



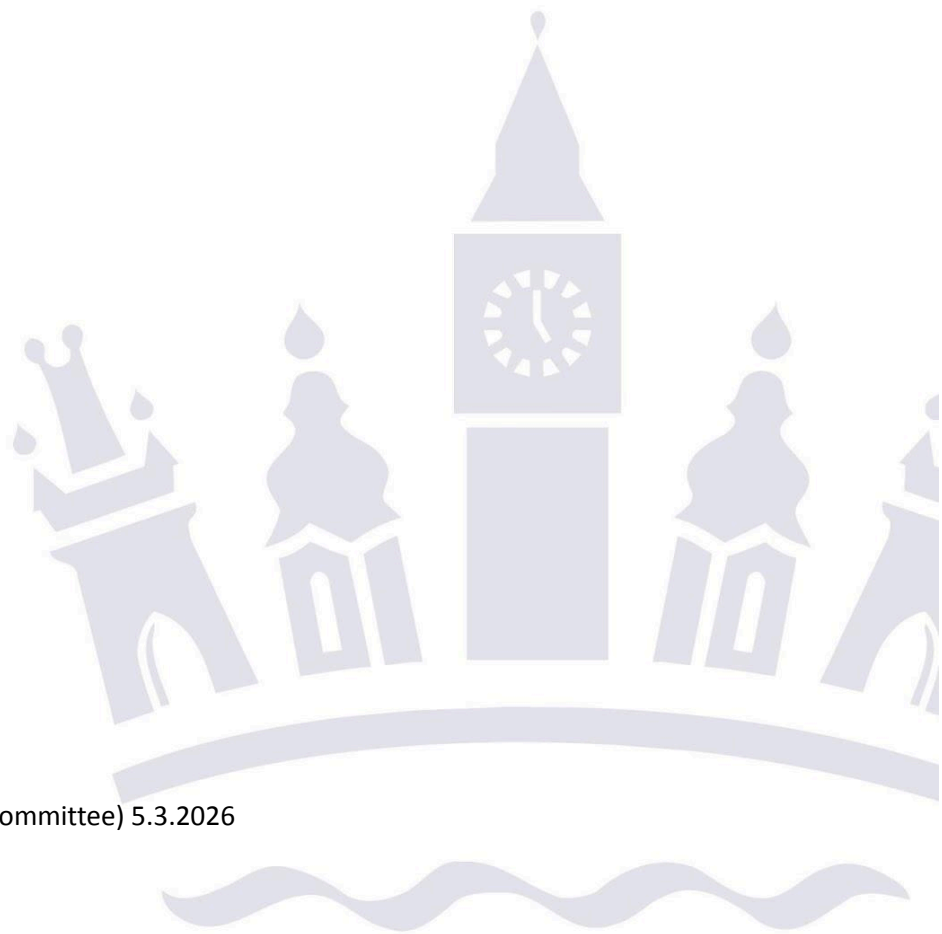
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## Academic Honesty and Cheating Policy - 2026-2029



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## Academic Honesty and Cheating Policy 2026-2029

It is important that all stakeholders of the ECP respect academic honesty and understand what cheating involves. This applies to all work, including classwork, homework, coursework and projects, and to all tests, assessments and examinations.

### Rights and Responsibilities

- **Students:** Students have the right to fair and transparent academic expectations, including clear guidelines on the use of sources and academic integrity. They are responsible for ensuring that all submitted work is authentically their own, with accurate citations where external sources are used. Students are encouraged to seek support when in doubt about citation practices and are expected to respect the integrity of assessment environments by refraining from any form of dishonesty
- **Teachers:** Teachers have the right to uphold academic integrity within their classrooms and are responsible for educating students on academic honesty principles, including correct referencing, paraphrasing, and summarising skills. They are expected to provide guidance and reinforcement through regular feedback, ensuring students understand the importance of authenticity in their work.
- **Parents:** Parents have the right to be informed about the academic honesty expectations that their children must adhere to and are responsible for supporting these values at home. By promoting honesty and accountability, they can reinforce the principles of academic integrity and encourage their children to engage authentically with their learning

Academic honesty means that *all* work submitted by students (both written and oral) must be the student's own work. Where sources are used or referred to, they must be fully and appropriately acknowledged.

Cheating can involve any of the following:

**Plagiarism:** this is defined as the representation of another person's work as your own. This could mean copying another student's work or copying from a book or the internet. It can also mean paraphrasing another person's work without acknowledging the source. This includes text created by AI either from pre-existing AI-generated content or AI content resulting from instructions given directly by the student concerned.

- **Collusion:** this is defined as working with another student to produce a piece of work when this has not been authorised by the teacher.
- **Taking unauthorised material into an examination** such as notes, USB devices, mobile phones or other electronic devices, unauthorised dictionaries or calculators, or correcting fluid / tape.
- **Exchanging information during an examination** or looking at someone else's work.
- **Duplication of work:** this refers mostly to IB work. For example, a student cannot do an extended essay on the same theme as any of their internally assessed coursework.
- **Any failure to comply with instructions of an invigilator during an examination**
- **Fabricating data for an assignment**
- **Stealing or attempting to gain access to examination papers or assessment materials**
- **Assisting another student in any of the above**



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It is expected that students will make use of online resources and the Library for their research and essays, but any information students have found on websites or in books and copied *must* be acknowledged. Direct quotations from a text may be indicated by quotation marks. This includes not only using the text, but also photographs, illustrations, maps, graphs, etc.

Gemini can be a valuable learning tool when it is used to support students' thinking, planning, and drafting, while the final work remains demonstrably their own. If a student uses Gemini to generate or reshape any content (text, images, code, ideas, or structure), they should be transparent by making clear what has come from the tool and referencing it appropriately (including prompts where required by school practice).

Students remain responsible for the accuracy and integrity of anything produced with Gemini, including checking for bias, errors, and invented "facts" or references before submission.

Evidence of cheating is likely to result in students receiving written warnings, grades 2 or 3 for behaviour and a failing grade for the work in question. Cheating in public examinations such as IGCSE or IB will be reported to the examination boards and may result in disqualification in that or all exams. In the case of IB this will result in the Diploma not being awarded.

Students should also be aware, particularly at IB, of **Academic Infringement**. This is usually when a student does not properly reference information. For example, if in an Extended Essay a student refers to a study but then has no reference to this study in the Essay as an in-text reference or footnote, but only mentions a book that referred to it in the Bibliography, this could be academic infringement. All detailed information, including quotations, needs to be referenced in-text or using footnotes. This also applies to IB exams.

## Developing Academic Integrity and Research Skills at ECP

### Background

The International Baccalaureate's Academic integrity policy (published October 2019; updated March 2023) states:

*The topic of academic integrity must be a point of convergence in the curricular design, commencing with the inclusion of the topic at the beginning of the studies and continuing with it, providing contextualized examples as students' studies develop. This will allow students to use these opportunities as building blocks and have the necessary foundations when they progress into further education or professional endeavours.* (International Baccalaureate Organization, 2019, p. 12)

*Assessment tools such as tests, projects, assignments, essays, reports and quizzes, can also be used as instruments to reinforce the topic of academic integrity as they provide an opportunity to give feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization.* (International Baccalaureate Organization, 2019, p. 13)

At ECP, we will use the IB's Academic integrity policy to shape how we teach and assess the use of sources across the school. In particular, referencing and citation should be taught explicitly, reinforced, and practised across all subjects, with staff supported through professional developme



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## Using other people's work, referencing and citation

Referencing and citation are taught explicitly and revisited across year groups. A consistent approach is used across subjects, with clear responsibility for who teaches it and how. Students receive regular reinforcement through modelling and exemplars, and they have structured opportunities to practise these skills in routine classwork and extended tasks. Staff receive professional development to keep expectations consistent and up to date.

Assessment of these skills should include, where appropriate:

- a list of works cited
- in-text citation (or footnotes)
- the quality of sources used
- how sources are used (integration and evaluation)
- formative assessment and feedback

## Developing a Cohesive Scheme of Work

In order to enable our students to develop an understanding of academic integrity, we need to ensure the following areas are taught, assessed and practised in every subject on a regular basis. It is unrealistic to expect year 5/6 students to meet the demands of their internal assessments and extended essays without being able to answer these questions and practise these skills regularly from Year 1 onwards.

- Why is academic integrity important?
- How do I find reliable sources of information?
- How do I judge if a source is reliable?
- What is plagiarism?
- How do I quote a source and cite correctly?
- How do I paraphrase sources and cite correctly?
- How do I summarise sources and cite correctly?
- How do I reference a source correctly?
- Where do I go for help with searching for information and referencing?

These skills are explicitly taught during Library Skills lessons in Year 1. However, in order to practise and consolidate them, students need to revisit them regularly throughout their time in the Lower School. To ensure that we are addressing this effectively, each department indicates where these skills are explicitly covered each year in our [Research and Referencing Teaching Plan](#). Support from the Librarian is available to assist with teaching these skills.

Consequences for Transgressions

In cases of academic dishonesty, a structured response is followed, with escalating consequences based on the severity and recurrence of incidents:



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1. **First Offence:** Minor incidents, such as unintentional citation errors, may result in a warning and an opportunity for the student to correct their work. Teachers may record this incident in the system as a formal reminder.
2. **Second Offence or More Serious Infractions:** For repeated or more significant violations, such as plagiarism or unauthorised collaboration, students may receive a grade reduction or a failing mark for the assignment. Additionally, a behaviour grade adjustment may be applied, and parents are notified.
3. **Severe or Repeated Violations:** In cases of severe dishonesty, such as cheating on exams or fabrication of data, the student may face suspension or be disqualified from certain assessments. For public exams (e.g., IGCSE or IB), incidents are reported to the respective exam boards, which may result in disqualification from the exam or cancellation of their diploma.

