Leigh Academy Tonbridge Academic Integrity Policy 2026-2027

There is an expectation on all LAT staff and students to act with academic integrity. While this is established in the principles of the International Baccalaureate, it is also reflective of our values of care and ambition.

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. Leigh Academy Tonbridge is committed to fostering an environment that promotes academic integrity, honesty and ethical behaviour among its students.This policy is designed to uphold the values of intellectual honesty, respect for others' work and the pursuit of knowledge with integrity.

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.

Definitions:

Plagiarism: The act of using someone else's words, ideas, or work without proper citation or permission and presenting it as one's own.
Cheating: Any dishonest or fraudulent activity intended to gain an unfair advantage in academic assessments, including but not limited to copying from another student, using unauthorised materials, or receiving assistance during assessments without permission.
Collusion: Unauthorised collaboration with others on academic work, such as submitting a jointly authored assignment without proper acknowledgment.
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.

Fabrication: The creation or falsification of data, information, or citations in academic assignments.

Academic misconduct is when students compromise the integrity of the academic process, such as plagiarism, cheating, false data and unauthorised collaboration. Intellectual property refers to creations of the mind, such as literary and artistic works, designs, symbols and images. Students must be aware of when to reference any images that are legally protected. Authentic authorship means giving proper credit to individuals who have significantly contributed to the creation of a work. The way that students will be required to reference is outlined below.

Students will need to be aware of the distinction between legitimate collaboration and unacceptable collusion. Legitimate collaboration happens when students work together on a project or assessment with the teacher's permission. This might include the students being able to share ideas and divide tasks fairly, making sure everyone contributes and understands the work. Unacceptable collusion happens when students secretly work together in ways that aren't allowed, like copying each other's work or sharing answers during an assessment. This will give them an unfair advantage and doesn't show their true understanding.

It is an expectation that all academic work submitted by students must be their own, and any external sources or assistance must be properly referenced. 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 programmes.

Harvard referencing is a popular citation style used in academic writing to acknowledge the sources of information students have used in their work. Harvard referencing typically includes the author's surname and year of publication within the text, e.g., (Smith, 2019). A full reference list is provided at the end of the document, listing all sources cited. If students are directly quoting,they must include the page number as well, e.g., (Smith, 2019, p. 25). At the end of their document, they will create a separate section titled "References" or "Bibliography." List all sources they cited in your text in alphabetical order by the author's surname.

Harvard referencing requires slightly different formats for various source types such as books, journal articles, websites, etc. Here are some common formats:

- Books: Author's surname, Initial(s). (Year). *Title of book*. Publisher.
- Journal Articles: Author's surname, Initial(s). (Year). Title of article. *Title of Journal*, Volume(Issue), Page numbers.
- Websites: Author's surname, Initial(s) or Website Name. (Year). Title of webpage. [Online]. Available at: URL [Accessed Date].

Leigh Academy Tonbridge recognises the increasing role of technology, including artificial intelligence (AI). While we embrace technological advancements as tools for learning, it is essential to maintain the highest standards of academic integrity. In this policy we will address the responsible and ethical use of AI technologies whilst ensuring that students uphold the principles of honesty, fairness and originality in their work.

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

If students use AI tools in their work, they must clearly disclose the use of such tools and provide appropriate citation. AI text must be in quotes and images must be cited as well.

Leigh Academy Tonbridge is committed to educating students on the responsible and ethical use of AI tools. Guidelines will be developed to help students navigate the integration

of AI technologies into their learning while maintaining academic honesty. It will be the responsibility of the teacher assessing the work to decide whether AI has been used.

The monitoring processes will include the following:

- The member of staff raising their concern with their line manager.
- The line manager running the work through 2 different AI software programmes to see how likely it is that AI was used.
- The student (and parent) being informed of the concerns.
- The student being given a chance to carry out a viva with a different member of staff, who will ask them questions about their work.

Violations of the Academic Integrity Policy may result in disciplinary actions depending on the severity and frequency of the offence. Anyone who becomes aware of a potential violation of the Academic Integrity Policy is encouraged to report it to a member of leadership. Possible consequences include, but are not limited to:

- Detention
- Re-submission of work
- Receiving a zero for this piece of work
- Exclusion
- Withdrawal from/ failure of the course

Resources required to support this policy include training from central LAT team through LAT thrive, software recommended by JCQ; GPTZero, GLTR, Sapling, Copyleaks and training for students on Harvard referencing.

Further to this, the International Baccalaureate will investigate and issue its own sanctions if deemed necessary. If the IB determines that any of the following have taken place in externally examined work, they may investigate the breach of Academic Integrity outlined in

this policy and their own and the breach may result in a penalty imposed by the IB final award committee.

- Failure to acknowledge a source
- Deliberate malpractice as assessed by the school

IB SANCTIONS FOR STUDENT ACADEMIC MISCONDUCT - *Please note that this is directly copied from the IB Academic Integrity Policy guidance document as if for reference only.*

Possible issues of student misconduct are reported to the IB and IB sanctions are applied. The IB sanctions are applied in two main categories that are coursework and examinations.

The IB requires the school to conduct an investigation in any evidence-based suspected case of student misconduct and based on the result of the investigations, the IB sanctions are applied by the IB.

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

For consequences for any incidents relating to academic integrity refer to IB Academic Integrity Policy (Mar 2023) Appendix 2- Student Academic Misconduct pg. 31 to 44.

Responsibilities

Leigh Academy Tonbridge recognises that, as per the IBO's guidance on academic integrity 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 Tonbridge sets out the following expectations of its stakeholders:

4.1 Principal and Senior Leadership Team

The Principal and leadership team are committed to:

● Working with stakeholders to establish an Academic Integrity Policy.
● Ensuring that all stakeholders understand academic integrity and the consequences for IB students if they engage in academic misconduct.
● Ensuring that the academic integrity policy is shared with and adhered to by all stakeholders,
including parents and students.
● Furnishing teachers with relevant professional development on academic integrity.

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 Academy's academic integrity policy is aligned with IB expectations and undergoes a periodic review
- Ensuring that all stakeholders are aware of IB stipulations surrounding academic integrity
- 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 Violations of the Academic Integrity Policy section of this document.

4.3 Teachers

Teachers will have access to a copy of the Academic Integrity Policy on Leigh Academy'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.
This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy.
- Discussing the benefits of submitting assignments that are correctly referenced.
- Devoting time to teach and practise 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.
- Understanding that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes.
- Reporting any detected plagiarism or cheating.

In a cohesive and comprehensive way, students will receive instruction 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 are the outcomes of cheating
- How to use Artificial Intelligence appropriately and ethically in a way that will enhance their usage of AI to gain more information to develop their thinking and knowledge.

<u>Appendix</u>

Further examples of how to reference from different sources can be found here.

Please see further examples of referencing below:

Books:

- One author:
  - Rowling, J.K. (1997). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury.
- Two authors:
  - Smith, J., & Johnson, A. (2010). *The Art of Collaboration*. New York: Random House.
- Three authors:
  - Brown, M., Green, L., & White, S. (2015). *Exploring Psychology*. Boston: Pearson.

2. Websites:
   - Author(s) unknown:

- OpenAI. (n.d.). ChatGPT: Conversational AI by OpenAI. Retrieved from https://openai.com/chatgpt/
- Author(s) known:
  - Johnson, R. (2019, May 20). The Impact of Climate Change on Biodiversity. Retrieved from https://www.nature.com/articles/s41586-019-1595-6

3. Journals:
   - One author:
     - Smith, J. (2018). The Effects of Exercise on Mental Health. *Journal of Sports Medicine*, 12(3), 45-58.
   - Two authors:
     - Brown, M., & Green, L. (2017). The Role of Technology in Education. *Educational Technology Research and Development*, 65(2), 321-335.
   - Three authors:
     - Johnson, R., White, S., & Black, K. (2016). The Influence of Social Media on Adolescent Development. *Journal of Adolescent Health*, 24(4), 567-578.
4. Newspaper Articles:
   - One author:
     - Roberts, P. (2023, June 15). The Rise of Artificial Intelligence in Finance. *The Financial Times*. Retrieved from https://www.ft.com
   - Two authors:
     - Smith, J., & Johnson, A. (2020, September 5). Climate Change and Its Impact on Agriculture. *The Guardian*. Retrieved from https://www.theguardian.com