Policy Title	Cheating and Plagiarism Policy
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Revisions Table

Version	Date	Author	Description of Change
n/a	n/a	n/a	n/a

CHEATING AND PLAGIARISM POLICY

CONTENTS:

1. **INTRODUCTION**

   This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).

   The Fulham Boys School has an obligation to assessment bodies, its students, employers and society in general to ensure that the qualifications its students receive are a fair and accurate representation of their work, and of the knowledge and skills attained. Plagiarism, and other forms of cheating, undermine the value of qualifications for all concerned because they undermine their credibility. If a student passes an assessment, or gets a qualification, by unfair means then this is unfair to those who have achieved the same qualification fairly.

   For these reasons the school will take appropriate measures to ensure that a student's work is in fact their own, and that plagiarism and other forms of cheating have not taken place. The school will take action where plagiarism is detected. The school will also ensure that all students and staff are aware of the importance of referencing their work properly as this is a requirement of increasing numbers of courses. Where referencing is required the system that will be adopted is Harvard as this is the system recommended by several exam boards.

2. **Definition of Plagiarism**

   "Plagiarism occurs when an author attempts to misrepresent as original, existing and unacknowledged material or ideas from another person, source or (in the case of self-plagiarism) their own work." (PlagiarismAdvice.org)

   Plagiarism is here defined as using other people's work and passing it off as your own. This may include, but is not limited to, language, thoughts, ideas, expressions and images. Correctly crediting the original author or source of information can help avoid plagiarism.

   When being set work to complete students will use a variety of sources to help them answer questions; this is seen as an important part of the learning process. However, it is expected that students will use these sources to develop their knowledge which they then express in their own words. Copying sentences or paragraphs from other sources is simply not acceptable. Equally unacceptable is copying directly from mark schemes or from other students' work.

   This definition covers a range of degrees of seriousness and intent. Students may be motivated, for example, by laziness as well as by a direct intent to obtain a qualification unfairly.

There is also a very clear difference between the student seeking help with homework or coursework and having someone else do the work on his or her behalf. The latter is cheating and undermines the value of the student's achievement whether this relates to an internal grading or a recognised qualification. Whether it is intentional or not, plagiarism presents a problem when it interferes with the accurate assessment of a student's ability.

3. Plagiarism in School
Plagiarism in school occurs when students:
3.1. Copy the work of another student
3.2. Copy from a source / text without acknowledging that source
3.3. Download or copy information directly from the internet and pass it off as their own
3.4. Allow someone else to complete work on their behalf

4. The teaching staff at The Fulham Boys School will ensure that:
4.1. Their students know where to seek information and how to reference it correctly (using the Harvard system of referencing)
4.2. Their own work is referenced correctly
4.3. All submitted work includes a reference section as/when necessary
4.4. Submitted work including homework or coursework is thoroughly checked. This could include using plagiarism software / searches
4.5. They alert Heads of Department, Head of House and Heads of House to any suspicions of plagiarism
4.6. They do not accept information taken from the internet and passed off as students' own work

5. The pupils at The Fulham Boys School will ensure that:
5.1. All work submitted is their own
5.2. All sources of information are correctly cited and referenced following guidelines for Harvard Referencing
5.3. They do not submit information copied or downloaded from the internet and pass it off as their own as they recognise this is not acceptable.
5.4. They sign all coursework declarations forms for all work submitted stating that the work is their own and that any sources used are correctly cited and referenced

6. How The Fulham Boys School deals with plagiarism:
6.1. If a member of staff deems that a student has plagiarised within their work (e.g. homework, coursework or UCAS application), the student will be given sufficient time to demonstrate that the work they have produced is their own.
6.2. If, after further investigation, it is clear that the student has plagiarised the student will be given the opportunity to redraft the work in their own words and/or images and to properly acknowledge and credit, through direct quotes or otherwise, the original authors and/or sources. The work may then be re-submitted.
6.3. The member of staff handling the case will ensure that they make the student's Form Tutors, Head of House and Head of Sixth Form aware of the situation.

6.4. The Teacher will contact the student's parents/guardians and explain that we will not tolerate plagiarism. This offence is initially defined as a 'minor breach'; the student will be issued a first warning.

6.5. The student and parents will be sent an email to summarise the communication and they will be sent a copy of this policy.

6.6. If the student continues to plagiarise despite a first warning, the subject teacher will inform the Form Tutor, Head of House and Head of Sixth Form. Repeated plagiarism will results in a meeting with a Senior Teacher where a last warning will be issued and a copy of this policy will be issued again.

6.7. If a third instance of plagiarism arises a disciplinary meeting will be held. The student will be likely to face disciplinary action. This will usually involve a fixed term exclusion from the School.

6.8. If a student persists in plagiarism despite previous warnings and a disciplinary meeting they will be asked to leave the School.

7. Disputes

7.1. Any dispute concerning the validity of work in relation to plagiarism may be resolved in a disciplinary meeting between the student and a Senior Teacher. In the event that the dispute cannot be resolved, and it concerns plagiarism of exam-based coursework, the School may appoint an independent adjudicator.

8. Conclusion

8.1. We believe that all can succeed but it is important that this goes hand in hand with personal and professional integrity. Being able to source and use information appropriately will help students in their future studies and careers and should be seen as an integral part of their learning.

Appendix 1

Simple Guide to Harvard Referencing

You must cite and reference all images, tables, illustrations and graphs taken from printed or internet sources, as well as blogs, e-mails, wikis, conversations, TV and radio broadcasts, plus all statements, opinions, conclusions, etc. taken from another writer's work, whether the work is directly quoted, paraphrased or summarised.

Your list of references should contain all of the sources that you have cited in your work and should appear on a separate page at the end of your essay or assignment. The list of references is organised alphabetically according to the surname of the author or corporate author. Guidance is given below on how to reference the most common resource types.

	Information to include	Format	Examples	
Book	• Surname and initial of author or editor • Year that the work was published • Title and edition number • Place of publication • Publisher	Author, A. (year of publication) *Book Title* Nth edition. Place of publication: Publisher	Ball, M. (1997) *Consulting with Parents: Guidance for practice* 2nd edn. Edinburgh: National Press	David, T. (ed.) (1993) *Educating our Children: European Perspectives.* London: Chapman Publishing
Website or web resource	• Surname and initial of author or corporate author • Year site was published / last updated • Title of website or resource • Full web address (the URL) • Date you accessed the site/resource	Author, A. (year of publication/ update) *Website or Resource Title* [online]. Available from <URL> [Day Month Year]	Holland, M. (1996) *Using the Harvard system* [online]. Available from <http://www.bournemouth.ac.uk/servicesdepts/lis/LIS-pub/harvardsyst.htm> [16th Dec 2009]	
Journal article	• Author(s) in the order they are given in the journal • Year the journal was published • Title of article • Title of journal • Journal volume and issue number • Page numbers of the article	Author, A. , Author, B. (year of publication) 'Article Title'. *Journal Title* volume number (issue number), page number-page number	Potter, F. (2005) 'White noise and particle behaviour'. *Journal of Mathematics and Physics* 2 (1), 67-81	Valentine, S., Varca, P., Godkin, L. and Barnett, T. (2010) 'Positive Job Response and Ethical Job Performance'. *Journal of Business Ethics* 91 (2), 195-206