Leigh Academy Blackheath

Academic Integrity Policy

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Academic Integrity Policy

Principled students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. – IB Learner Profile

Academic integrity is an ethical choice that students must make. – IB Academic Integrity Policy

BACKGROUND and RATIONALE

The IB Learner Profile is embedded in Leigh Academy Blackheath'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 IB publication, Academic Integrity Policy. In developing the Academy's academic integrity policy we encourage our students to be respectful, integral, ambitious, scholarly and 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

(Adapted from the IB Learner Profile, IB, 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, GCSE Courses, IB DP and IB CP.

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 Blackheath 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" (IB, 2019).

CATEGORIES OF 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.' Plagiarism will be unacceptable at all times at Leigh Academy Blackheath. 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

Within the context of Leigh Academy Blackheath, academic cheating is identified as; 'acting dishonestly or unfairly in order to gain an advantage.' Academic cheating can be identified as potential activities on different levels of severity. These could include:

- **Tier 1**: Copying classwork or independent learning
- **Tier 2**: Concealing answers within an internal test and using these.
- **Tier 3**: Malpractice within an external or mock exam. This includes, communicating with another candidate in an exam, bringing unauthorised material into an exam room, consulting such material during an exam in order to gain an unfair advantage, or communicating electronically content of exams either pre or immediately post sitting.

All allegations of cheating will always be investigated and the consequences of such actions would be dealt with by the academy's behaviour policies. Where these infractions occur in external exams this will be reported to the appropriate awarding body and the student may face sanction from these exam boards in line with their policies.

For more details of each of the exam board regulations please see **Appendix 1.**

Collusion

"Collusion occurs when a student uses fellow learners as an unattributed source." (IB, 2014) In collaborative projects, students must "exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation" (IB, 2019). Students should not share their work with other students, or in any way enable another student to copy their work.

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.

Multiple submission

Multiple submission, is where students submit substantially the same piece of work against multiple assessments. The IB strictly prohibits this in the Diploma Programme (DP) and can award zero marks where this occurs. Students must ensure that work submitted for one component is not then used for another assessed piece of work.

CONSEQUENCES

If a teacher, or another member of staff, suspects that a student may have failed to maintain the appropriate standards of academic honesty, they will inform the relevant Director of Learning (DoL). Together they will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations.

If it cannot be shown that there is work which is clearly inappropriate the student will be found not guilty of dishonesty and no record will be kept of the matter. If, however, it can be shown that inappropriate work has been submitted or the student has gained an academic advantage, the DoL will make a recommendation to the students' Head of College and/or the IB Coordinator as to whether or not the case is one of academic dishonesty, or of an academic infringement.

In line with the awarding bodies' policy and practice, the determining difference between these two possibilities will be one of intent. The Head of College, in consultation with the Principal, relevant DoL and IB Coordinator, will decide the outcome of the case.

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents.

If such work has been submitted as an official piece of GCSE or IB coursework, it will not be accepted, but, if there is time for them to do so before the school's internal deadline for this work, the student may be allowed at the discretion of the Head of Centre to submit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that subject and may have to defer that subject for assessment at a later date. Students must recognise that in this situation all of their submitted coursework could be open to question and other disciplinary action may also be considered. If a student submits work to the GCSE Awarding body or the IB which is later recognised as having been produced dishonestly, the awarding body may choose to withhold certification for that student or disqualify them from the relevant programme of study. In this case the school will work to the JCQ and IB procedures with regard to academic integrity and malpractice to investigate incidents fully.

Consequences will 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.

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

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

Students should recognise that they are **ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone**. They should speak to teachers regularly about their work and where applicable show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

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
- Familiarise themselves with the specific regulations of the externally assessed course they teach.
- Allow students the opportunity to practise 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.
- At the start of any coursework or internal assessment explore how the school, and any relevant awarding bodies, regulations apply to that specific piece of work.
- Understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes
- Report any detected plagiarism or cheating
- Model good practice

School's role and responsibilities

- Provide professional development for teachers
- Promote parental and student awareness particularly around conduct during exam sessions
- 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 Blackheath will use the Harvard Referencing system, unless another method is required by the awarding body. This will be taught to students as part of the core programme in LAB16 and when appropriate during Years 7 - 11. This will then be re-enforced through effective teaching and learning within lessons and pastoral programs.

ARTIFICIAL INTELLIGENCE

The academy endorses the view of the IB and JCQ regarding the use of artificial intelligence programmes, such as ChatGPT, in students' work. These programmes are no different to a student buying an essay on the internet or getting a friend or family member to write their work for them. As such the work is not that of the student and must not be passed off as their own work. If students attempt to pass it off as their own, they will be guilty of academic malpractice. However, these programmes, and others are here to stay in the educational setting and workplace and as such students will be taught how to integrate them into their work should they choose to use them.

Students should be aware that most AI generated content will score poorly in assessments as it will fail to address assessment criteria for personal analysis and evaluation.

Where students choose to use AI software, they must ensure the following:

- **The content is directly quoted and referenced as a quote. This highlights that it is not their own work.**
- **Any knowledge in the generated AI content must be cross referenced against other sources to check its accuracy and veracity.**
- **Students must evaluate the use of the AI generated content in the appropriate evaluation sections of the assignment, showing that they understand the bias of the programme creators and programme output.**

This approach will also be discussed throughout Year 7 – 11 where appropriate. When students are completing work for each assessment organisation the teachers and Directors of Learning will ensure that students are aware of that awarding bodies approach to the use of AI software.

APPENDIX 1

Awarding Bodies Policies and Regulations

Joint Council for Qualifications - https://www.jcq.org.uk/

IB - Available on request