



## Purpose

Academic integrity is a set of values and skills that are embedded within the International Baccalaureate Learner Profile. Sir Geoffrey Leigh Academy recognises the importance of these attributes across all programmes of study and believes in building integrity and positive character in every student. This policy outlines behaviours that are considered malpractice when dealing with Academic Integrity. The responsibility of the staff and students, with respect to honouring these values and ensuring that IB standards are being met, will be addressed. Our objective is to support principled academic practices and proactively mitigate instances of academic misconduct.

Sir Geoffrey Leigh Academy 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 Sir Geoffrey Leigh Academy 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.

#### 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
- Recognise 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

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 behaviour

Sir Geoffrey Leigh Academy 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.

**Sir Geoffrey Leigh Academy students demonstrate Academic Integrity by:**

- creating authentic work, based on their own ideas and words
- respecting the intellectual property rights of others by giving accurate credit to the sources used in their work, including AI-generated material
- understanding the difference between collaboration and collusion. Collaboration is encouraged in

group-based and inquiry-driven learning; however, each student's final submission must represent their independent work. Identical or similarly worded submissions will be regarded as collusion unless clearly authorised or derived from shared datasets.

## **IB Learner Profile**

The IB Learner Profile is embedded in Sir Geoffrey Leigh Academy'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:

**PRINCIPLED:** we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**REFLECTIVE:** we thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

These qualities, when applied to learning and student work, will establish skills and behaviour, which support good practices to be found in the classroom, used for independent learning and continued to examination level. The good practices are expected to be introduced, 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.

## **Responsibilities:**

### **The IB coordinators (MYP, CP DP) will:**

- Inform candidate and parent/guardian about Sir Geoffrey Leigh Academy 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.

### **The subject teacher will:**

- To the best of their knowledge, confirm that all work submitted by the student is authentic and original. Where possible, students will submit work using detection software within Google Classroom.
- Model Academic Honesty and support the Learner profile during their daily lessons.
- Provide clear guidance on research expectations and assignment protocols
- Warn candidates about the consequences of violating the Academic Honesty policy.
- Provide clear guidelines for learning tasks.

- Promote the benefits of properly conducted research and respect for the creative efforts of others.
- Design inquiry-based, higher-order thinking tasks that reduce opportunities for academic misconduct

**The candidate will:**

- Submit only work that is their own and provide appropriate credit for all sources used, including AI-generated content. This includes, but is not limited to the following: books, Internet, DVD's, emails, journals, online databases, charts, graphs, images and data.<sup>1</sup>
- Ensure that on collaborative assignments, the final work submitted is produced independently and written in her/his own words.
- Take responsibility for her/his actions and seek help from the subject teacher, Librarian or IB coordinator when needed.
- Sign a cover sheet for each externally assessed component and all internally assessed components to confirm that his or her work is authentic/confirm through IBIS that all work is their own.

The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student is familiar with the expected standard for referencing in acknowledging the work of another writer

Students must:

- Credit all directly copied or reproduced material, including text, data, visuals, and AI-generated content
- Acknowledge ideas derived from other sources, even if reworded
- Use quotation marks for copied content during note-taking, or paraphrase to demonstrate understanding
- Reference consistently throughout their work; careful planning and time management are essential strategies to avoid misconduct.

**The parent/carer will:**

- 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 unauthorised assistance in the completion of their children's work

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<sup>1</sup> As an IB World School, we acknowledge the rapid development of Artificial Intelligence and the implications it can have on the integrity of students' work. As per the [statement](#) from Matt Glanville, the IB's Head of Assessment Principles and Practice, as long as students cite the AI Language Text Model used in their work they are permitted to use this technology. As an academy, we will ensure students and teachers are educated on the appropriate use of AI and will take every measure reasonably possible to ensure compliance.

## Definitions of Malpractice:

The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

**Plagiarism** – the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment <sup>2</sup>

**Collusion** – supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another

**Duplication of work** – the presentation of the same work for different assessment components For example, if a student submits the same or a very similar piece of work as an internal assessment in a subject area for an extended essay, this would be viewed as malpractice.

Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

Academic misconduct also includes:

- Making up data for an assignment
- Falsifying a CAS record
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, wearable technology, smart watches or other form of smart technology, own rough paper, notes...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying the work of another candidate
- Referring to, or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination (including online)
- Using an unauthorised calculator during an examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations.

## Investigating Malpractice:

SGLA takes a preventative and educational approach to academic misconduct. Where concerns arise, the procedures in the Assessment, Recording and Reporting Policy will be followed.

If malpractice is suspected:

- The teacher will notify the Director of Learning, Director of Post 16 and Exams Officer (for final

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<sup>2</sup> Including AI-generated material

submission)

- The teacher will meet with the student to review the evidence and discuss intent
- If the concern is identified prior to submission, the student will be given a supervised opportunity to revise the work with guidance

If malpractice is suspected after final submission

- The teacher will interview the student to confirm authorship
- If authorship cannot be confirmed, the work will not be submitted to the IB or other exam board
- The case will be escalated to the IB by the IB Coordinator under Section 7 of the IB's Academic Integrity Policy, or to the other exam board
- The IB/other exam board Final Award Committee will make the final determination

## **Consequences**

### **Internal Sanctions:**

Sanctions will be proportionate and educational, depending on the nature and recurrence of the misconduct. They may include:

- Re-submission of the task or completion of an alternative assignment
- Loss of eligibility for internal academic awards or recognition

For a first offence, the student will meet with the Director of Post 16. This will be recorded as a "Record of Conversation" in the student's professional record. Parents will be informed and the relevant teachers will be notified. Students will be required to resubmit the task under supervision.

For a second offence, the student will receive a written warning following a meeting with the Director of Post 16. They will receive disciplinary consequences depending on the gravity of the offence and the context of it. Parents and relevant teachers will be made aware. In the meeting, students will be clearly informed that a third offence will likely result in the student being removed from the subject, impacting their completion of their programme of study.

For a third offence of serious academic misconduct, the student will have the opportunity to argue their case with the Director of Post 16 and Head of School. If there are no mitigating circumstances, the student will likely be withdrawn from sitting exams in the subject in question, and as such may be unable to complete their programme of study. The decision will be communicated in writing to students and parents.

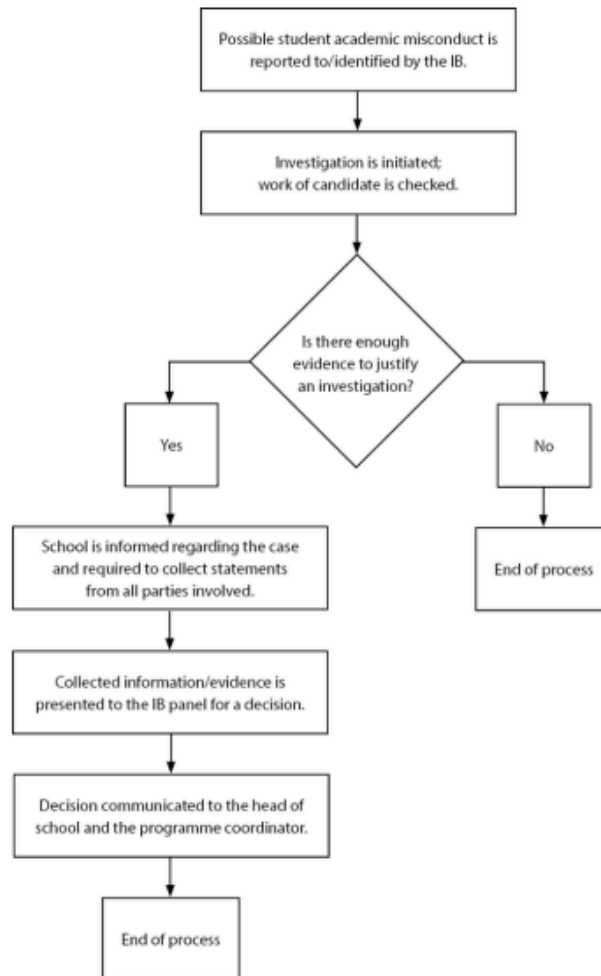
### **External Sanctions**

External sanctions are those assigned by the IB, or by the school in compliance with IB regulations, and relate specifically to the perception that academic misconduct has taken place in work which counts towards the award of the final Diploma, i.e. coursework (IAs, EE, TOK assessment, oral exams, and more) and final exams. As mentioned above, should such misconduct be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in after internal deadlines, with little or no time before the final IB submission date, an external misconduct investigation and sanctions will take place according to the flowchart below.

The school retains the right to apply other sanctions when dealing with malpractice internally including internal exams, tests, coursework (internal assessments) and homework procedures. When the

misconduct involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the Year 13 Leavers Ceremony or the like.

### Investigating academic misconduct – flowchart



Further details on investigations, penalties, etc., cf. *Academic Integrity* (IBO), Appendix 2, from where the above chart also comes.

Further information can be found in the following IB documents:

[Academic honesty in the MYP](#)

[Academic honesty in the DP](#)

[The IB's Academic Integrity Policy](#)

### Use of AI Tools

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>

## Referencing and Bibliography

All student work must include in-text citations and a full bibliography. The Harvard Referencing System is recommended for consistency.

### Examples:

- *Books*: Author, *Title*, Publisher (Year)
- *Magazine/journal*: Author, "Article Title", *Periodical Name* (Issue/Date)
- *Web sources*: URL (Date Accessed)
- *AI tools*: Name, Prompt Summary, Retrieval Link (Date Accessed)

### Footnotes may be used for:

- *Books*: Author (Year), Page Number
- *Magazine/journal*: Author (Year), Page Number
- *Digital Sources*: URL or DOI (Date Accessed)

### MYP Referencing Standards:

All MYP inquiry-based assignments must include a bibliography listing all sources consulted, including digital and AI tools.

### Supporting Documents

- *IB Academic Integrity Policy (2021)*
- *Academic Honesty in the MYP*
- *Academic Honesty in the DP*
- *Pearson BTEC Centre Guide to Managing Plagiarism*
- *Sir Geoffrey Leigh Academy Assessment, Recording and Reporting Policy*

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