



# **St Leonards Academic Integrity Policy**

## **1. Introduction**

At St Leonards our school motto is Ad Vitam (for life). Our purpose is:

*To educate young people for life*

*Our Strategic Focus 2023 - 2027*

To that end we are educating pupils to be honest in all they do whatever beliefs, nationality or background they come from. Our mission is:

*To educate young people to become flourishing IB graduates who are skilled for lifelong learning and wellbeing and committed to making a positive impact in our world.*

*Our Strategic Focus 2023 - 2027*

As part of this being honest and principled is essential in all we do, as reflected in the values and ethos of the Learner Profile. This policy is based on five fundamentals: honesty, trust, fairness, respect and responsibility (IBO, 2023).

### **1.1 Academic Integrity**

All pupils and academic staff must understand the basic meaning and significance of concepts that relate to academic integrity, especially authenticity and intellectual property. Ensuring that pupils understand and respect academic integrity should not be confined to original authorship and ownership of creative material, academic integrity includes, for example, proper conduct in relation to the written examinations.

#### **1.1.1 What is good practice?**

An authentic piece of work is one that is based on the pupil's individual and original ideas with the ideas and work of others appropriately acknowledged. In understanding the concept of intellectual property pupils must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. Much of this will be addressed by subject specialists during lessons.

It must be very clear to candidates that using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavor, and integrating these words and ideas with one's own in accepted ways is an important academic skill.

All ideas and work of other persons, regardless of their source, must be acknowledged. Passages that are quoted verbatim must be enclosed within quotation marks and references provided.

## **1.1.2 When are the opportunities and how will we educate students in what is expected of them?**

### **a) PYP**

In the Primary Years Programme, class teachers are role models for the learners and strive to embody the Learner Profile Attributes each day. In Years 1-6 we define academic dishonesty as passing off others' work as your own and pupils have the opportunity to learn about this being unacceptable through Units of Inquiry and Ad Vitam lessons. In Years 4-6 each Unit of Inquiry requires research and/or presentation (formative/summative assessment). Verbal or written feedback is given to all learners, which includes the ten Learner Profile Attributes, paying particular attention to being Principled by acting with honesty and integrity. Collaborative working between learners, teachers and parents is essential, and age-appropriate guidance development at the fore-front of planning.

Year 6 Exhibition should be presented with Academic Integrity and success criteria is shared with pupils before the final exhibition. Guidance is given by teachers throughout this Unit of Inquiry.

### **b) MYP (GCSE)**

Tutor time and Ad Vitam courses in Year 7 - 11

Community project.

As part of the process journal procedures pupils are shown how to create bibliographies, record their notes and reference materials correctly. Pupils also sign an academic integrity form to show that they have followed all required steps to acknowledge others contributions to their work. In the 3 interviews tutors and supervisors give feedback on how the pupils are meeting the requirements.

Summative assessment

When pupils are completing research based summative tasks, teachers refer to the Approaches to Learning skills linked to academic integrity and model examples of good practice. Pupils are introduced to different platforms which support referencing and bibliographies to help them understand the different approaches.

Use of Turnitin (or similar software) for summative assessments

### **c) DP/CP**

Good academic practice will be defined and exemplified in lessons in all subject areas. Teachers will model good practice by referencing the work of others in the class material they use and the presentation they give.

All pupils will be part of a discussion about academic integrity as part of Sixth Form induction. All pupils will receive an induction and have access to the school library, Queen Mary's Library (QML) and website. Guidance about referencing systems and how to reference a variety of different media is easily accessible there. These subjects will be revisited throughout the Sixth Form, particularly in Spring Term, Year 12, when the first Internal Assessment deadlines are approaching.

As part of TOK/PPS courses (and within subject classes) pupils will consider ethical questions around who owns knowledge and how individuals are credited for their discoveries. Pupils will also be encouraged to engage in Approaches to Learning that are of greatest benefit to them, particularly in light of AI tools able to generate written text on request.

The IBDP/CP Core (EE/RP, TOK Exhibition) provide a good opportunity for all pupils to receive guidance about expectations when using the work of others.

Throughout the Sixth Form pupils will have three exam blocks (November Year 12, April/May Year 12, January Y13), before their final exams. Each of these blocks will be conducted in line with the expectations for final exams. Pupils will be briefed at an assembly before the start of the exam period about what is expected of them, using the Conduct of Exams booklet and Notice to candidates (poster) and Items not Permitted (poster). Any incidence of malpractice within these exams will be treated, in the first instance, as a learning opportunity. Repeated offences are likely to be regarded more seriously (see Section 4.4.4)

## **1.2. Malpractice**

### **1.2.1 Malpractice includes:**

#### **a) Plagiarism**

Defined as the representation of the ideas or work of another person as the pupil's own. There are four common types of plagiarism (Bowdoin College 2023):

direct - the word-for-word transcription of a section of someone else's work, without attribution and without quotation marks.

accidental - occurs when a pupil neglects to cite their sources, or misquotes their sources,

self (double dipping) - occurs when a pupil submits their own previous work, or mixes parts of previous works, either within one IB programme or across IB programmes.

mosaic - occurs when a student borrows phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original

#### **b) Collusion**

Defined as supporting malpractice by another pupil, as in allowing one's work to be copied or submitted for assessment by another

#### **c) Fabrication or falsification of results**

Defined as presenting results or data that were not properly obtained (University of Manchester, 2023)

#### **d) Exam infringements**

for example, taking unauthorized material into an examination room

#### **e) Other infringements**

Any other behaviours deemed to be inappropriate or to confer an unfair advantage in accordance with the professional judgment of the relevant academic lead (for example, incorrect placement in language subjects, falsifying performance in inclusive access assessment, falsifying a CAS/service learning record).

### **1.2.2 Group 6 subjects**

Using the works of art produced by others is critical in the Arts for inspiration. Pupils must know how to properly acknowledge the work of others, whether music, film, dance, theatre arts or visual arts, and failing to do this constitutes plagiarism.

## **2 PYP Specific**

Pupils in upper primary will be introduced to the meaning of academic integrity through the Units of Inquiry and Ad Vitam sessions. If a pupil presents work which contravenes the guidelines the class teacher will use the incident as a learning opportunity to discuss future improvements.

## **3 MYP Specific**

Using the Approaches to Learning framework pupils will be shown how to ensure that their work meets the school's expectations relating to academic integrity. When assessing formative tasks a common mark scheme is agreed on and students are informed about plagiarism and collusion. Students will also be introduced to creating bibliographies and referencing through the ATL framework.

The MYP department marking will be carried out according to criterion specific tasks. For example in subject groups like individuals and societies and sciences the criterion specific tasks will also include guidelines for using references and citations correctly. The criterion will be accessible to all pupils. In Language Acquisition classes students will be given very clear guidelines on the use of dictionaries and online translators to ensure academic integrity standards are being met.

In the event of malpractice, in the first instance the class teacher will discuss the matter with the pupil and allow the pupil to resubmit the work. If there is a subsequent occurrence then the school sanctions may be applied.

### **3.1 Deadlines**

Teachers need to be mindful of the homework and assessment calendar when deciding when to carry out a summative task. Class teachers are responsible for making pupils aware of their deadlines well in advance and for adequately preparing pupils to complete their work.

#### **3.1.1 Moving Deadlines**

Moving published deadlines for summative tasks will be avoided as much as possible because of the disruption it creates for both staff and pupils. Where there is no other option the Head of Department concerned will request permission to move the deadline from the IB MYP Coordinator and the Deputy Head (Academic).

### **3.2 First submission Documents**

As part of the school's verification of the academic integrity of a pupil's work it is recommended that a teacher views a first submission of the work before the final document is handed in. The lack of a first submission document is likely to result in the academic integrity of the work being questioned. If a pupil fails to hand in any first submission document by the agreed deadline then the following support systems may be used:

- senior school detention

- supported study session
- notification to parents

### **3.2.1 Providing feedback to pupils**

The aim of providing feedback is to enable the pupil to improve their work between the first submission and final hand in stages. As such pupils can expect to receive supportive, constructive comments on how they could improve the piece of work. A teacher is not expected to mark the work and should not provide, remove or substitute the pupil's words.

## **3.3 Final submission**

Where possible, digital work will be submitted on Managebac. This may be in addition to hard copies of documents handed in to the teacher concerned. Submitting digital work to Managebac means there is no risk of the work being lost or damaged. It also allows for tracking of late submissions and the use of anti-plagiarism software.

### **3.3.1 Failure to hand in work to meet final submission**

In some instances this may be due to unforeseen circumstances. Where relevant an extension to a deadline may be agreed by a subject teacher, but this should only be done on an individual basis and must be communicated to the Head of Department. In this instance the pupil must be given a new date by which the work is to be submitted.

If a pupil fails to hand in work for a final submission without good reason the teacher should inform the Head of Department, the IBMYP Coordinator and Head of Year as soon as possible. The following courses of action may be followed:

- Supported study sessions
- Senior school detention (parents informed)

## **4. DP/CP Specific**

Please note the following information applies to Internal Assessments (IA), BTEC submissions, Extended Essays (EE) & Reflective Projects (RP) and Theory of Knowledge (TOK) essays.

### **4.1 Deadlines**

#### **4.1.1 Calendar**

The school is aware of the need to spread the burden of work for the DP/CP as evenly as possible across two years. A calendar of deadlines for each DP/CP subject will be published at the start of the academic year and where possible at the start of the DP/CP course. Course teachers and Head of Department's (IBDP/CP coordinator in the case of the EE/RP) are responsible for making pupils aware of their deadlines well in advance and for adequately preparing pupils to complete their work.

#### **4.1.2 Guidelines to subject teachers for deadlines**

In most instances the IB allows for one first submission of the pupils work to be seen and commented on by a teacher. As a guide there should not be a space of more than two months and ideally closer to one month between a first submission and final submission.

### **4.1.3. Moving Deadlines**

Moving deadlines will be avoided as much as possible because of the disruption it creates for both staff and pupils. Where there is no other option the Head of Department concerned will request permission to move the deadline from the IBDP/CP Coordinator and the Deputy Head (Academic).

## **4.2 First Submission Documents**

### **4.2.1 Handing in first submission documents**

As part of the school's verification of the academic integrity of a pupil's work it is imperative that a teacher views a first submission of the work before the final document is handed in. Departments are encouraged to make use of plagiarism software in order to check the academic integrity of pupils work at the first submission phase. Failure to hand in a first submission document is likely to result in the academic integrity of the work being questioned. If a pupil fails to hand in a first submission document (or the first submission document is insufficient) by the agreed deadline the member of staff responsible should inform the Head of Department, the IBDP/CP Coordinator and the Head of Sixth Form. The pupils will be asked to submit/resubmit the work by an agreed time. The following support systems may be used, if required:

- supported study sessions
- sixth form detention

The intention here is that the member of staff overseeing these sessions is able to witness the pupil independently making progress with the task.

The pupil should expect notification to be sent to their parents/guardians and, where relevant, boarding house staff.

### **4.2.2 Providing feedback to pupils**

The aim of providing feedback is to enable the pupil to improve their work between the first submission and final hand in stages. As such pupils can expect to receive supportive, constructive comments on how they could improve the piece of work. A teacher is not expected to grade the work and should not provide, remove or substitute the pupil's words.

## **4.3 Final Submission Documents**

### **4.3.1 Final submission deadline**

Where possible work will be submitted on Managebac. Submitting work to Managebac means there is reduced risk of the work being lost or damaged. It means there is no confusion over when the work was submitted or which copy of the document is intended for submission, It will also enable an easier transfer to IBIS for marking or moderation by the IB.

### **4.3.2 Failure to hand in work to meet final submission deadline**

In some instances this may be due to unforeseen circumstances. Where relevant an extension to a deadline may be agreed by a subject teacher, but this should only be done on an individual basis and must be approved by the Head of Department, the IBDP/CP Coordinator and Head of Sixth Form. In this instance the pupil must be given a new date by which the work is to be submitted.

If a pupil fails to hand in work for a final submission without good reason the teacher should inform the Head of Department, the IBDP/CP Coordinator and Head of Sixth Form as soon as possible. The following courses of action may be followed:

- Supported study sessions
- Sixth form detention (parents informed)

#### **4.3.3 Hand in Cover sheet**

All pupils will be asked to sign a document verifying the academic integrity of all documents to be uploaded to the IB (or other awarding body), prior to any uploads taking place. We may be required to submit this to the IB should there be any question over the academic integrity of a pupil's work.

#### **4.4 Academic Misconduct**

Our policy of treating academic misconduct is based on guidance from the IB, using Figure 1 as a starting point.

## 2.1 Investigation flowchart

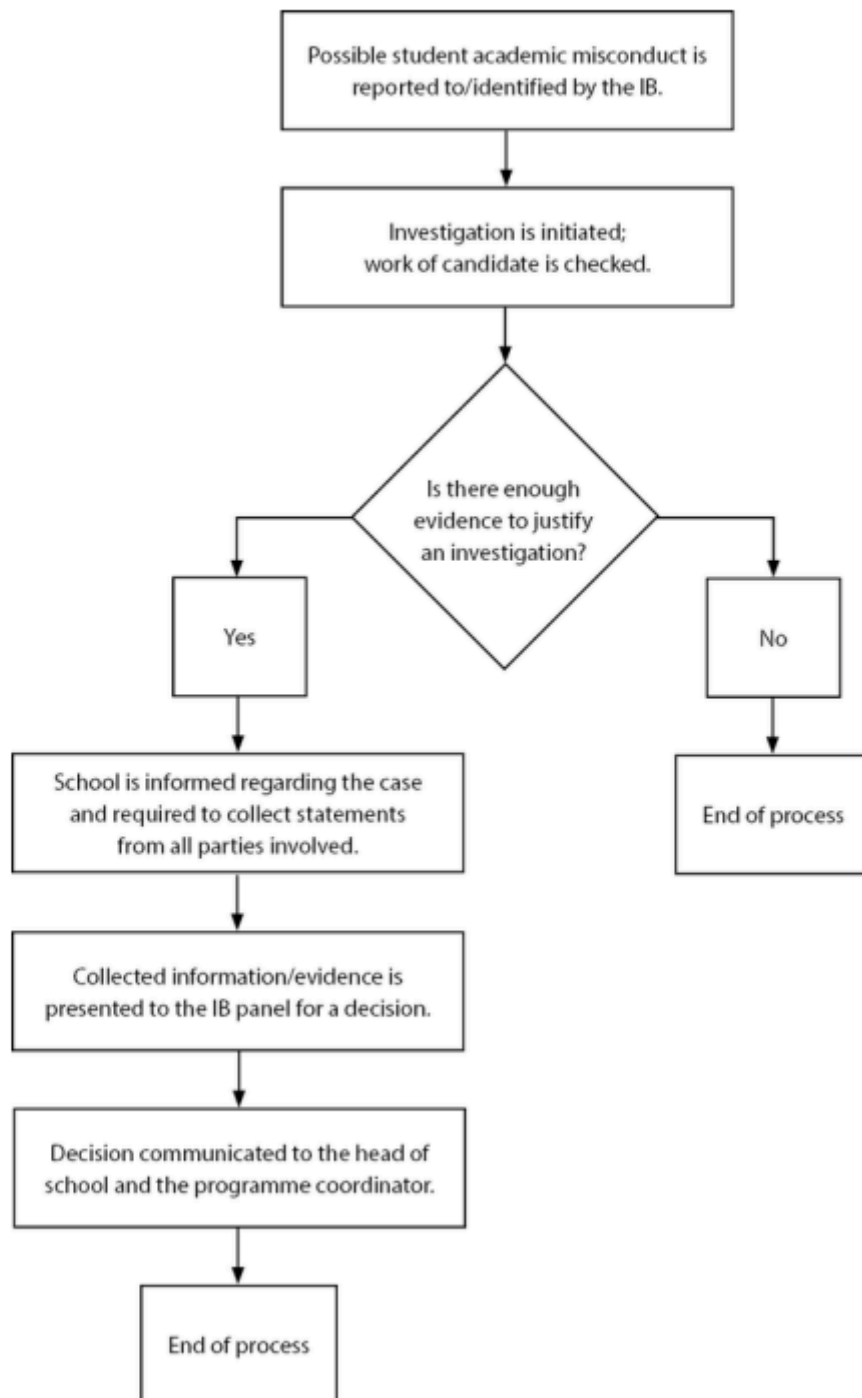


Figure 1. Student Academic Misconduct Investigation Flowchart (IBO 2019)



#### **4.4.1 The role of the teacher**

The role of the teacher in identifying academic misconduct is to be able to identify the pupil's work as their own. This is done by:

- Having experience of teaching a pupil and being aware of the ability/level they are capable of.
- The pupil completes a first submission process for any work to be submitted to the IB. The first submission process allows the teacher to see the pupil's ideas being developed over time.
- Using the pupils reflections on the process of producing the piece of work
- All final submissions will be checked using a plagiarism and AI checker (e.g. Turnitin)

If the teacher is unable to verify the academic integrity of the pupils work this issue will be brought to the attention of the Head of Department, IBDP/CP Coordinator and the Deputy Head (Academic) as soon as possible.

#### **4.4.2 Consequence of work identified as being academically dishonest**

If a member of staff has been unable to verify the academic integrity of a piece of work the following courses of action may be followed:

- Interview with pupil to verify academic authenticity of the document, this may be with one or more of the following: subject teacher, Head of Department or Programme Coordinator.
- Plagiarism report reviewed (only relevant to check for plagiarism),
- AI detection score reviewed, where relevant
- Review of first submissions submitted to the teacher

Where there remains a question of academic integrity the following course of action may be followed:

- Pupil asked to provide evidence of a first submission process which must be to the satisfaction of the teacher, Head of Department and IBDP/CP Coordinator
- Pupil asked to complete the piece of work again, using the first submission process.

If there remains a question of academic integrity it should be highlighted to the pupil that work not verified by the teacher cannot be submitted to the IB. If work submitted to the IB is found not to be the work of the pupil the likely outcome is that no grade will be awarded by the IB to the pupil for that subject and they will not be awarded DP/CP accreditation.

Any investigation completed and actions taken will be recorded on a pupil management system (e.g. Engage) under an academic integrity label.

#### **4.4.3 Collaboration**

Collaborative working is actively encouraged. Collaboration is used as an effective Approach to Learning across the school. However, there is a line between collaborating with someone and taking the ideas of a peer and claiming them as your own. If it is felt a pupil is claiming the ideas of a peer as their own, the first course of action will be to discuss with the pupil where the line is between what is appropriate and inappropriate. If they agree they have overstepped the mark the pupil will be asked to resubmit the work in their own words. Where a student denies overstepping the line it may

be necessary to conduct an interview (viva) with a subject expert to see if the student has a convincing grasp of the subject material.

#### **4.4.4 Repeated Offences**

If a pupil is found to repeatedly contravene the school's academic integrity policy, through failing to meet deadlines, or submitting work where academic integrity is being questioned (either in one subject on separate occasions, or on single occasions across subject areas) the consequences may be:

- Supported study sessions
- Parents (and boarding houses if relevant) informed by IBDP/CP Coordinator or Deputy Head (Academic)
- Academic suspension (internal)
- Academic suspension (external)
- Removal from the IBDP or IBCP, with pupil being entered for Courses (formerly Certificates) in subjects where there have not been infringements
- Expulsion.

At this point the panel making decisions will consist of Head of Department(s), Programme Coordinator and Deputy Head (Academic)

The pupil management system will hold records of any previous investigations into a pupil that have been completed and the outcomes taken. In line with [St Leonards Policy on Promoting Positive Relationships, Behaviour and Expectations](#) (2022) a pupil might expect the consequences to escalate as a result of repeated cases of academic misconduct.

#### **4.5 Role of Tutors**

St Leonards does not encourage the use of external tutors because of its high standards of academic teaching and support. However, the school understands that pupils will sometimes seek external support arranged through parents or other agencies. Where a tutor is being used, it is the responsibility of the pupil to be aware of the Academic Integrity Policy and the expectations of the School. If a piece of work is produced that is out of line with other work submitted by the pupil, or there is other evidence that it is not entirely the pupil's own work, the pupil should expect the measures to be followed that are set out in sections 4.2 and 4.3

### **5. Pupil and Parental Rights**

St Leonards has a complaints process for parents and pupils that can be used to address dissatisfaction with academic administration. Details of this process can be found [here](#). This process may be followed to appeal decisions taken relating to the Academic Integrity policy, or to make appeals relating to teacher unethical practice or school maladministration.

## **6. Teacher Unethical practice & School Maladministration**

The school understands that the staff want to act in the best interests of individual pupils. However, staff also have a duty to uphold academic integrity for all other pupils in their class, across other classes and subject groups and at other IB schools. Ultimately the staff have responsibility for the integrity of the IB qualifications as a whole. Staff will be aware that pupils are expected to work independently when graduating from St Leonards and we best support them to do this by teaching the tools they need, such as the ability to think critically, to research effectively and to be able to reference the work of others.

### **6.1 Teacher Unethical practice**

#### **6.1.1 What is teacher unethical practice?**

Teacher unethical practices might involve offering additional feedback, beyond what is permitted by IB regulations (written or verbal comments on one first submission), writing work for a pupil, extending deadlines without good reason or authorisation.

#### **6.1.2 What measures are in place to avoid teacher unethical practice?**

All teachers new to the school will be made aware of the academic integrity policy as part of their induction training. The academic integrity policy will be reviewed annually by a team of senior staff (Deputy Head - Academic, Programme Coordinators, some Heads of Department) and any changes discussed with all Heads of Department who will be asked to share the document and highlight changes to their teams.

Academic Integrity will be promoted throughout the school and referred to regularly, through clear advice (for example the QML website) and the publication of deadline dates in the school calendar.

#### **6.1.3 What are the consequences if a teacher is found to be conducting unethical practice?**

Any teacher found to be contravening the academic integrity policy should expect a conversation and guidance from their line manager in the first instance.

Where a teacher is found to be knowingly, repeatedly contravening the academic integrity policy the school will apply the internal disciplinary policy. This could result in dismissal with the GTCS being informed.

### **6.2 School Maladministration**

#### **6.2.1 What is school maladministration?**

Examples of school maladministration might include knowingly submitting work to the IB that is not that of a pupil, placing students in inappropriate subjects (e.g. Language B instead of Language A courses), inappropriate running of exams. In these instances the school risks the qualification of the individual pupil as well as our accreditation as an IB World School.

## **6.2.2 What measures are in place to avoid school maladministration?**

Senior members of staff are aware of the requirements for compliance with all IB programmes, as a result of having undertaken the requisite IB training. The Head will hold others within the organization accountable for adhering to those requirements.

## **6.2.3 What are the consequences if school maladministration is found to be taking place?**

Where a teacher is found to be knowingly, repeatedly engaging in maladministration the school will apply the internal disciplinary policy. This could result in dismissal with the GTCS being informed.

The school is aware a consequence of maladministration could be the loss of IB accreditation.

## **7. Reporting of Incidents of Academic Misconduct**

Academic staff and pupils throughout the school will be familiar with the contents of this policy. Where they believe the policy is being contravened they are encouraged to tell a responsible member of the school community. Examples of this could be:

Pupil - speak to tutor, Head of Year or Programme Coordinator

Boarding pupil - speak to tutor, Head of Year, Programme Coordinator or Head of House

Tutor - speak to Head of Year or Programme Coordinator

Teacher - speak to Head of Department or Programme Coordinator

Programme Coordinator - speak to Deputy Head (Academic)

The relevant member of staff is likely to ask for a meeting to discuss the details of the incident and will then decide on the course of action to be taken, in line with the academic integrity policy.

If it is felt the school is implicit in the misconduct the person concerned can report the issue directly to the IB using the email address: [support@ibo.org](mailto:support@ibo.org)

## **8. Review cycle**

This document will be reviewed every 12 months. Where changes are made the changes will be noted by means of a date below. The date of next review will be shown.

First written 2011

Updated June 2016

Updated June 2017

Updated February 2018

Updated March 2020

Updated Jan 2023 - April 2023. Reviewed by Heads of Department, Programme Coordinators, Deputy Head Academic

To be reviewed August 2024

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