



Academic Integrity Policy



LEIGH
Academies Trust

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1. Introduction

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.

This Academic Integrity Policy has been developed to set out the principles and practices applied by The Halley Academy in the detection and prevention of academic misconduct and malpractice. The document contains details of The Halley Academy's academic code of conduct, and outlines situations which would breach these guidelines as well as potential penalties arising from this. The Halley Academy 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 The Halley Academy 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.

2. Principles and Practices

The IB Learner Profile is embedded in The Halley Academy'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" [IBO, *Learner Profile*, 2013].

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" [Garza, 2014].

The Halley Academy 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 The Halley Academy. 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 The Halley Academy, 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.

The Halley Academy 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 practise 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 [Garza, 2014].

4. Responsibilities

The Halley Academy 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, The Halley Academy 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 honesty and the consequences for IB 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.

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 honesty 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 Sanctions and Policies section of this document.

4.3 Teachers

Teachers will have access to a copy of the Academic Integrity Policy on The Halley 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 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.
- 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 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.

4.4 Students

Students will have access to a copy of the Academic Integrity Policy on The Halley Academy'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. 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.

4.5 Parents

Parents have a responsibility to ensure that students are completing independent study tasks and homework in a manner compliant with the Academic Integrity Policy. This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy.
- Actively fostering an understanding of right and wrong, with particular reference to intellectual ownership and authenticity in relation to academic integrity.
- Ensuring that their support for students in completing independent study tasks does not transcend the boundary into completing the work for them and supporting 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.

5. Citing and Referencing

The Halley Academy 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 Halley Academy 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](#)

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.

6. 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:

1st offence:

- The student automatically receives a score of zero for the assignment.
- The course leader will write to parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the letter kept on file.
- At the course leader's discretion, the student may have the opportunity to resubmit the assignment.

2nd offence:

- The student automatically receives a score of zero for the assignment.

- The Deputy Head of School 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 Deputy Head of School or MYP/IBCP Coordinator, at which the student will have the opportunity to present their case.
- If in the Sixth Form, 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.

3rd offence:

- The student automatically receives a score of zero for the assignment.
- The student will be internally suspended until a parental meeting has taken place with the Director of Learning,, Head of School / Head of Sixth Form and the Principal, at which the student will have the opportunity to present their case.
- If in Sixth Form, the student will be withdrawn from the IBCP for having repeatedly failed to meet its standards.

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.

I confirm that I have read and understood the Academic Integrity Policy for The Halley Academy, 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 A - Bibliography

- [Celina Garza, *Academic honesty - Principles to Practice*, 2014](#)
- [International Baccalaureate Organisation, *Academic honesty in the IB educational context*, 2014](#)
- [International Baccalaureate Organisation, *Academic Integrity Policy*, 2023](#)
- [MYP: From Principles into Practice, 2022](#)
- [University of Leeds, *Citing quotations using Leeds Harvard*](#)