



Leigh Academy
Strood

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Academic Integrity Policy

Academic year 2025/26

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Leigh Academy Strood Academy Integrity Policy

Introduction

At Leigh Academy Strood, we are committed to developing principled, knowledgeable, and responsible learners who act with integrity and contribute positively to the world. Academic integrity is central to our values and essential for fostering trust, fairness, and respect across our inclusive learning community.

This policy outlines our shared expectations, responsibilities, and procedures for promoting academic integrity and preventing misconduct, in line with the International Baccalaureate Organisation (IBO) Academic Integrity Policy (2021). All members of our academy community, including pupils, parents, and staff, play an active role in upholding these standards.

Core Principles

Our policy is guided by the five pillars of academic integrity from the IBO:

- Honesty.
- Trust.
- Fairness.
- Respect.
- Responsibility.

The IB Learner Profile, particularly the attribute of being principled, underpins our approach. We expect all pupils to act with honesty, integrity, and a strong sense of fairness.

Principles and Practices

The IB Learner Profile is embedded in the pastoral curriculum and is integral to the daily life of the academy being the cornerstone of this policy. Further guidance comes from the IBO publication Academic Integrity: Guidance for schools, September 2012. In developing the academy's academic integrity policy we encourage our pupils 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.

In terms of academic integrity a key IB learner profile trait is being principled. The International Baccalaureate Organisation (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 integrity, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" (Garza, 2014).

Leigh Academy Strood seeks to enshrine these principles in its practice by ensuring that all members of the academy community (including teachers, pupils and parents) "understand their shared responsibility in upholding academic integrity and openly discuss this topic and share "good practice" (Garza, 2014).

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, 2014). In principle, academic misconduct will be unacceptable at all times at Leigh Academy Strood. Pupils 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. 'the practice of taking someone else's work or ideas and passing them off as one's own.' This includes the use of work generated by an Artificial Intelligence Software without the proper citing, referencing and explicit acknowledgement. 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. 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 can be defined as; 'act dishonestly or unfairly in order to gain an advantage.' Within the context of Leigh Academy Strood, academic cheating can be identified as 'act dishonestly or unfairly in order to gain an advantage.' This 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.

Leigh Academy Strood recognises the shared responsibility of all stakeholders in preventing and detecting academic misconduct. This includes ensuring that parents and pupils 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 pupils know the consequences of being in breach of IB regulations (Garza, 2014).

Legitimate Collaboration vs Unacceptable Collusion

When students are working in groups and they are required to submit individual pieces of work they may find the difference between collaboration and collusion confusing. It's important, therefore, that you make the distinction clear.

This means supporting them to collaborate effectively while explaining that submitting a piece of work done jointly as if it has been done individually (whether unintentionally or otherwise) is considered collusion and as such is subject to academic misconduct procedures.

Appropriate Collaboration includes:

- Sharing research on a topic.
- Holding discussions to deepen understanding.
- Students taking an equally active role in producing the outcome.

Unacceptable Collusion includes:

- Copying the answer of one pupil.
- All pupils in the group submitted the same work.
- Allowing one student to take the lead and only using their ideas.

Responsibilities

Leigh Academy Strood recognises that, as per the IBO's guidance on academic integrity published in 2014, "teaching and learning must develop the positive behaviours that pupils will need to demonstrate clearly that they complete their work carefully, honestly and authentically" (IBO, 2014).

As such, Leigh Academy Strood sets out the following expectations of its stakeholders:

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 pupils if they engage in academic misconduct
- Ensuring that the academic integrity policy is shared with and adhered to by all stakeholders, including parents and pupils
- Furnishing teachers with relevant professional development on academic integrity.
- Keep central records of each situation and the consequences to ensure consistency and highlight trends

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 pupils. 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 Sanctions and Policies section of this document.

Teachers

Teachers and assessors play a critical role in upholding academic integrity in the age of AI. Your primary responsibility is to ensure that all submitted work is authentic and represents the student's independent knowledge, skills, and understanding. You must not use AI tools as the sole or primary method of marking or assessing student work, as these tools can be inaccurate or unreliable in detecting originality. If you suspect a piece of work lacks authenticity or contains unacknowledged AI-generated content, you are required to investigate the matter promptly and take appropriate action as outlined in the institution's academic integrity policy. This approach ensures fairness and maintains the integrity of the assessment process.

Pupils

The academically honest pupil must submit work that is entirely their own and demonstrates their independent knowledge, skills, and understanding.

The academically honest pupil:

Will:

- Acknowledge help from parents, older pupils and friends
- Acknowledge help from teachers and other adults
- Acknowledge the source of direct quotations
- Acknowledge information taken from books, artificial intelligence and the Internet
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abides by the rules
- Follow all exam rules.
- Acknowledge information taken from books, artificial intelligence, and the Internet, following the explicit guidelines below.
- Critically evaluate any AI-generated content to ensure its accuracy, as they must be aware that it may contain misinformation, disinformation, and bias

Will not:

- Use notes during a test unless allowed by a teacher
- Copy from another pupil during a test
- Copy from the homework of another pupil
- Hand in work as his/her own that has been copied or generated from another source
- Do homework for another pupil
- Give another pupil his/her own work to copy or work produced or generated from AI
- Copy or paraphrase AI-generated content (including whole responses or calculations) and submit it as their own, as this is considered malpractice (plagiarism), which can result in severe sanctions, including disqualification.
- Seek to claim credit for any sections of work directly reproduced from AI-generated responses, as this content will not be rewarded since it does not demonstrate the student's independent meeting of the marking criteria, even if referenced.

Parents and Carers

Parents have a responsibility to ensure that pupils 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 pupils in completing independent study tasks does not transcend the boundary into completing the work for them and support pupils in completing academically honest work
- Promoting and supporting pupils in accessing a range of sources including websites, library books and academic publications
- To support teachers in any consequences stemming from cheating or plagiarism

Citing and Referencing

Leigh Academy Strood expects all pupils to include a bibliography citing any materials, both written and digital, that have influenced their work. The academy also expects pupils 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. Leigh Academy Strood uses the Harvard referencing system for all academic submissions, and further guidance on the application of this system can be found at: https://library.leeds.ac.uk/info/1402/referencing/50/leeds_harvard_introduction/4

When using Artificial Intelligence tools as a source of information, pupils must acknowledge it clearly in their work. This acknowledgment must include the name of the AI source and the date the content was generated (e.g., Google Gemini, 25/01/2025).

Pupils 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.

As set out in the document Academic Integrity - From Principles into Practice [Garza, 2014], 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

There is an expectation on all Strood 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 believes that AI is a key innovation and that we “need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively”. You can read more about their view [here](#).

As part of our response to developments in using AI we have required all our academies to update their academic integrity policies. It is important to be explicit about the use of AI, although in many ways these policies already cover the expectations of both staff and students when it comes to the following areas:

- Plagiarism
 - Students are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.
- Authentic authorship
 - A student’s work must be based on their own, original ideas with the ideas and work of others fully acknowledged.
- Research skills
 - 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
- Resource design
 - Design learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information.

All staff and students should be aware of and understand both the strengths and limitations of AI. They should recognise that the same principles already outlined regarding Academic Integrity also apply to AI. Here are some examples of how this would apply.

- be risk-takers by being willing to try new technology
- be knowledgeable about AI and how it works
- be principled about why and how we use it, ensuring we do so in an ethical and legal way
- show integrity by:
 - giving credit and showing sources when using Generative AI
 - not passing off content created by AI as our own
 - marking realistic image/video creations as “Created by AI”
- Here are some further questions for you to consider:
 - Are you aware of your academy’s academic integrity policy?
 - Are you aware of how AI use could conflict with this and what actions you should take to mitigate this.

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 Coordinator. Bromcom will be used to trigger and notify staff of any academic misconduct by pupils following their 1st, 2nd and 3rd offence with students following the following sanctions:

1st offence:

- The pupil 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 pupil may have the opportunity to resubmit the assignment.
- A 1 hour detention will also be issued.

2nd offence:

- The pupil automatically receives a score of zero for the assignment.
- The Vice Principal of Academy or MYP Coordinator will write to parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the letter kept on file.
- The pupil will receive a day in the Internal Engagement Room.
- A parental meeting will take place with both the course leader and the Vice Principal of Academy or MYP Coordinator, at which the pupil will have the opportunity to present their case.

3rd offence or offence on coursework:

- The pupil automatically receives a score of zero for the assignment.
 - The pupil will be isolated in our Lodge provision (if 3rd offence they will stay here until a parental meeting has taken place with the course leader, MYP Coordinator and the Principal, at which the pupil will have the opportunity to present their case).
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I confirm that I have read and understood the Academic Integrity Policy for Leigh Academy Strood, and agree to abide by the expectations detailed within. I understand the consequences I may face should I fail to do so.

Pupil's name: _____

Signature: _____ Date: _____

Parent's name: _____

Signature: _____ Date: _____

Appendices:

Appendix A - Case Studies

The IBO provides the following scenarios in its document Academic Integrity in the IB educational context.

Case Study 1:

Scenario

An MYP pupil is organising a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the academy's private video channel. Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The academy's video platform is not available to the public, and the project will not be used for commercial gain. If the pupil documents the film and book appropriately, it is unlikely that any permissions are needed.

Resolution

The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).

Case Study 2:

Scenario

An MYP pupil is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?

Resolution

The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The pupil realises that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic integrity. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.

Case Study 3:

Scenario

As part of a science project, an MYP pupil has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.

Resolution

Before the pupils submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help pupils attain a higher achievement level. Scientific thinking relies on the integrity of researchers who design and carry out experiments, and the data they generate.

Case Study 4:

Scenario

An IBCP pupil is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project.

Resolution

The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the relevance of academic integrity and the responsibilities of

pupils to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.

Case Study 5:

Scenario

An IBCP pupil is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The pupil discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet.

Resolution

The pupil quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The pupil offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.

Case Study 6:

Scenario

An IBCP pupil is asked by her PPS teacher to create an oral presentation on an aspect of the environment. The pupil is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the pupil provides the teacher with digital recordings of the interviews as her references.

Resolution

The teacher listens to the interviews, notes a few examples of the ideas appropriated by the pupil and then calls for a meeting with the pupil. The teacher explains what academic integrity is, and specifically details what could be considered academic dishonesty where the actions of the pupil are concerned. The pupil is given another opportunity to do the oral presentation, this time making clear reference to which ideas are hers and which are not.

Case Study 7:

Scenario

An IBCP pupil is studying film as one of his DP courses for the IBCC. He is tasked with creating a short documentary film. The pupil asks two friends to help him with the making of

the film. One of his friends contributes towards the documentary by personally filming a few scenes. The pupil uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher.

Resolution

The pupil argues that he has done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the pupil what is and is not academic integrity in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the pupil that his initial perception of what could be considered his was incorrect. The pupil subsequently accords the footage to his friend in the film credits.

Case Study 8:

Scenario

An IBCP pupil is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The pupil finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the pupil writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the pupil has not done the work himself. The teacher seeks reasons for the academic misconduct of the pupil and soon realises that his lack of interest was the catalyst.

Resolution

The pupil and his friend are both reprimanded by the teacher. The pupil is asked to submit a new set of exercises and organises for him to work with two other pupils in a study group for the remainder of the language development self-study. The subsequent group work creates a more interesting study environment for the pupil and he finds the language study more enjoyable.

Appendix B - Bibliography

- Celina Garza, Academic honesty - principles to practise, 2014:
<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty-principles-into-practice---celina-garza.pdf>
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AI and Assessments

A quick guide for students



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly