Leigh Academy Wilmington

Academic Integrity Policy

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BACKGROUND and RATIONALE

Leigh Academy Wilmington aims to develop students into internationally minded, principled, lifelong learners. As such, we strive to create an environment that provides the foundation for academic integrity across all stages of the learning process and across all learning environments.

The IB 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."

Leigh Academy Wilmington, in line with IB, believes that academic integrity should also be "part of an "ethical culture" of any educational institution. It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle."

Leigh Academy Wilmington bases its Academic Integrity policy in line with the [Five Pillars of Academic integrity](), as defined by the International Center for Academic Integrity:

- Honest
- Trust
- Fairness
- Respect
- Responsibility

The following definitions are those of the ICAI, and Leigh Academy Wilmington uses these definitions as the basis of practicing academic integrity:

Honesty:

Honesty begins with individuals and extends out into the larger community. As students and faculty seek knowledge, they must be honest with themselves and with each other.

Ways to demonstrate honesty:

- Be truthful
- Give credit to the owner of the work (i.e., musician, author, artist, speaker etc.)
- Keep promises
- Provide factual evidence
- Aspire to objectivity, consider all sides and one's own potential preconceptions

Trust:

Students promote trust by preparing work that is honest, thoughtful, and genuine. Faculty promote trust by setting clear guidelines for assignments and for evaluating student work in an equitable, timely, and forthright manner. Trust is developed by schools that set clear and consistent academic standards, that apply their standards unfailingly and fairly, and that support honest and impartial research.

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Ways to demonstrate trust:

- Clearly state expectations and follow through
- Promote transparency in values, processes, and outcomes
- Trust others
- Give credence
- Encourage mutual understanding
- Act with genuineness

Fairness:

Impartial treatment is an essential factor in the establishment of ethical communities because it reinforces the importance of truth, ideas, logic, and rationality. Important components of fairness include predictability, transparency, and clear, reasonable expectations

Ways to demonstrate fairness:

- Apply rules and policies consistently
- Engage with others equitably
- Keep an open-mind
- Be objective
- Take responsibility for your own actions

Respect:

Respect in academic communities is reciprocal and requires showing respect for oneself as well as others. Respect for self means tackling challenges without compromising your own values. Respect for others means valuing the diversity of opinions and appreciating the need to challenge, test, and refine ideas. Scholarly communities succeed when there is respect for community members and for the diverse and sometimes contradictory opinions expressed.

Ways to demonstrate respect:

- Practice active listening
- Receive feedback willingly
- Accept that others' thoughts and ideas have validity
- Show empathy
- Seek open communication
- Affirm others and accept differences
- Recognize the consequences of our words and actions on others

Responsibility:

Being responsible means standing up against wrongdoing, resisting negative peer pressure, and serving as a positive example. Responsible individuals hold themselves accountable for their own actions and work to discourage and prevent misconduct by others

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Ways to demonstrate responsibility:

- Hold yourself accountable for your actions
- Engage with others in difficult conversations, even when silence might be easier
- Know and follow institutional rules and conduct codes
- Create, understand, and respect personal boundaries
- Follow through with tasks and expectations
- Model good behavior

Leigh Academy Wilmington works to create a community wide ethos of Academic Integrity, not only in lessons, but across all elements of the school, and across all stakeholders.

IB LEARNER PROFILE

The IB Learner Profile is embedded in Leigh Academy Wilmington's ethos 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 Policy, last updated 2023. In developing the Academy's academic honesty 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 student work, will establish skills and behavior, 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, modeled and used throughout the academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IBCP and the IBMYP.

The Academy aims to be an outstanding, inclusive learning community where everyone feels safe and valued and where wellbeing is important. We aim to develop inquiring, knowledgeable and caring young people who help to create a better, more peaceful world through intercultural understanding and respect, recognising that other people with their differences can also be right. We believe that honesty is integral to positive relationships of all kinds, and crucial to academic and vocational success.

ACADEMIC INTEGRITY IN TEACHING AND LEARNING

In a cohesive and comprehensive way, students will receive instruction in:

- use of the Library and Internet (physical and virtual spaces)
- 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
- recognising reliable sources
- recognising bias
- simple ways to acknowledge information derived from electronic sources
- how to access local, national, and international information in physical and virtual spaces
- maintaining an open-minded, curious, and critical approach to research and learning
- online safety in virtual environments
- writing a bibliography
- appropriate and inappropriate use of Artificial Intelligence (AI)
- what constitutes cheating?
- what are the outcomes of cheating?
- any other relevant approaches to research and production as is relevant

STAKEHOLDERS' ROLES

Student's Role

The academically honest student does

- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of
- their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- maintain an internationally minded and open-minded approach to research and new ideas
- understand appropriate and inappropriate use of Artificial Intelligence (AI)
- know what constitutes cheating and abides by the rules
- follow all exam rules
- recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination

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The academically honest student 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
- give undue assistance to peers in the completion of their work
- receive non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites

Teacher's Role

- attend professional development offered by the school to understand the expectations of academic integrity
- allow students the opportunity to practice and learn how to use other people's work in support of their own, in an age- and skill-appropriate way
- encourage students to be internationally minded and open minded in their research
- give instruction into appropriate and inappropriate use of Artificial Intelligence (AI)
- understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes
- report any detected plagiarism or cheating
- ensure that students have a full understanding of the expectations and guidelines of all subjects
- ensure that students understand what constitutes academic misconduct and its possible consequences
- plan a manageable workload so students can allocate time effectively

IB Coordinator's Role:

- inform candidates and parents/guardians about Leigh Academy Wilmington's academic integrity policy. Both the candidate and parent/guardian will be expected to sign a waiver of acknowledgement with respect to the policy
- organise and deliver information sessions, in collaboration with the Reflective Project teachers, Tutors and/or librarian, across all year groups to reinforce the importance of academic honesty and consequences. Sessions will be of a preventative nature educating students about locating reliable sources, paraphrasing and acceptable citation styles
- promote sound academic practice, including ethical research, effective paraphrasing, and accurate referencing
- report suspected malpractice to the Principal, the IB information desk or other relevant exam board once exams have been written or an internal or external assessment submitted with a signed cover sheet
- inform the candidate and parent/carers (if a student is not legal age) if the candidate is under investigation by IB or other exam board for possible malpractice

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Academy's Role

- provide professional development for teachers
- promote parental awareness
- 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

Parent's Role

- support their children's understanding of policies, procedures and subject guidelines by discussing and being role models for academic integrity
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work

ARTIFICIAL INTELLIGENCE

The development and growth of AI presents new challenges to Academic Integrity alongside rich opportunities for learning. Leigh Academy Wilmington follows the IB's guidance to AI, as found in the Academic integrity policy, pages 53-55

The Joint Council for Qualifications (JCQ) publishes guidance and regulations on the use of AI in examinations, controlled assessments and coursework. A summary of the key principles can be found below. Please [refer to the JCQ website for the latest guidance](#).

Plagiarism includes copying or paraphrasing AI generated content (including whole responses or calculations) and submitting it as one's own. This can lead to severe sanctions including disqualification especially in cases of coursework.

Acknowledgment is Essential: When using AI tools as a source of information, you must acknowledge it clearly in your 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).

No Credit for AI Content: Even when referencing the AI source, you will not receive any credit for AI generated content.

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Critical Evaluation: You must understand that AI-generated content may contain misinformation, disinformation, and bias. Therefore, you should critically evaluate any AI-generated content to ensure its accuracy.

REFERENCING

For the most part, Leigh Academy Wilmington will use the Harvard Referencing system. This referencing system will be explicitly taught, and then be re-enforced through daily teaching and learning within lessons and pastoral programmes. In some cases, specialist subjects will use the referencing system consistent with that professional practice or academic discipline.

From Citethisforme.com

Harvard is a style of referencing, primarily used by university students, to cite information sources.

Two types of citations are included:

1. **In-text citations** are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

"After that I lived like a young rajah in all the capitals of Europe…" (Fitzgerald, 2004).

2. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment.

Reference lists are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information including the:

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher
6. Pages used

Generally, Harvard Reference List citations follow this format:

• Last name, First Initial. (Year published). Title. City: Publisher, Page(s).

Citations are listed in alphabetical order by the author's last name. If there are multiple sources by the same author, then citations are listed in order by the date of publication.

Dahl, R. (2004). Charlie and the chocolate factory. 6th ed. New York: Knopf. Fitzgerald, F. (2004). The Great Gatsby. New York: Scribner.

More information and examples are available on from Anglia Ruskin University's Referencing Guidance website: https://libweb.anglia.ac.uk/referencing/harvard.htm

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All use of AI tools must be appropriately acknowledged

Example citation:

ChatGPT. (2025). Response to user prompt about... OpenAI. Retrieved [Date], from https://chat.openai.com

CHEATING AND PLAGIARISM

Unfortunately, Leigh Academy Wilmington acknowledges that despite the best intentions, instruction, and opportunity for practicing academic integrity, cheating and plagiarism will sometimes occur.

The ethics of intellectual property require that students value the ideas of others and properly acknowledge those ideas. Plagiarism can be defined as; 'the practice of taking someone else's work or ideas and passing them off as one's own.' In principle, plagiarism will be unacceptable at all times at Leigh Academy Wilmington. 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 can be defined as; 'act dishonestly or unfairly in order to gain an advantage.' Within the context of Leigh Academy Wilmington, academic cheating can be identified as;

 'act dishonestly or unfairly in order to gain an advantage.'

Within the context of Leigh Academy Wilmington, 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 behavior policies and if deemed of a very serious nature, by the regulations of the Examinations Boards, JCQ and Ofqual.

COLLUSION

While the IB fosters meaningful collaboration between students and teachers and may have students work in groups, it is important to understand the differences between collaboration, cheating, and collusion. Collaboration is the equal participation and cooperation of members to achieve a goal for the good of all involved. Collusion, however, is working secretly with another individual or with use of an electronic device for a fraudulent purpose. Cheating is using unauthorized answers or sources as one's own to receive credit for schoolwork.

Cheating and collusion include, but are not limited to:

- Using or copying an assignment from someone else and submitting it as one's own;
- Copying a peer's words or work in part or in whole;
- Allowing another student to use or copy an assignment or assessment to submit as his or her own; Looking at another's assessment and submitting the work as one's own;
- Knowingly assisting another student in the act of cheating;
- Discussing test or quiz questions with students who have not yet taken it;
- Taking credit for group members' work in a group assignment where the student did not equally contribute;
- Purchasing another person's work for submission.

CONSEQUENCES

In the first instance, work that is deemed to be academically dishonest will receive zero as a grade, (though the teacher may give some feedback to the student). In addition, the teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the IB programme coordinators.

In the event that there is a second instance of academic dishonesty, the piece of work will receive no marks. In addition, parents will be asked to attend a meeting at the academy with the Director of Learning and the IB Coordinator. This meeting will try to ascertain whether there was a clear attempt to deceive on the part of the student. Based on the meeting's findings, a number of sanctions may be employed, ranging from placing the student on report to a period of fixed term exclusion. Subsequent instances of academic dishonesty could put the student's place at the academy at risk.

The consequences of academic misconduct in external examinations, controlled assessments or coursework will be determined by the the Joint Council on Qualifications (JCQ) and Ofqual, in collaboration with the Academy. They can include receiving a 0 on that examination or a ban from sitting examinations.

POSSIBLE CONSEQUENCES

Consequences should be considered in relation to a student's age, level of awareness and previous teaching, severity of the incident, intent, background, character history, history of academic honesty, and any other relevant factors. It is at the professional discretion of the teacher, head of department, and any other line managers to decide consequences.

Possible consequences include, but are not limited to:

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

STUDENT'S RIGHTS

If a student must attend a Transgression Meeting, s/he is allowed at any stage to have a parent or another teacher attend the meeting with him or her.

WORKS CITED

Academic Integrity Policy. Cardiff: International Baccalaureate Organization (UK) Ltd, 2019. [Accessed online 6 June 2025: https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf]

"Guide to Referencing in the Harvard Style", Anglia Ruskin University Library, 2020

[Accessed online 6 June, 2025 https://library.aru.ac.uk/referencing/harvard.htm]

The Fundamental Values of Academic Integrity, 3rd Edition. Delaware: The International Center for Academic Integrity (ICAI), 2021. [Accessed online 6 June, 2025 https://academicintegrity.org/aws/ICAI/asset_manager/get_file/911282?ver=1]

SUPPORTING DOCUMENTS

Academic Honesty in the MYP

Academic Honesty in the DP

Pearson BTEC Centre Guide to Managing Plagiarism

Leigh Academy Wilmington Assessment, Recording and Reporting Policy