



Satit Prasarnmit
International Programme

BEHAVIOUR POLICY

SELF-RELIANCE | PARTICIPATION | INNOVATION | PROGRESSION



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Behaviour Policy

At Satit Prasarnmit International Programme (SPIP), we believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. Students must be accountable for their actions and must be responsible for conducting themselves properly in a manner that upholds the ethos of the school. As they mature into young adults they must learn to follow the guidelines contained within this document and will be asked to explain any deviations within their behaviour. Consultations with the tutor teacher or the subject teachers will first be undertaken. At any time the school feels it appropriate, parents will be called in to be informed of the misdemeanours. Throughout this policy, the main goal of SPIP is to create an inclusive caring, learning environment to be enjoyed by all. Ensuring our students feel secure and in which staff and parents feel at ease.

We hope to achieve the desired behaviour outcomes by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Creating an environment that encourages and reinforces good behaviour.
- Ensuring equality and fairness of treatment of all
- Encouraging consistency of response to both positive and negative behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- Promoting early intervention
- To encourage all parties involved in behavioural management to be key players in the process. This includes staff, management and parents.

Every student is unique and we need to not only acknowledge this but also celebrate it at SPIP. They bring with them a variety of behaviour patterns based on differences in home values, culture, religion and parenting skills. We must, therefore, work towards standards based on the basic principles of honesty, respect, consideration as well as responsibility.



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Roles of all stakeholders at SPIP:

It is not only students who have to be responsible, but responsibility also needs to be held within the key adults. These influences need to be nurtured and positively encouraged. Their roles can be outlined as follows:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, religion, ability or disability.
- Show appreciation of the efforts and contributions of all.

In order to achieve the above, there are certain roles and responsibilities that are placed on adults. These include:

- The Head of Student Support and Wellbeing, Key Stage Leaders, subject teachers and class tutors will be responsible for the behavioural policy implementation.
- All school staff members academic or administrative are responsible for ensuring that the policy is consistently applied and its procedures are followed.
- Mutual support amongst all staff in the implementation of the policy is essential. Staff members have a key role to play in advising Senior and Middle Management on the effectiveness of the policy and procedures and thus will help to review the policy from time to time.
- All teachers have the responsibility for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- Parents or guardians will be expected, encouraged and supported to take responsibility for the behaviour of the student both inside and outside the school.
- The school will encourage parents to work in partnership with the school to assist in maintaining high standards of the desired behaviour and will be actively encouraged to rise with the school and matters/issues arising from the operation of the policy document.



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- Finally, students are also expected to take responsibility for their own behaviour and will be made fully aware of the school's policy, procedures and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Application of the Policy

The procedures arising from this policy will be developed by the Student Support and Wellbeing Team in consultation with the staff. The procedures will make clear to students what the expectations are of them at school, and how acceptable behaviour can be achieved. The procedures will be monitored by the Head of Student Support and Wellbeing and Key Stage Leaders to ensure they are consistently and fairly applied. As a school we will endeavour to impress upon the students the importance of personal responsibility and that every member of the school has a responsibility towards the greater community.

Guidelines:

Rules and expectations are worded positively to remind students what is expected of them. Where necessary, reasons are given especially when Health and Safety need to be understood.

School Rules	Class Rules
<ul style="list-style-type: none">● We are caring and thoughtful towards one another, ready to listen carefully and speak politely.● We walk about the school looking where we are going and being mindful of others.● We use quiet voices inside the school building.● We take care of the building, shared areas, equipment and each other's work.● We do not use inappropriate language when we are at school.● We make sure that we are always wearing the correct uniform.	<ul style="list-style-type: none">● English Only● Listen and Respect Others● Be Prepared to Start● Complete all work to the best of your ability● Keep the room safe, tidy and pleasant

Sanctions:

Sanctions are needed to respond to undesirable behaviour. The person delivering the sanction needs to be sure that the sanction chosen will be able to redefine the undesired behaviour. The purpose of a sanction is not solely punitive but also to facilitate behavioural change.



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When applying sanctions the school needs to take into account such factors as past history of the misbehaviour, circumstances under which the behaviour occurred, the age and year group of the students as well as other factors which could be perceived as being relevant. Misbehaviour which represents breaches of the Code of Conduct is classified according to the levels of severity and those listed are examples of misbehaviour at each level.

Sanctions can be divided into both positive and negative. SPIP runs a house-point system whereby students are rewarded for positive behaviour. This may include, but not only, any special academic, sporting or personal achievements that go beyond the normal expectations of the students.

Positive reinforcement is used for:

- Praising students when they see good behaviour
- To tell students clearly what is expected of them
- Students will remember what is being asked of them
- Rules are consistent, fair and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform students' parents of exemplary behaviour as well as achievements
- When students have worked hard to support others, in or out of school, they will be commended. This can be done either on a report or at an assembly.

Contrary to the positive sanctions, students can also receive demerits on their House Points. These may be issued for minor infractions for specifically related incidences.

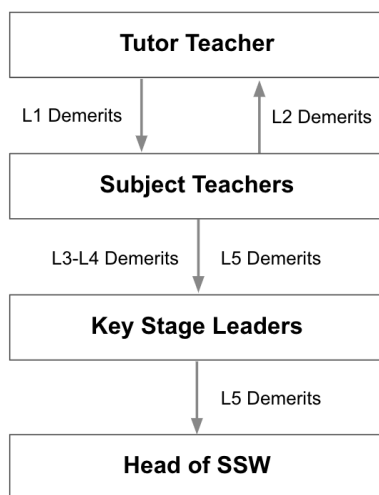
Discipline Procedures

All unwarranted behaviour by students will be logged as demerits on Schoolbase under the student's name. These will be checked regularly by the Key Stage Leaders.

Teachers will be required to mark it on Schoolbase indicating a cause and effect; with the opportunity to provide more information in the notes box for clarity. Furthermore, they must follow the reporting procedures as follows.



Figure 1.1 Reporting Behaviour



Level 1: (Accumulative)

- Tutor teacher will monitor uniform policy each day and ensure student is off of their devices and prepared to learn. Subject teachers need not notify tutors of L1 demerits.

Level 2: Notify Tutor through SchoolBase

- Subject teacher will notify tutors of any L2 infractions and keep student for short detention in their free time. Tutor will talk with student about behaviour the following day.

Level 3: Notify SSW through SchoolBase

- KSL will speak with the student and SSW will keep them for a 30-minute detention on Fridays.

Level 4: Notify SSW & Message Key Stage Leader directly

- KSL will pull student from classes when available - instant 45-minute detention.

Level 5 (and L4 emergencies): Notify SSW Team immediately

- Available SSW team member will come remove student from class. Parents will be called into school and appropriate action will be applied.

As illustrated in Figure 1.1 all Level 1 and 2 demerits are the responsibility of the subject teacher and tutors unless it is consistently repeated. Tutors will monitor uniform policy for subject teachers and subject teachers will notify tutors of Level 2 demerits occurring in the classroom. Student Support and Wellbeing will monitor these accumulated sanctions on a weekly basis. Key Stage Leaders can develop a holistic view of whether the behaviour is isolated to one subject or across each Department. Consistent bad behaviour may lead to Key Stage Leaders contacting the parents via school email system and Schoolbase to request support from home.

Figure 1.1 illustrates how a staff member should report repeated misbehaviour in class, but in the case of a Level 3 demerit you must notify Student Support and Wellbeing when reporting the incident on Schoolbase. Tutors should also be notified about these infractions as it will aid in redirecting behaviours.

In the case of a Level 4 and Level 5 demerits, you must make immediate contact with the Student Support and Wellbeing Team; and Key Stage Leaders so that the incident can be addressed immediately.



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Figure 1.1 illustrates that in the case of a Level 5 demerit, the Head of Student Support and Wellbeing will call the parents into school and have a discussion about behaviour plans to be implemented.

All staff members at SPIP are responsible for the fair running of the Behavioural Policy. This system will regularly be monitored. Staff members not abiding by the policy will be subject to the [Staff Code of Conduct](#).

School Sanctions & Behaviour Monitoring

Tutor Behaviour Meeting (verbal only):

Subject Teachers must notify Class Tutors when distributing Level 2 demerits. Class Tutors will be required to verbally address the infraction with the student in an attempt to redirect behaviour and move toward re-teaching the desired behaviour. The discussion is to occur no later than the following day. This will be done as a preventative measure against holding the student for detention periods.

In-School Detention (ISD):

Only members of the Student Support and Wellbeing Team or Senior Management Team are allowed to issue ISDs. This will only be done under extreme circumstances and must reflect the behaviour found in Level 4 & Level 5 demerits.

After School Detention (ASD):

ASDs will run out of school time and will be an extension of the school day. There will be several levels to the demerits accumulated by students, and the level will dictate the degree of punishment. There are five stages:

- *First Stage : 5 Demerits – Tutor Behaviour Meeting.*
- *Second Stage : 10 Demerits – 45-minute detention on a Friday + a counselling session.*
- *Third Stage: 15 Demerits – 1-hour detention on a Friday + a Daily Behaviour Report.*
- *Fourth Stage 4: 20 Demerits – 1-hour detention and a meeting with the Head of SSW.*
- *Fifth Stage: 25 Demerits – 1-hour detention and a parent consultation to discuss strategies for the student’s behaviour.*

Detentions will be entered into the student’s file on the Schoolbase and their parents will be contacted. Key Stage Leaders will use the Schoolbase email system to inform their parents at least 24 hours in advance. If a student is non-cooperative during detention, the detention



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will be repeated and moved onto the stage above. If a student skips detention, they will be issued an additional Level 3 demerit for not attending, and automatically moved onto the stage above regardless of their current tally.

Tutor Behaviour Meeting (verbal):

First Stage is reached when a student attains multiple Level 1 and Level 2 infractions, totalling 5 demerits within a fixed period of time. Under this first stage, students will be required to sit down with their tutor in a formal setting to discuss their behaviour. Their tutor will fill out a [Tutor Behaviour Meeting Form](#) outlining goals and targets for the student, as well as the student's concerns, to assess if a counselling session is appropriate. Tutors must return this documented meeting to their Key Stage Leader for review.

Counsellor Meeting:

Second Stage, the attainment of 10 demerits within a fixed period, will result in a 45-minute ASD as well as a referral to the School Guidance Counsellor. If there was a counselling session as a result of the First Stage Tutor Behaviour Meeting, this will be taken into consideration. Counsellor Meetings are mandatory after having reached Second Stage.

Daily Behaviour Report:

Where it is felt necessary to monitor a student's performance or behaviour over a period of time and during every lesson an daily report will be issued. Students will be expected to report to a member of staff at the beginning of each day to monitor their behaviour and ensure the report is complete from the previous day. Behaviour Report is a way in which the school can monitor a student's behaviour for a fixed period of time.

Behaviour Reports will be issued upon the following actions:

- Third Stage: attain 15 demerits within a fixed period of time
- Fourth Stage: attain 20 demerits within a fixed period of time

Students will be assigned targets that they must meet during all lessons. At the beginning of each lesson, the student must remind teachers that they are on Behaviour Report. The teacher will then have to comment on the student's academic contribution and behaviour whilst in class and note whether the goals set for the student have been achieved. The teacher must do this at the end of each lesson with the student present. It must be a consultation between teacher and student. The following should be discussed;



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- Student's targets and if they were achieved.
- In the cases where targets have not been achieved the teacher should explain what improvements need to be made in the next lesson.
- Comment on a report completed in the presence of the student

Students will discuss their reports with their Class Tutor, Key Stage Leaders and the Head of Student Support and Wellbeing. This process will be monitored and the student will only be removed from the report if it is felt that their behaviour and/or academic progress has been satisfactory.

It must be noted that the daily report is not a negative sanction, but merely a way to monitor progress and the achievement of specific academic and/or behavioural targets, working towards a positive outcome.

Behaviour Report Procedures:

- First Stage: Report to the Class Tutor who will be responsible for monitoring the student's behaviour.
- Second Stage: Report to the Key Stage Leaders who will be responsible for monitoring the student's behaviour.
- Third Stage: Report to the Head of Student Support and Wellbeing who will be responsible for monitoring the student's behaviour.

Students will remain on report or removed depending on their behaviour. However, students can also be moved onto the next stage of report at any time, or at the end of the fixed term. This will be implemented if the following occurs.

- An improvement in behaviour
- Targets are not achieved
- Still receiving a high amount of demerits whilst on report

Persistent inappropriate behaviour whilst on report could result in *further sanctions*.

Alternatively when necessary or when there is a concern for a student raised by several staff members, a Student Concern Report will be issued to determine if a Behaviour Report should be implemented immediately.

Each subject teacher, as well as the class tutor, will be asked to comment on the student's specific behaviour and academic progress. The comments will be analysed by Key Stage Leaders and/or the Head of Student Support and Wellbeing. If deemed necessary the students' parents will be called in for a meeting to discuss the issue. The student may be



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present at this meeting, however, it is not mandatory. After consultation with the parents, a Daily Behaviour Report may be started regardless of the students accumulated demerits.

Subject Report:

Under necessary circumstances a student may also be placed on the Subject Report. This report is very similar to Daily Behaviour Report but shall only occur within a subject where the student's behaviour is having an impact on the teaching and learning of others in their class.

Students will have targets that are relevant to their personal behaviour whilst in that class. These targets will be agreed upon with the subject teacher, Head of Department and the Student Support and Wellbeing Team. The students must achieve those targets during that subject and failure to do so could result in further sanctions. Subject Report is a way to monitor appropriate behaviour and will be carried out by the Head of Department and subject teacher with guidance from the Student Support and Wellbeing Team.

Internal Isolation:

This Fourth Stage or a Level 5 Demerit is only to be taken into consideration in an extreme circumstance and reviewed by several staff to discuss whether the internal isolation is deemed as a necessary means of discipline by The Student Support and Wellbeing Team and Senior Management.

In this case a student is isolated under supervision for the entire school day, and provided with work to be completed for all subject teachers at the end of the day. They will accompany staff to lunch and will hand in all work to the Head of Student Support and Wellbeing by the end of the day. This level will only be carried out in extreme circumstances, and will be finalised and carried out by the Student Support and Wellbeing Team and Senior Management Team

Contact will be made with home in advance discussing the reason for such isolation. The isolation will be entered into the students file on the Schoolbase system and the relevant points will be deducted from the student's House in accordance with this policy.

Demerits:

Demerits are recorded throughout the whole academic year. However, here at SPIP it is believed that students need the opportunity to be able to start with a clean slate. So therefore a student's demerits do not follow them into the next term. All demerits will be set back to zero (0) at the beginning of a new term to give the student opportunity to start



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with the knowledge that they will not be haunted by a previous infringement that took place several months ago.

Demerits can be issued by all members of staff at SPIP. Staff **must** administer their own detentions during lunch time and break time when the infringement falls into the Level 2 demerit category.

Parental support is important and, through Schoolbase and contact from Class Tutors, parents will be well informed of actions and relevant punishments taken whilst their child is at school.

More serious offences must be dealt with in a more formal way:

- Always inform the following staff members; the Student Support and Wellbeing Team, relevant Key Stage Leader and the student's Class Tutor.
- Log the incident using Schoolbase Daybook.
- Furthermore please identify the level of demerit.

All Demerits will be calculated and once a House has attained an accumulative set of 10 demerits, then that will be deducted from the House's overall points.

There are certain levels of inappropriate behaviour. These can be broken up into FIVE different levels ranging from minor offences to the more extreme cases.

The table below lists the levels and the required action thereof:

Level 1: Strike three system: two warnings then a demerit (any three of these action can be accumulative to one Level 1 Demerit)

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Level 1 Demerits	Subject Teacher Class Teacher Head of Department Members of SLT Administration Staff	Verbal warning (2) Follow Figure 1.1	Subject Teacher Class Tutor
Arrived late (less than 5 minutes)			
Unprepared for class			
Disrupting the class			
English speaking policy			
Uniform violation			
Off task in class			
Misuse of e-device			
Neglect of school property			



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Level 2: Demerit, Tutor will have a brief meeting with the student to re-teach appropriate behaviour, Subject Teachers must inform Class Tutor via Schoolbase email system.

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Level 2 Demerits	Subject Teacher Class Tutor Head of Department Members of SLT Administration Staff	Follow Figure 1.1 Break-time Detention Lunch-time Detention	Subject Teacher Class Tutor Key Stage Coord'
Arriving late (more than 5 minutes)			
Disrespecting another person (verbal/written)			
Excess/inappropriate post on school channels (ie. Gchat, Youtube)			
Refusal to participate in group activities			
Not completing an activity (ample warning)			
Plagiarising classwork			
Not completing homework			
Damage to school property			
Littering/leaving items behind			
Eating in the corridor/classroom			
Taking belongings of others			
Roughhousing/horseplay			

Level 3: Instant After School Detention (ASD) 30 minutes, inform Student Support and Wellbeing Team and Class Tutor via Schoolbase email system.

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Level 3 Demerits	Subject Teacher Class Tutor Head of Department Members of SLT Administration Staff	Follow Figure 1.1 ASD	Key Stage Coord' SLT
Academic Dishonesty (classwork/assessment)			
Unintentionally endangering self/others			
Offensive behaviour towards a classmate			
Offensive or inappropriate drawings/images			
Damage to school electronics			
Leaving class without permission			
Purposely missing a class			
Not attending detention			
Swearing in any language			



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Level 4: Instant after School Detention (ASD) for 45 minutes, inform Student Support and Wellbeing Team via Schoolbase email system and relevant Key Stage Leader through direct contact.

(In severe cases, parents will be asked to come for a meeting and their child will be placed on a Behaviour Report)

Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Level 4 Demerits	Subject Teacher Class Tutor Head of Department Members of SLT Administration Staff	Follow Figure 1.1 ASD Contact Parents Behaviour Report	Key Stage Coord' SLT
Cheating in an assessment or examination			
Plagiarism in an assessment			
Malicious damage to school property			
Leaving campus without permission			
Offensive behaviour towards staff			
Striking/attacking a student			
Possession of pornography			
Racist remarks			

Level 5: Instant after School Detention (ASD) for 1 hour, inform Student Support and Wellbeing Team via Schoolbase email system and direct contact.

Parents will be immediately contacted by email and/or telephone.

Deduction of 10 House points

(In severe cases, parents will be asked to come pick up their child. One, two, or three full academic days of internal isolation and/or fixed-term exclusion will be enforced.)



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Inappropriate Behaviour	Recorded on Schoolbase by	Action Taken	Sanction carried out by
Level 5 Demerits	Subject Teacher Class Tutor Head of Department Members of SMT Administration Staff	Follow Figure 1.1 ASD Contact Parents Internal Isolation / Fixed-term Exclusion	Head of SSW Key Stage Coord' SLT
Grievous bodily harm			
Possession of a dangerous item			
Theft of school property			
Possession of drugs/alcohol			
Physical, emotional, or cyberbullying			
Slander of school on social media			
Sexual harassment			
Act of racism			

Further Sanctions in extreme breaches of the schools code of conduct

In the case that a student has completed their sanction, but we still feel that they have not shown sufficient movement towards a more positive behavioural pattern, or there has been a new case of severe infringement of the school's code of conduct; all the below interventions will be investigated by a selected panel of management as a means of more serious intervention.

- 1) **Removal from Residential.** The student will not be allowed to attend residential, particularly if previous sanctions were given for harm or endangerment to others. Other reasons for removal from residential are meeting TWO or more of the following criteria:
 - Level 4 demerit
 - Level 5 demerit
 - Reaching Stage 4 (20 demerits)
 - Less than 80% attendance
 - Less than 80% work completed

- 2) **Community Service.** The student undertakes a series of community tasks to be completed during the day. This is monitored by the Head of Student Support and Wellbeing, Head of Faculty or Head of Discipline.

- 3) **Temporary suspension from school.** This action will be undertaken when it seems as though the student has not been able to show any change in their behavioural development. This action could take place immediately after the infringement has occurred or at a later specified time. Parental consultation will take place and the student will be removed from



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school for a defined period of time. This will be reviewed, decided and carried out by the Student Support and Wellbeing Team in guidance from the Head of SPIP.

- 4) In some cases where students need to reflect on their behaviour, the school will assign mandatory counselling sessions with the school Guidance Counselor.
- 5) In exceptional cases, the Director of SPIP may ask the parents to withdraw the student from the school.



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AI: Guidelines for Appropriate and Inappropriate Uses at SPIP

Artificial intelligence (AI) is a powerful tool that can support students in their academic work. However, it is essential to use AI responsibly and ethically.

Potential benefits of using AI in education include:

- Content development and differentiation;
- Assessment design and timely, effective feedback;
- Tutoring and personalized learning assistance;
- Aiding creativity, collaboration, and skill development;
- Operational and administrative efficiency.

Potential risks involved in using AI in education include:

- Plagiarism and academic dishonesty;
- Perpetuating societal biases;
- Compromised student privacy and unauthorized data collection;
- Diminished student and teacher agency and accountability;
- Overreliance on technology and less critical thinking.

The following guidelines have been established to ensure that students use AI in accordance with school policies.



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School Policies:

- A. These guidelines are in addition to existing school policies on academic integrity and technology usage.
- B. Students should be aware of and adhere to these policies at all times when using AI for school work.
- C. The school reserves the right to modify these guidelines as needed to ensure responsible and ethical usage of AI for academic purposes.

Appropriate Uses of AI:

- A. Students may use AI for research and data analysis but must cite the sources and give credit to AI-generated results. They should be honest about using AI and not claim AI-generated findings as their own work.
- B. AI can be used as a study aid like chatbots or digital tutors. Students must use AI responsibly, not rely on it entirely, and avoid copying AI-generated text. They should think critically and show their understanding.
- C. Students can use AI for translation, grammar checks, and proofreading only with teacher's permission. They must check AI-generated content for accuracy.
- D. AI can be utilised for scheduling and time management, helping students to prioritise assignments, set deadlines, and manage their study time effectively.

Inappropriate uses of AI:

- A. Using AI without teacher's permission is considered plagiarism and leads to disciplinary action.
- B. Impersonating another person using AI is not allowed and results in disciplinary action.
- C. Generating inappropriate content or cyberbullying with AI is prohibited and leads to disciplinary action.
- D. Using AI to cheat on exams, tests, or quizzes is not allowed and results in disciplinary action.
- E. Sharing or distributing AI-generated content that violates school policies or copyright laws is prohibited and leads to disciplinary action.



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Assessments That Incorporate AI:

Assessment Policy:

For assessments where the teacher has explicitly permitted the use of AI tools, SPIP's Academic Integrity Policy states that there are several things you must also do when using AI generated material:

- 1. The material must be appropriately cited and referenced, along with any other sources used.*
- 2. There must be a clear indication of where in an assignment AI-generated material is used.*
- 3. It is the responsibility of the student to check the accuracy of all information generated by AI study tools.*
- 4. It must be ensured that the final product is the student's own work, creation and analysis, and not just copied from an AI generator.*

There is no time limit on detecting academic misconduct. Misconduct penalties can be applied retrospectively, even after graduation, if improper use of AI is discovered later.



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How do I cite and reference the AI tools I've used with permission in my assessment?

First, you must check with your teacher that you are permitted to use AI tools in your assessment. If you are allowed to use AI in some capacity, you must reference all AI generated content you use in your assessments.

Declaration of the generated material:

Below is an example of how to declare the use of generative AI-tools:

I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].

I acknowledge the use of [1] ChatGPT (<https://chat.openai.com/>) to [2] generate materials for background research and self-study in the drafting of this assessment. I entered the following prompts on 4 January 2023:

- [3] Write a 50 word summary about the formation of Monash University. Write it in an academic style. Add references and quotations from Sir John Monash.

[4] The output from the generative artificial intelligence was adapted and modified for the final response.

Legend: [1] AI system(s) and link; [2] specific use of generative AI; [3] prompt; [4] explanation of use.



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Accountability:

- A. Students are responsible for the appropriate use of AI in their academic work and should ensure that any AI-generated content is accurate and ethical.
- B. Students should report any concerns or violations of these guidelines to a teacher or school administrator.
- C. Students who violate these guidelines may face disciplinary action. This action may include, but is not limited to: demerits, a failing grade on the assignment and/or suspension from school.

Examples of Use:

Study & Research

Proper Use:

While reading a journal article for her History unit, Shalene encounters a new technical term that she has never heard before. She writes a prompt in ChatGPT asking for an introductory definition and some additional examples of the term's use in context. The AI tool gives a broad, basic summary that she finds easy to understand. She follows up by finding additional material to develop her understanding. In her next class, she asks her teacher if she understands the term correctly.

Explanation: Shalene uses the AI tool for educational purposes, as permitted by the SPIP Academic Integrity Policy. She asks the AI to explain the term on a basic level to begin her understanding, and proceeds to deepen her understanding.



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Improper use:

Misha is writing the literature review section of a lab report and wants to find five additional sources. He asks Bing to give him five suggestions. He adds the suggestions directly into his review without reading them or evaluating the bibliographic details.

Explanation: AI tools do not verify whether their outputs are true: they merely follow patterns to produce responses. Misha has not verified whether the suggested sources exist or are appropriate to cite in a scholarly review.

Exam/Test Preparation

Proper Use:

Mim is studying for her maths exam by completing as many practice questions as she can. She has completed the question sets provided by her teacher, and wants some additional problems. She double-checks the format of the exam and then asks ChatGPT to set her a similar problem set of 10 multiple-choice and 10 written problems, from the areas of maths covered in the unit.

Explanation: Practice testing is one of the most effective forms of study, and AI tools can produce original question sets for you to use to test yourself.

Improper Use:

Jack receives a previous exam paper from his teacher. He pastes the text into Bing and asks it to produce worked examples.

Explanation: All course material, such as presentation slides, lecture and tutorial handouts, unit outlines and exam papers, is the property of the school and the staff member who created the material. You are not allowed to share these materials outside of the school, including pasting the questions into an AI tool.



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Permitted in Assessment Instructions

Proper Use:

Dom has been asked to create a new logo for a software company as part of his assessment in an Art class. In the assessment instructions, the teacher states that it is permitted to use existing designs and AI-generated images as precedents, provided that students explain how they used the designs to shape their thinking and cite/reference them correctly. Dom finds several precedents from real-life software firms and asks an image-generation AI to create three additional logos. He incorporates elements of each of these logos in constructing his own designs and explains clearly in writing how he used each image. He includes them all as an appendix and references them correctly.

Explanation: Dom's teacher explicitly permits use of AI Tools in the assessment instructions. Dom uses the AI-generated image to inform his own original design, and shows his own critical thinking and analysis by explaining exactly how he used the AI-generated image.

Improper Use:

Ken completes the same assignment as Dom. He asks an image-generation AI to create an image, and uses an image editor to change some colours. He pastes the generated image straight into his assessment, and does not address the fact that he has used AI in the written section. He does not reference it.

Explanation: In this assessment, the teacher has permitted the use of AI tools under strict, specific conditions. Here, Ken has not followed these conditions, and has allowed the AI to do his critical thinking for him. He has not indicated in writing where and how AI was used, and has not referenced.

Writing and Editing

Proper Use:

Shirlene is composing a lab report for her first-year psychology unit. Halfway through writing her report, she runs a check on her text using Microsoft Word's AI Editor tool. The tool points out spelling and grammar errors, and makes suggestions on how she can refine her



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expression; it does not change the text automatically for her. Shirlene thinks about the suggestions, and uses her judgement on which to act on. She seeks advice from her teacher to clarify the suggested changes she isn't sure about.

Explanation: *Shirlene has used the built-in AI tool for editorial assistance only: it helps her identify small errors in her own original work, and she uses her critical thinking to decide which suggestions to incorporate.*

Improper Use:

Luke is struggling to write a conclusion for his essay. He asks ChatGPT to write it for him. He prompts the tool multiple times to make it incorporate some of his ideas and the specific academic terminology used in the unit into the AI-generated text. He pastes the generated text into his document, and paraphrases a few words and sentences to make them read more like an academic document.

Explanation: *The teacher has not explicitly permitted the use of AI tools in the assessment instructions, so using AI-generated text in this way, even with extensive prompting and paraphrasing, is academic misconduct.*

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