

Leigh Academy Rainham

Academic Integrity Policy

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Sections

1. [Introductory statement](#) 2
2. [Principles and Practices](#) 2
3. [Academic Misconduct](#) 3
4. [Roles and Responsibilities](#) 4
 - 4.1 [Principal and Senior Leadership Team](#) 4
 - 4.2 [MYP/ IBCP Coordinator](#) 4
 - 4.3 [Teachers](#) 5
 - 4.4 [Students](#) 6
 - 4.5 [Parents](#) 6
5. [Citing and Referencing](#) 7
6. [Sanctions and Procedures](#) 7

1

1. Introductory statement

Leigh Academy Rainham aims to be an outstanding, inclusive learning community where everyone feels safe and valued. We aim to develop inquiring, knowledgeable and caring young people who help to create a better, more peaceful world through intercultural understanding and respect, recognising that other people with their differences can also be right. We believe that honesty is integral to positive relationships of all kinds, and crucial to academic and vocational success.

This Academic Honesty Policy has been developed to set out the principles and practices applied by Leigh Academy Rainham in the detection and prevention of academic misconduct and malpractice. The document contains details of the academy's academic code of conduct, and outlines situations

which would breach these guidelines as well as potential consequences arising from this. Leigh Academy Rainham strives to ensure that its guidelines for academic honesty and its procedures to ensure and enshrine best practice across the academy align with the principles and mission of the International Baccalaureate Middle Years and Career-Related Programmes. At Leigh Academy Rainham we place a high value on honesty and integrity, and this extends to all work completed in class and submitted for assessment. Our expectations are set out below. All members of the community need to be aware that we treat academic dishonesty or plagiarism as a very serious matter.

2. Principles and Practices

The IB Learner Profile is embedded in Leigh Academy Rainham's academic and pastoral curriculum and is integral to the daily life of the academy, underpinning the LEIGH Learner Attributes. It is the cornerstone of this policy. Further guidance comes from the IBO publication Academic Honesty: Guidance for Schools, September 2012. In developing the Academy's academic honesty policy we encourage our students to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research
- Knowledgeable – who explore concepts, ideas and issues
- Principled – who act with integrity and honesty, take responsibility for their own actions ●
- Open-minded – who are accustomed to seeking and evaluating a range of points of view ●
- Risk takers – who are brave and articulate in defending their beliefs

These qualities, when applied to learning and student work, will establish skills and behaviour, which support good practices to be found in the classroom, used for Independent Learning and continued to examination level. The good practices are expected to be introduced, modelled and implemented throughout the academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IB MYP.

In terms of academic honesty a key IB learner profile trait is being principled. The International Baccalaureate Organization (IBO) identifies *'Principled'* as one of the ten aptitudes that learners should be developing during the course of their education, and defines this as the ability to *"act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere [and] take responsibility for...actions and their consequences"* [IBO, Learner Profile, 2013].

2

As such, the IBO *"upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment"* [Garza, 2014].

Leigh Academy Rainham seeks to embed these principles in its practice by ensuring that all members of the school community (including teachers, students and parents) *"understand their shared responsibility in upholding academic honesty [...] openly discuss this topic and share "good practice"* [Garza, 2014].

3. Academic Misconduct

The IBO defines academic misconduct as any *"behaviour (whether deliberate or inadvertent) that*

results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment” and further stipulates that “behaviour that may disadvantage another candidate is also regarded as academic misconduct” [IBO, 2014]. In principle, academic misconduct will be unacceptable at all times at Leigh Academy Rainham. Students are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.

The IB goes on to cite several examples of breaches of its regulations, including but not limited to:

- **Plagiarism:** this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. ‘the practice of taking someone else’s work or ideas and passing them off as one’s own.’
- **Collusion:** this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- **Cheating:** this can be defined as; ‘act dishonestly or unfairly in order to gain an advantage.’ Within the context of Leigh Academy Rainham, academic cheating can be identified as ‘acting dishonestly or unfairly in order to gain an advantage.’ This can be identified as:
 - Basic level: Copying classwork or independent learning e.g. using google translate in languages to generate answers which are copied and pasted.
 - Medium level: Concealing answers within an internal test and using these, or during an assessment in languages using Google Translate to generate answers.
 - High level: Cheating within an external exam. All allegations of cheating would always be investigated and the consequences of such actions would be dealt with by the academy’s behaviour policies and if deemed of a very serious nature, by the regulations of the Examinations Boards, JCQ and Ofqual.
- **Use of Artificial Intelligence:**

Artificial intelligence based products, such as ChatGPT, will continue to evolve and be readily available to students and staff around the world. At Leigh Academy Rainham, we strive to incorporate digital tools within our work and the work of our pupils and also uphold the principles of academic integrity.

AI currently exists in many digital tools and software. LAT will only ask its staff and students to use these tools when they have been approved and are part of the LAT Digital Toolkit. As the use of AI develops, the following must be considered:

Teachers:

- Teachers must be aware of the existence of AI software and some of their capabilities in order to be able to spot academic misconduct.
- Teachers must discuss the use of AI when assigning work that students might seek support from and set boundaries for what is and is not acceptable to use from an AI software, e.g. “when writing this article, you may use AI to help you create a catchy headline but you cannot use it to write the whole article.”

- If teachers suspect use of AI they must investigate this and report it to the Academies Digital Lead who can assist them, as there is plagiarism and AI detection softwares out there to help detect academic dishonesty.

Students:

- Students must highlight which aspects of the work were helped by AI software, referencing these honestly and thoroughly.
- If using AI software, students cannot copy and paste results and present this as their own work, they must cite their sources and paraphrase work in their own words.
- If permission is granted to use AI then the source of this information must be referenced in the correct format.

Leigh Academy Rainham recognises the shared responsibility of all stakeholders in preventing and detecting academic misconduct. This includes ensuring that parents and students understand what constitutes academic misconduct and know how to conduct research and how to acknowledge sources, and that teachers set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted, whilst devoting time to teach and practice these skills, making them “second nature”. It is also essential that both parents and students know the consequences of being in breach of IB regulations [Garza, 2014].

The IB states that, ‘Where collaboration between candidates is permitted, the difference between collaboration and collusion must be made clear. In a collaborative or group work situation, candidates must present work in their own words and acknowledge the work of others’. (4.3). As such, particularly regarding Community Project work in year 9, students working in groups must clearly state their role in the project/task. This can be evidenced by the CP process journal, which is provided to students.

4. Roles and Responsibilities

Leigh Academy Rainham recognises that, as per the IBO’s guidance on academic honesty published in 2014, *“teaching and learning [...] must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically”* [IBO, 2014].

4.1 Principal and Senior Leadership Team

The Principal and Senior leadership team are committed to:

- Working with stakeholders to establish an academic honesty policy
- Ensuring that all stakeholders understand academic honesty and the consequences for students if they engage in academic misconduct
- Ensuring that the academic honesty policy is shared with and adhered to by all stakeholders, including parents and students
- Furnishing teachers with relevant professional development on academic honesty ● Keeping central records of each situation and the consequences to ensure consistency and highlight trends

4.2 MYP/ IBCP Coordinator

The MYP/IBCP Coordinator is responsible for overseeing the entire assessment process, from admissions to incidents of academic misconduct committed by staff or students. This includes:

- Ensuring that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review
- Ensuring that all stakeholders are aware of IB stipulations surrounding academic honesty
- Ensuring all stakeholders, including candidates and invigilators, are provided with relevant information about examination regulations
- Developing an internal calendar alongside IB teachers to collate all deadlines for the receipt and submission of candidate's assessment materials
- Ensuring that suspected incidents of academic misconduct are dealt with in line with the Sanctions and Policies section of this document.

4

4.3 Teachers

Teachers will have access to a copy of the Academic Honesty policy on Leigh Academy Rainham's website and centralised admin folders. They can also expect to receive relevant professional development to support them in adhering to and advancing the Academic Honesty Policy in their lessons. Teachers have a responsibility to ensure their students are aware of the expectations surrounding academic honesty and authenticity, and to prevent and detect academic misconduct in line with the Academic Honesty Policy. This includes:

- Reading, signing and returning a copy of the Academic Honesty Policy
- Discussing the benefits of submitting assignments that are correctly referenced
- Devoting time to teach and practice these skills – making them “second nature”
- Acting as role models, ensuring all shared materials (handouts, presentations etc.) are correctly referenced
- Designing assignments that do not lend themselves to academic misconduct and set deadlines that allow for staff to identify and address any incidents of academic misconduct
- Setting clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Where possible, requesting that all assignments be submitted both electronically and in a hard format.
- Allow students the opportunity to practice and learn how to use other people's work in support of their own, in an age- and skill-appropriate way
- Teach awareness of misconduct and procedures
- Understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes
- Report any detected plagiarism or cheating

In a cohesive and comprehensive way, students will receive instruction from their teachers in:

- Use of the Library and Internet.
- Basic note taking skills.

- Simple paraphrasing and adaptation of source material.
- Ways to acknowledge informally in writing and speech.
- Relevant use of direct quotations and citations.
- Simple ways to acknowledge information derived from electronic sources.
- Writing a bibliography.
- What constitutes cheating.
- What the consequences of cheating are.
- How Artificial Intelligence is appropriately used.

4.4 Students

Students will have access to a copy of the Academic Honesty Policy on Leigh Academy Rainham's website. Students can also expect teachers to spend time in lessons explaining what is meant by 'authentic ideas' and providing examples of plagiarism and academic misconduct. It is students' individual responsibility to ensure that all work submitted during the course of their studies adheres to the Academic Honesty Policy. This includes:

- Reading, signing and returning a copy of the Academic Honesty Policy

5

- Upholding the principles of academic honesty by submitting work that is authentic and appropriately referenced

The academically honest student:

Will...

- ✓ Acknowledge help from parents, older students and friends
- ✓ Acknowledge help from teachers and other adults
- ✓ Acknowledge the source of direct quotations
- ✓ Acknowledge information taken from books and the Internet
- ✓ Acknowledge reference materials in a bibliography
- ✓ Know what constitutes cheating and abides by the rules
- ✓ Follow all exam rules.

Will not...

- ❖❖ Use notes during a test unless allowed by a teacher
- ❖❖ Copy from another student during a test
- ❖❖ Copy from the homework of another student
- ❖❖ Hand in work as his/her own that has been copied from another source
- ❖❖ Do homework for another student

❓❓ Give another student his/her own work to copy

❓❓ Use artificial intelligence to produce answers

4.5 Parents

Parents have a responsibility to ensure that students are completing independent study tasks and homework in a manner compliant with the Academic Honesty Policy. This includes:

- Reading, signing and returning a copy of the Academic Honesty Policy
- Actively fostering an understanding of right and wrong, with particular reference to intellectual ownership and authenticity in relation to academic honesty
- Ensuring that their support for students in completing independent study tasks does not transcend the boundary into completing the work for them and support students in completing academically honest work
- Promoting and supporting students in accessing a range of sources including websites, library books and academic publications
- To support teachers in any consequences stemming from cheating or plagiarism 6

5. Citing and Referencing

The Leigh Academy Rainham expects all students to include a bibliography citing any materials, both written and digital, that have influenced their work. The academy also expects students to make explicit reference to any ideas from these sources that have been quoted, paraphrased or summarised in their text through the appropriate use of citations and referencing systems. The Leigh Academy Rainham uses the Harvard referencing system for all academic submissions, and further guidance on the application of this system can be found at:

https://library.leeds.ac.uk/info/1402/referencing/50/leeds_harvard_introduction/4

Students and staff will take part in workshops run by the librarian that will demonstrate how the Harvard referencing system will be used. This will then be re-enforced through effective teaching and learning within lessons and pastoral programmes.

As set out in the document Academic Honesty - From Principles into Practice [Garza, 2014], the IBO expects full citations and references for any ideas used other than the author's own, and a complete bibliography listing any source material that was consulted and ultimately influenced the final work. These could include written or electronic works, examples of which include but are not limited to the following media:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

6. Sanctions and Procedures

The following list of sanctions applies across all subjects. Any instances of academic misconduct should be addressed with the relevant course leader and the MYP Coordinator.

Offence	Consequence
1st Offence	<ul style="list-style-type: none"> ● Score of zero issued by teacher ● Letter to parents reiterating the Academic Honesty Policy from course leader ● C2 - 60 minute detention issued ● At the course leader's discretion a resubmission opportunity may be provided.
2nd Offence	<ul style="list-style-type: none"> ● Score of zero issued by teacher ● Letter to parents reiterating the Academic Honesty Policy from the Vice Principal / MYP Coordinator ● SLT 3-5pm Detention ● Parental meeting with both the course leader and VP / MYP Coordinator
3rd Offence	<ul style="list-style-type: none"> ● Score of zero issued by teacher

7

	<ul style="list-style-type: none"> ● Referral for internal exclusion until parental meeting has taken place with VP / MYP Coordinator and the Principal.
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I confirm that I have read and understood the Academic Honesty Policy for Leigh Academy Rainham, and agree to abide by the expectations detailed within. I understand the consequences I may face should I fail to do so.

Student's name: _____

Signature: _____ Date: _____

Parent's name: _____

Signature: _____ Date: _____

Appendices:

Appendix A - Case Studies

The IBO provides the following scenarios in its document Academic honesty in the IB educational context.

Case Study 1:

Scenario

An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.

Resolution

The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).

Case Study 2:

Scenario

An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?

Resolution

8

The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.

Case Study 3:

Scenario

As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.

Resolution

Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out

experiments, and the data they generate.

Case Study 4:

Scenario

An IBCP student is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project.

Resolution

The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the relevance of academic honesty and the responsibilities of students to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.

Case Study 5:

Scenario

An IBCC student is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The student discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet.

9

Resolution

The student quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The student offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.

Case Study 6:

Scenario

An IBCP student is asked by her PPS teacher to create an oral presentation on an aspect of the environment. The student is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the student provides the teacher with digital recordings of the interviews as her references.

Resolution

The teacher listens to the interviews, notes a few examples of the ideas appropriated by the student and then calls for a meeting with the student. The teacher explains what academic honesty is, and specifically details what could be considered academic dishonesty where the actions of the student

are concerned. The student is given another opportunity to do the oral presentation, this time making clear reference to which ideas are hers and which are not.

Case Study 7:

Scenario

An IBCP student is studying film as one of his DP courses for the IBCC. He is tasked with creating a short documentary film. The student asks two friends to help him with the making of the film. One of his friends contributes towards the documentary by personally filming a few scenes. The student uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher.

Resolution

The student argues that he has done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the student what is and is not academic honesty in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the student that his initial perception of what could be considered his was incorrect. The student subsequently accords the footage to his friend in the film credits.

Case Study 8:

10

Scenario

An IBCP student is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The student finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the student writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the student has not done the work himself. The teacher seeks reasons for the academic misconduct of the student and soon realizes that his lack of interest was the catalyst.

Resolution

The student and his friend are both reprimanded by the teacher. The student is asked to submit a new set of exercises and organizes for him to work with two other students in a study group for the remainder of the language development self-study. The subsequent group work creates a more interesting study environment for the student and he finds the language study more enjoyable.

Appendix B - Bibliography

Celina Garza, Academic honesty - principles to practice, 2014:

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