



# Leigh Academy Rainham

## Academic Integrity Policy

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### 1. Introductory statement

The Academy aims to be an outstanding, inclusive learning community where everyone feels safe and valued. These aims are underpinned by our academy values, of which integrity is integral to positive relationships of all kinds, and crucial to academic and vocational success. Academic integrity is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. [IBO Academic Integrity Policy, 2023]. At Leigh Academy Rainham, academic integrity is part of our school's culture and the principles are embraced and fostered by our school community.

This Academic Integrity 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 Leigh Academy Rainham's academic code of conduct, and outlines situations which would breach these guidelines as well as potential penalties arising from this. Leigh Academy Rainham strives to ensure that its guidelines for academic integrity 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 work 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. Leigh Academy Rainham Academic Integrity Policy, is to be used alongside the policies detailed in the appendices at the end of the document.

## 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. It is the cornerstone of this policy. Further guidance comes from the IBO publication Academic Integrity: Guidance for Schools, March 2023. In developing the Academy's Academic Integrity 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 pupil 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 used throughout the Academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IB MYP and IB CP.

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"

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"

Leigh Academy Rainham seeks to enshrine these principles in its practice by ensuring that all members of the Academy community (including teachers, students and parents) understand their shared responsibility in ensuring 'others can have trust in us as individuals.' This is the 'foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.' [IBO, Academic Integrity Policy, 2023]

## 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, 2023]. 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. This includes the use of work generated by an Artificial Intelligence Software without the proper citing, referencing and explicit acknowledgement.
- **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. Additionally this includes any copying of work produced or generated by Artificial Intelligence.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- **Cheating that gains an unfair advantage for a candidate or that affects the results of another candidate.**

Within the context of Leigh Academy Rainham, academic cheating can be identified as:

- **Basic level:** Copying classwork, independent learning or any literature generated and/or created by Artificial Intelligence.
- **Medium level:** Concealing answers or notes within an internal test and using these.
- **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.

## 4. Use of Artificial Intelligence Monitoring [AI]

- **Use of Artificial Intelligence:**

Artificial intelligence based products, such as Gemini and 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.

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’. This can be evidenced by the CP process journal, which is provided to students.

## 5. Monitoring strategies

Leigh Academy Rainham employs a range of monitoring strategies to detect academic misconduct, ensuring that all students uphold the highest standards of integrity. This includes:

- The use of plagiarism detection software to verify originality in student submissions.
- Routine checks by teachers for work that is inconsistent with a student’s usual writing style or ability.
- Random sampling of assignments for integrity checks.
- AI-content detection strategies to prevent improper use of Artificial Intelligence in assessments.
- Cross-referencing student work within groups to detect collusion.
- Verification of citations and sources to ensure proper attribution.

Leigh Academy Rainham utilises the Google Classroom’s plagiarism detector, which is available for all assignments that are set, and that, along with routine checks by teachers, forms our first layer of monitoring and detection. The academy and trust keep up to date with the digital tools available to support teachers to conduct and carry out their work in line with this policy.

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## Teaching AI Literacy and Ethical Practice

The Academy will embed the teaching of AI literacy across the curriculum to ensure students develop the skills necessary for ethical engagement.

Curriculum Focus	Learning Outcome
<b>Critical Evaluation</b>	Students will learn to <b>critically evaluate</b> AI outputs for accuracy, bias, and context, recognising the limitations and potential inaccuracies of the generated content.
<b>Prompt Engineering</b>	Students will be taught how to construct <b>effective and refined prompts</b> to guide AI tools to produce more useful and specific information for research, outlining, or drafting.
<b>Source Verification</b>	Students will develop skills in <b>cross-referencing and fact-checking</b> AI-generated information using credible, human-authored sources.
<b>Ethical Decision-Making</b>	Students will engage in discussions and activities focused on the ethical implications of AI use, including intellectual property, data privacy, and the importance of <b>authentic authorship</b> .

## Rewards for Appropriate AI use

Leigh Academy Rainham is committed to a culture that celebrates the responsible and high-quality application of new technologies.

- **Recognition of Skill:** Students who demonstrate exceptional skill in using AI tools *ethically and accurately* to enhance the depth, structure, or research quality of their authentic work will be recognised. This includes:
- Demonstrating **expert-level prompt engineering** to generate complex, relevant data or models that are then critically analysed in the work.
- Utilising AI tools responsibly (e.g., for translation, grammar check, or brainstorming) while maintaining **complete ownership and originality** of the final product.
- Producing exemplary **AI citation and referencing**, setting a standard for academic transparency.
- **Incentives and Awards:** Rewards may include **special commendations** from subject leaders, inclusion in the Academy's **AI Innovation Register**, or **non-monetary recognition** tied to the IB Learner Profile attributes of being *Principled* and *Reflective*.
- **Feedback as a Reward:** Teachers will provide specific, positive feedback that highlights instances where AI was used effectively as a support tool without compromising academic integrity, reinforcing **best-practice learning behaviours**.

## 6. Roles and Responsibilities

Leigh Academy Rainham recognises that, as per the IBO's guidance on academic honesty published in 2023, "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, 2023].

As such, Leigh Academy Rainham sets out the following expectations of its stakeholders:

### 6.1 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

### 6.2 MYP/ IBCP Coordinator

The MYP and IBCP Coordinators are 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.

### 6.3 Teachers

Teachers and support staff will have access to a copy of the Academic Integrity Policy on Leigh Academy Rainham's website. They can also expect to receive relevant professional development to support them in adhering to and advancing the Academic Integrity Policy in their lessons. Teachers have a responsibility to ensure their students are aware of the expectations surrounding academic integrity and authenticity, and to prevent and detect academic misconduct in line with the Academic Integrity Policy. Our Teaching Assistant staff have a responsibility to support students to meet the terms of the policy in the classroom. Our dedicated Librarian will work to support academic integrity by providing research guidance and assisting with citation and referencing skills. Other support staff, including college pastoral, counselor and safeguarding team will assist in

addressing academic misconduct. In line with our Equality, Diversity and Inclusion policy, additional attention will be given to ensure that students with additional needs are supported in the understanding of the policy and how to apply it.

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.

## 6.4 Students

Students will have access to a copy of the Academic Integrity 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. Students will understand their responsibility for producing authentic and genuine individual and group work and will be taught how to correctly attribute sources, acknowledging the work of others. It is students’ individual responsibility to ensure that all work submitted during the course of their studies adheres to the Academic Integrity Policy.

This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy.
- Upholding the principles of academic integrity by submitting work that is authentic and appropriately referenced.
- Following all examination rules and regulations.
- Following drafting procedures, submitting planning documents and adhering to deadlines as directed by the class teacher.
- Submitting both electronic and hard-format copies of assignments as directed by the class teacher.
- Acknowledge information taken from books, artificial intelligence and the internet.
- Ensuring that all works cited in assignments are appropriately referenced both in the body of the text and in the bibliography.

Leigh Academy Rainham actively cultivates a culture of academic integrity among our students. This takes place by:

Explicit teaching of research and citation skills:

- Lessons are dedicated to teaching research skills and referencing practice as part of the curriculum and core curriculum
- Students have dedicated sessions in the school library where they are enabled to explore resource and access staff to support with development of these skills
- Windsor College workshops take place to support students to develop their skills set and ensure that they understand the importance of academic integrity

Rewards and recognition

- As part of our rewards system, students will be rewarded for demonstrating the IB learner profile attributes, with a focus on demonstrating principled and knowledgeable, linked to high levels of integrity. Rewards will be given publicly in assemblies and at rewards events, to give opportunity to celebrate and reinforce these expectations.

Peer support and mentoring:

- Students at Leigh Academy Rainham will have access to peer support, to work through these practices and ensure academic integrity is being upheld. In our 6th form centre, we have bespoke study room facilities, with a college team available to mentor.

## 6.5 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 academic misconduct.

## 7. 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:

[Citing quotations using Leeds Harvard](#) | [Leeds Harvard introduction](#) | [Library](#)

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 2019, 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
- Scripts
- Any artificially produced products

## 8. Communication of Policy

Our policy is promoted and shared with students and parents in the following ways:

- Our policy is accessible on our academy website
- Our policy is shared with all 6th form students as part of their induction programme
- Our policy is signed by students and parents as part of their home/ school contract agreement
- The policy is on display in key areas and communal spaces
- The policy will be utilised by all subject teachers as part of curriculum delivery
- The policy is shared with mock exam and exam timetables as a reminder
- The policy is discussed in tutor and in assembly, as part of the IB learner profile attribute delivery
- The policy is introduced to students towards the end of key stage 3 and practices used throughout key

stage 4 examinations and course work. The policy is fully embedded in key stage 5.

- There are regular reminders and updates on the policy at key times throughout the year.

## 9. 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 / IBCP Coordinator. Bromcom will be used to trigger and notify staff of any academic misconduct by students following their 1st, 2nd and 3rd offence with students following the following sanctions:

Offence	Consequence
1st Offence	<ul style="list-style-type: none"> <li>• Score of zero issued by teacher</li> <li>• Letter to parents reiterating the Academic Honesty Policy from course leader</li> <li>• C2 - 60 minute detention issued</li> <li>• At the course leader's discretion a resubmission opportunity may be provided.</li> </ul>
2nd Offence	<ul style="list-style-type: none"> <li>• Score of zero issued by teacher</li> <li>• The Assistant Head of College or MYP/IBCP Coordinator will write to parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the letter kept on file. A parental meeting will take place with both the Director of Learning and the Vice Principal of School or MYP/IBCP Coordinator, at which the student will have the opportunity to present their case.</li> <li>• SLT 3-5pm Detention</li> <li>• If in Post-16, at the IBCP Coordinator's discretion, the student may be placed on probation with regard to IBCP candidate registration until such time as the allegation has been resolved.</li> </ul>
3rd Offence	<ul style="list-style-type: none"> <li>• Score of zero issued by teacher</li> </ul>
	<ul style="list-style-type: none"> <li>• Referral for internal exclusion until parental meeting has taken place with VP / MYP Coordinator and the Principal. At which point the student will have the opportunity to state their case.</li> </ul>

## 10: Student Rights in the Case of Suspected Academic Misconduct:

In the event that academic misconduct is suspected and reported, the following actions will be taken:

- Notification: Students will be informed in writing of any suspected academic misconduct before any penalty is applied.
- Right to Respond: Students will have the opportunity to provide an explanation and supporting evidence

in their defence, this will include writing a formal statement of their action taken and context.

- Appeal Process: If a student disagrees with the decision, they may appeal to the MYP/IBCP Coordinator within five school days.
- Final Review: Appeals will be reviewed by a panel consisting of the MYP/IBCP Coordinator, an independent senior leader, and the subject teacher.
- Outcome: The outcome of the findings of the panel will be shared formally in writing to the student and parents/ carers.
- Preventative next steps: Depending on the nature of the concern and level of offence, the panel and coordinator will review whether there is the opportunity for further education and support required to ensure there is not a repeat of the incident. All needs of the student will be taken into consideration to ensure that they are supported appropriately.

Consequences should be considered in relation to a student's age, level of understanding, the severity of the incident, intent, background, history of academic integrity, and any other relevant factors. It is at the discretion of the teacher, course leader, and Academy leadership to decide the consequences.

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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: \_\_\_\_\_

### Appendix B - Leigh Academy Rainham Policies:

- [Leigh Academy Behaviour Policy](#)
- [Leigh Academy Rainham Equality, Diversity and Inclusion Policy](#)
- [Leigh Academy Rainham Admissions Policy](#)
- [Leigh Academy Rainham Language Policy](#)

### Appendix C - 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**

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**

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 4:**

#### **Scenario**

An IBCP 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.

#### **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.