



Leigh Academy Tonbridge

Academic Integrity Policy

Approved by:

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Last reviewed on:

Next review due
by:

Leigh Academy Tonbridge

MYP Academic Integrity Policy

BACKGROUND and RATIONALE

The **IB Learner Profile** is embedded in Leigh Academy Tonbridge's Vision and Values 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*, October 2019. In developing the Academy's academic integrity policy we encourage our students to show integrity, courage and imagination resilient as well as being:

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

Thinkers

Communicators

Caring

Balanced

Reflective

(Adapted from IB Learner Profile, IBO, 2013)

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 used throughout the academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IB MYP.

The Academy 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, recognizing that other people with their differences can also be right. We believe that integrity and honesty are integral to positive relationships of all kinds and crucial to academic and vocational success.

At Leigh Academy Tonbridge 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. This policy aims at articulating the consequences and responses to instances of malpractice or where the expectations of academic integrity are not met.

The International Baccalaureate defines academic integrity as "a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for

ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work" (IBO, 2019).

MALPRACTICE

Plagiarism

Plagiarism can be defined as; 'the practice of taking someone else's work or ideas and passing them off as one's own.' In principle, plagiarism will be unacceptable at all times at Leigh Academy Tonbridge. Students are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.

Cheating

Cheating can be defined as; 'act dishonestly or unfairly in order to gain an advantage.' Within the context of Leigh Academy Tonbridge, academic cheating can be identified as; 'act dishonestly or unfairly in order to gain an advantage.'

Within the context of Leigh Academy Tonbridge, academic cheating can be identified as potential activities on different levels of severity. These could include:

Basic level: Copying classwork or independent learning

Medium level: Concealing answers 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.

Collusion

"Collusion occurs when a student uses fellow learners as an unattributed source." (IBO, 2014, p.77) In collaborative projects, students must "exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation" (IBO, 2019, p.15)

Authentic authorship

Authentic authorship refers to the fact that a student's work must be based on their own, original ideas with the ideas and work of others fully acknowledged, following the academy's referencing guidelines.

CONSEQUENCES

In the first instance, work that is deemed to be academically dishonest will receive a zero as a grade, (though the teacher may give some feedback to the student). In addition, the teacher will communicate with the student's parents to outline the incident and how it has been dealt with. A copy of this letter will be forwarded to the IB program coordinator.

In the event that there is a second instance of academic dishonesty, the piece of work will receive no marks. In addition, parents will be asked to attend a meeting at the academy with the Director of Learning and the IB Coordinator. This meeting will try to ascertain whether there was a clear attempt to deceive on the part of the student. Based on the meeting's findings, a number of sanctions may be employed, ranging

from placing the student on the report to a period of fixed-term exclusion. Subsequent instances of academic dishonesty could put the student's place at the academy at risk.

Possible consequences

Consequences should be considered in relation to a student's age, level of awareness and previous teaching, the severity of the incident, intent, background, character history, history of academic integrity, and any other relevant factors. It is at the professional discretion of the teacher, head of the department, and any other line managers to decide consequences.

Possible consequences include, but are not limited to:

- Demerit
- Detention
- Re-submission of work
- Department report
- Internal Supervision
- Receiving a zero for this piece of work
- Exclusion
- Withdrawal from/ failure of the course

STUDENTS' RIGHTS

If a student must attend a Transgression Meeting, they are allowed at any stage to have a parent or another teacher attend the meeting with them.

ROLES AND RESPONSIBILITIES

Students' roles and responsibilities

A student who acts with academic integrity:

DOES

- 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.

DOES 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
- Do homework for another student

- Give another student his/her own work to copy.

Teachers' roles and responsibilities

Teachers will:

- Attend professional development offered by the school to understand the expectations of Academic Integrity
- 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 in:

- Use of the Library and the 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 are the outcomes of cheating?

School's role and responsibilities

- Provide professional development for teachers
- Promote parental awareness
- Inform parents of expectations and consequences
- Keep central records of each situation and the consequences to ensure consistency and highlight trends
- Support teachers in administering consequences and penalties

Parents' roles and responsibilities

- To support students in completing academically honest work
- To support teachers in any consequences stemming from cheating or plagiarism

REFERENCING

Leigh Academy Tonbridge will use the Harvard Referencing system. 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 programs.

Artificial Intelligence

We have recently seen an increase in the use of Artificial Intelligence (AI) in education and recognise the utmost importance that we are aware of and understand both its strengths and limitations. Teachers and students should recognise that the same principles already outlined regarding Academic Integrity also apply in this context. This includes:

- being **knowledgeable** about AI and how it works
- being **principled** about why and how we use it, ensuring we do so in an ethical and legal way
- showing **integrity** by giving credit and showing sources when using Generative AI

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 Tonbridge 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 software out there to help detect academic dishonesty.

Students:

- Students must highlight which aspects of the work were helped by AI software.
- 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.