to reference using a simplified version of the Harvard system.</td></tr>
<tr><td colspan="2">Students:
acknowledge intellectual property by using basic referencing or bibliography to acknowledge all ideas and</td></tr>
</table>

work of other persons, regardless of the source (for example, electronic or hard copy: written, oral or visual

- enclose passages that are quoted verbatim (direct quotes) within quotation marks and provide references

Focus:	Simplified Harvard Style reference formatting and alphabetical bibliographies.
Activity:	Introduce the Author (Last Name, First Initial) format. Discuss using reliable websites versus general internet searches and introduce basic in-text citations and alphabetical bibliography or reference list. Discuss when its best to paraphrase (indirect quote) or use direct quotes. Introduce Harvard referencing as a simple way to show where you found your facts or ideas. It uses two parts: a short note in the text and a full list at the end. **1. In-Text Citations (Notes inside your writing)** Put a short note in brackets whenever you use someone else's idea or words. • **Include:** The author's last name and the year the book or website was made. • **Example at the end of a sentence:** Cats like to sleep in the sun (Brown 2023). • **Example if the name is in the sentence:** Brown (2023) says that cats like to sleep in the sun. **2. The Reference List (The list at the end)** Put a list of all your sources at the very end of your work. Put them in ABC order by the author's last name. **For a book:** Author's Last Name, First Initial. Year, *Title of book*, Publisher, City. **Example:** Brown, A. 2023, *All about cats*, Pet Press, Sydney. **For a website: A**uthor (the person or organisation responsible for the site), year (date created or revised), *article/site name* (in italics), accessed day month year (the date you viewed the site), URL or Internet address (between pointed brackets). **Example:** World Health Organisation 2013, *Financial crisis and global health*,

	accessed 1 August 2013, <http://www.who.int/topics/financial_crisis/en/>.

APPENDIX 2

MINOR AND MAJOR BEHAVIOURS : ACADEMIC DISHONESTY

	Cheating (Minor Behaviour)	**Academic Dishonesty and Plagiarism** (Major Behaviour)
Definition	Engaging in dishonest or unfair behaviour during a learning activity or assessment to gain an advantage, without meeting the threshold for formal academic misconduct.	Significant breach of academic integrity, including plagiarism, fabrication, or other forms of misconduct that compromise the fairness and validity of assessment or learning.
Context	• May reflect a lack of understanding about academic integrity or task expectations. • Often occurs in younger students who are still developing skills in originality, referencing, and independent work. • Staff should consider whether the student has been explicitly taught academic integrity skills and expectations.	• More likely to occur in secondary or college settings where formal assessment integrity is critical. • May be driven by pressure, fear of failure, or misunderstanding of academic expectations.
Clarifying Questions	• Was the student aware that their actions were considered dishonest or unfair? • Did the behaviour compromise the fairness or integrity of the task or assessment? • Was the behaviour part of a formal or informal learning activity? • Is the behaviour developmentally appropriate or reflective of a learning gap? • Was the behaviour isolated or part of a pattern?	
Examples	• Copying answers from a peer during a classroom task. • Using notes or devices when not permitted in informal assessments. • Sharing answers during a quiz or game. • Minor plagiarism in early learning tasks (e.g. copying a sentence from a book without citation).	• Submitting someone else's work as one's own in a formal assessment. • Using AI or online tools to generate work without acknowledgement. • Copying or purchasing assignments or essays. • Plagiarising large sections of text without citation. • Sharing or receiving answers during formal exams or assessments.
Reporting Rules	• If the incident involves a data or privacy breach, staff must report the matter to school leadership for immediate follow up. • In college settings, staff should also refer to the BSSS Policy and Procedures for guidance on academic integrity and assessment requirements.	

Source: ACT Education, July 2026. *Minor and Major Behaviour Definitions,* p.11.

APPENDIX 3

MINOR AND MAJOR BEHAVIOURS : ONLINE SAFETY

	Online Safety Incident (Minor Behaviour)	**Online Safety Incident** (Major Behaviour)
	This classification refers to behaviour that occurs online, including bullying, harassment and discrimination. If comparable behaviour occurs in person, staff are required to record the incident under the appropriate behaviour category rather than as an Online Safety Incident.	
Definition	Misuse of a digital platform that causes an instance of upset, discomfort, or social exclusion.	Targeted or repeated misuse of one or more digital platforms involving harassment, threats, discrimination, or the sharing of illegal, violent, or intimate content.
Type	• **Online harassment and discrimination:** Behaviour that is unwelcome, offensive or humiliating and directed at a person or group through online platforms, messages, posts, images or other electronic communication. It may relate to personal characteristics such as race, religion, culture, disability, gender, sex, sexual orientation, gender identity or intersex status. • **Impersonation:** Misuse of another person's identity or account. • **Digitally generated images:** Edited or created images that cause embarrassment or discomfort but do not depict sexual, violent, or discriminatory material. • **Other online safety concerns:** Digital behaviour that causes isolated upset or exclusion but does not fit another type.	• **Online bullying, harassment and discrimination:** Digital behaviour that is repeated, sustained, or coordinated, and that misuses power to intimidate, threaten, exclude, humiliate or cause significant psychological, social or reputational harm. This behaviour is delivered through online platforms, messages, posts, digital images, recordings or other electronic communication. • **Impersonation:** Use of someone's identity or account to deceive, intimidate, or damage reputation, including creating false profiles or distributing harmful material. • **Image-based abuse:** Creation, sharing, requesting, or threatening to share sexual, intimate, altered, or illegal images of a person, including actions intended to shame or coerce. • **Digitally generated images:** Altered or AI created images portraying sexual, violent, discriminatory, or harmful material intended to intimidate, threaten, or damage reputation. • **Violent or extremist content:** Accessing, sharing, or distributing material that depicts violence, encourages harm, or promotes extremist views or ideologies. • **Other online safety concerns:** Serious digital behaviour causing significant harm, fear, or safety risk that does not fit another type.

Context	• The behaviour is typically a first-time incident and contained between two individuals. • The behaviour is inappropriate but does not involve threats, repeated targeting, significant harm, or wide distribution. • The behaviour does not include targeted harassment, threats, discrimination, or the sharing of illegal, violent, or intimate content.	• The behaviour may be repeated or may continue after the instigator has been asked to stop. • The behaviour may occur across multiple platforms, be widely shared, and may involve a group dynamic. • The behaviour may pose a significant threat to a student's safety, security, or wellbeing.
Clarifying Questions	• Did the behaviour result in visible distress, fear, or social exclusion for the person affected? • Was the behaviour a one-off incident, or has it occurred multiple times? • Was the instigator asked to stop, and did they continue? • Was the behaviour contained between two individuals, or did it involve a group or wider community? • Was the behaviour part of a friendship group dynamic, or did it involve targeting by multiple individuals?	
Examples	• Accessing an online account using someone else's password. • Using inappropriate or offensive language in online forums and classrooms. • Engaging in general name-calling or swearing at someone online. • Creating or sharing memes designed to make fun of or embarrass someone. • Excluding someone from an online group, chat, or game. • Accessing inappropriate content on a school device (e.g. pornography, violent and extremism content).	• Creating fake images, or accounts, to impersonate, misrepresent, or post hurtful content about someone. • Sharing violent content, such as videos of physical fights or bullying. • Spreading harmful rumours or false information about others. • Tricking someone into sharing personal information and then distributing it publicly. • Pressuring someone into risky online activities like scams, gambling, or dangerous challenges. • Using hate speech, discriminatory language, or sexually harassing someone. • Threatening someone with physical harm through messages or posts. • Encouraging or daring someone to self-harm or consider suicide. • Sharing someone's intimate or private images and videos without their consent (authentic or digitally manipulated/deepfake).
Reporting Rules	• For any online safety incident, staff must select the specific type in the record details section of the form: online bullying, harassment and discrimination; impersonation; image-based abuse; digitally generated images; violent or extremist content; other. • If the incident involves illegal activity, eSafety concerns (such as image-based abuse), sexually explicit content, or meets the threshold for a critical incident, staff must immediately escalate the matter to school leadership so it can be reported to School Operations, which may require notification to WorkSafe.	

Source: ACT Education, July 2026. *Minor and Major Behaviour Definitions,* pp.13-14