Academic Integrity Policy

Leigh Stationers' Academy

Document Title:	Academic Integrity Policy
Policy Status:	APPROVED
Author:	Ms Jess, Assistant Principal & MYP Coordinator
Approved by:	Mr Sparks, Principal
Date of Issue:	September 2025
Date of Review:	August 2026

Name	Role	Email Address
Ms Jess	Assistant Principal, MYP Coordinator	kasmine.jess@stationers.latrust.org.uk
Mr Flower	Vice Principal	steven.flower@stationers.latrust.org.uk
Mr Sparks	Principal	joseph.sparks@stationers.latrust.org.uk

Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

- **Leadership** – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.

- **Scholarship** – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.

- **Achievement** – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Rationale

In their Academic Integrity Policy (IBO, 2023), the IB states that: **"Academic integrity is 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."**

Aligned with these values, our academic integrity policy reflects our commitment to creating an environment of trust, respect, and intellectual honesty. It forms a key part of our educational philosophy, supporting our goal of cultivating learners who are not only knowledgeable but also principled and ethical in their academic endeavours.

By adhering to the principles of academic honesty, our students, teachers, and staff show respect for the intellectual contributions of others, while promoting a culture of transparency, fairness, and responsibility.

In the International Baccalaureate, 'academic integrity' is also a principle informed by the attributes of the IB Learner Profile. At Leigh Stationers' Academy, ensuring academic integrity is the responsibility of everybody. This includes teachers, support staff, administrative staff, students and their parents.

In shaping our academy's academic integrity policy, we aim to create a community that reflects the IB Learner Profile, enabling students to uphold academic honesty, grow personally and academically, and approach their work ethically and responsibly. We encourage our students to be:

- **Inquirers** – who acquire the skills necessary to conduct inquiry and research.
- **Principled** – who act with integrity and honesty, and take responsibility for their own actions.
- **Open-minded** – who seek and evaluate a range of perspectives.

These qualities, applied to student learning, will develop essential skills for effective classroom practices, independent learning, and examination success. These practices will be introduced, modelled, and consistently applied across the academy, clearly outlined in IB MYP schemes of work and curriculum maps.

What Academic Integrity Looks Like in Practice

Academic integrity is essential because it builds trust within our learning community here at Leigh Stationers' Academy; it supports personal growth and ensures that assessment results accurately reflect students' understanding and skills. It also helps students develop lifelong values such as honesty, respect, and accountability; qualities that are vital beyond school in further education, careers, and personal life.

- **In the classroom:** Students submit their own work, cite sources accurately, and collaborate appropriately under teacher guidance.

- **Around the Leigh Stationers' Academy site:** Students respect school property and the work of others, avoid shortcuts such as copying homework, and speak up if they witness dishonest behaviour.

- **In assessments:** Students follow instructions carefully, refrain from using unauthorised materials, and uphold the principles of fairness and honesty.

By upholding academic integrity, we create a community where all learners can thrive and achieve success based on their own merit.

Supporting Students to Work with Academic Integrity

While we uphold the highest standards of academic integrity, we understand that breaches of these standards may arise from a range of underlying pressures. Students may resort to malpractice due to fear of underperformance, competing demands on their time, uncertainty about academic expectations, or a desire to meet perceived expectations from parents or teachers. Recognising these realities is essential in creating a culture that supports ethical behaviour. As such, our policy is not only preventative and corrective, but also formative, guided by the IB's five fundamentals of honesty, trust, fairness, respect, and responsibility. By addressing the root causes of malpractice, we empower students to seek guidance, manage challenges responsibly, and grow as principled learners.

- **Promote a Supportive Learning Environment:** Create a classroom culture where mistakes are seen as opportunities to learn and where students feel safe to ask for help. This encourages students to seek support early, rather than resorting to dishonest behaviour.

- **Teach Time Management and Study Skills:** Equipping students with these skills can reduce stress and the temptation to cut corners when deadlines approach.

- **Clarify Expectations and Provide Guidance on Academic Practices:** Regularly communicating clear expectations for academic tasks, including how to cite sources and work collaboratively, empowering students to act ethically and confidently in their learning.

Definitions for Academic Misconduct

This section aims to clarify the definitions of the following key terms for this policy.

Academic Misconduct	Academic misconduct is a deliberate or inadvertent behaviour that could result in a student or others gaining an unfair advantage in one or more assessment components. Behaviour that disadvantages another student is also considered academic misconduct. It includes any action that potentially compromises the integrity of examinations and assessments, whether it occurs before, during, or after the assessment or examination, whether paper-based or online. This misconduct can take place in school, outside of school, or online (IB Academic Integrity, p. 3).
Citing and Referencing	The IB highlights that properly citing and referencing sources and influences in academic writing is central to good scholarship and essential for upholding academic integrity (IB Effective Citing and Referencing, p. 1). "Citing is the process of indicating the sources in the text at point of use, usually just naming the creator. Referencing is providing full details, for example, in a bibliography, that then enable another person to locate each source" (IB Effective Citing and Referencing, p. 2).
Collusion	Collusion involves a student collaborating with another person on a task, assessment, or project and then submitting the work as if it were their own individual effort. The IB Academic Integrity Policy further clarifies that "collusion covers those cases where students have used a common write-up for a group rather than written their own" (IB Academic Integrity, p. 31). *Distinctions between collaboration, collusion and cheating are outlined below.
Intellectual Property	Intellectual property refers to property which exists as a result of an individual's creativity. This includes music, literary/artistic works, symbols, logos, discoveries and inventions. Intellectual property is a legal term which refers to creations of the mind for which exclusive rights are recognised.

Plagiarism	The IB defines plagiarism "as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement" (Assessment principles and practices—Quality assessments in a digital age, p. 206).
School Maladministration	The IB defines school maladministration as any action by an IB World School or an individual associated with the school that violates IB rules and regulations, potentially compromising the integrity of IB examinations and assessments. This can occur before, during, or after the completion of an assessment component or an examination (IB Academic Integrity Policy, p. 3).

Collaboration, Collusion and Cheating

While the IB encourages meaningful collaboration between students and teachers and promotes group work, it is essential to distinguish between collaboration, cheating, and collusion:

- **Collaboration** is the equal participation and cooperation of all members to achieve a goal for the good of all involved;
- **Collusion** is working secretly with another individual or with the use of an electronic device for a fraudulent purpose;
- **Cheating** is using unauthorised answers or sources as one's own to receive credit for schoolwork.

Whilst legitimate collaboration is a valuable form of cooperation that should be encouraged to deepen understanding, collusion and cheating are unacceptable practices.

Students must be explicitly educated as to:
- what constitutes academic misconduct, plagiarism, collusion, and intellectual property;
- how to properly use, cite and reference materials which have been used in the construction of their assessed work;
- how to use the referencing and bibliography tools which are in-built into all major Word Processing applications; and the consequences which will arise in the case that instances of academic misconduct, collusion or plagiarism are discovered.

Referencing Guidelines

At the MYP level, students will use the Harvard Referencing system. Staff will receive professional development sessions on how to implement this system across their teaching. Students will also participate in dedicated sessions run in collaboration with the library and English teachers. This will be reinforced through ongoing teaching and learning in lessons.

There are two key types of citation:

In-Text Citations
- In-text citations are used when directly quoting or paraphrasing a source. The author/source is cited in brackets within the body of the text to acknowledge the origin of the material.
- Example: "The increase in global temperatures is causing glaciers to disappear." (BBC)

Reference Lists
The reference list is used to display full citations for all sources and is located at the end of the assignment. It allows readers to locate the original sources. Each source should include the following information:
- Author/source
- Year published
- Title
- Hyperlink (if appropriate)
- Example format for the bibliography: Last name, First initial – Year published – Title

By following these guidelines, students will ensure they properly acknowledge all sources used in their work and maintain academic integrity.

Roles and Responsibilities

The Student

"All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "**principled**" and all students participating in IB programmes are expected to act honestly, responsibly and ethically." (IB Academic Integrity Policy 2023, p.14)

It is the responsibility of all LSA students to:
- acknowledge help from parents, older students and friends;
- acknowledge help from teachers and other adults;
- acknowledge the source of direct quotations;
- acknowledge information taken from books and the internet;
- acknowledge reference materials in a bibliography or works cited;
- know what constitutes cheating and abide by the rules;
- follow all exam rules.

An academically honest LSA student will also refrain from:
- using notes during a test unless permitted by the teacher;
- copying from another student during a test or homework assignment;
- submitting work that has been copied or completed by someone else;
- doing homework for another student or allowing their own work to be copied;
- submitting work generated by another person or system, including artificial intelligence.

The Teacher

As stated in the IB Academic Integrity Policy (2023, p.12), teachers play a vital role in promoting academic integrity in the classroom. Teachers should recognise that their behaviour serves as a key example for students to follow.

All LSA teachers are expected to model academic integrity by:
- Attend school-offered professional development to fully understand academic integrity expectations.
- Participate in academic integrity and referencing workshops as part of ongoing professional development.
- Ensure students understand academic integrity, misconduct, and the consequences of violating the policy.
- Promote academic integrity by modelling honesty and responsibility, coaching students, and demonstrating best practices.
- Provide students with opportunities to learn and practice the correct use of others' work in an age- and skill-appropriate manner.
- Regularly evaluate students' work and take appropriate action when misconduct occurs, reporting incidents to the relevant leadership.
- Raise awareness of academic misconduct and relevant procedures.
- Understand that students may make mistakes and offer opportunities for them to learn from these errors.
- Report any instances of detected plagiarism or cheating.
- Address instances of academic misconduct according to this policy.
- Design learning tasks that develop critical thinking skills and cannot be completed by simply copying or falsifying information.

Students will receive comprehensive instruction in:
- Effective use of the library and the internet;
- Basic note-taking and paraphrasing skills;
- Appropriate ways to acknowledge sources in writing and speech, including citations and bibliographies;
- Ethical use of electronic sources;
- Understanding what constitutes cheating and the consequences of misconduct.

The MYP Coordinator and MYP Lead Teacher

At Leigh Stationers' Academy, the MYP Coordinator and MYP Lead Teacher will:
- Issue, collect, and store signed copies of the Academic Integrity Agreement Form.
- Provide professional development and training to teachers, ensuring they can teach students how to use referencing and bibliography tools.
- Support teachers in developing their Approaches to Learning (ATL) maps.
- Support teachers in administering consequences and penalties for academic misconduct.
- Work with students to ensure they fully understand the requirements of approved referencing conventions.

At Leigh Stationers' Academy, the MYP Coordinator will also:
- Ensure all teaching and learning activities comply with IB rules, policies, and guidelines, and that school and IB policies are applied fairly and consistently.
- Ensure teachers, students, and parents/legal guardians receive, read, and understand the school's academic integrity policy and relevant IB programme regulations.
- Keep central records of academic misconduct incidents and consequences to ensure consistency, monitor trends, and report as needed to school leadership and the IB.
- Take decisive action in cases of academic misconduct or maladministration, reporting to school leadership and the IB as appropriate.

(IB Academic Integrity Policy, 2023, p.10-11)

The Senior Leadership Team

The senior leadership team is responsible for:
- Establishing a school culture that actively encourages academic integrity.
- Ensuring that teachers, support staff, students, and parents/carers share a common understanding of academic integrity, academic misconduct, school maladministration, and the possible consequences.
- Having an academic integrity policy in place, with scheduled plans for reviews and updates clearly communicated.
- Providing professional development for teachers in best practices related to academic integrity.
- Taking appropriate action in dealing with instances of academic misconduct.
- Ensuring that all subject leaders and teachers communicate the specific requirements for academic integrity within their subjects to students.

The Parent/Carer

"Parents and legal guardians play a crucial role in the education process, which includes reinforcing the values and importance of academic integrity." (IB Academic Integrity Policy 2023, p.16)

As part of our commitment to academic integrity, we ask parents and carers to:
- Understand IB policies, procedures, and subject guidelines that relate to their child's coursework and exams.
- Support their child's understanding of these IB policies by discussing them and setting a good example of academic honesty.
- Be aware of the school's internal policies that ensure their child's work is authentic.
- Help their child plan their workload to manage time effectively.
- Know what academic misconduct is, along with its consequences.

- Understand school maladministration and its consequences.
- Report any cases of potential student misconduct or school maladministration to the school or IB.
- Submit only genuine evidence when requesting inclusive access or adverse circumstances considerations.
- Avoid giving or seeking any undue or unauthorised help with your child's work.

(IB Academic Integrity Policy, 2023, p.16-17)

Academic Misconduct

This section outlines the procedures to be followed in cases of suspected breaches of the school's academic integrity standards. Academic integrity refers to the authenticity of the work students submit for evaluation or assessment. All submitted work must be the student's own, except in the case of collaborative tasks, where each student's individual contribution must be clearly identified.

Student Academic Misconduct

Students may be in breach of academic integrity in various ways, including but not limited to the following:
- Submitting work as their own after receiving significant external help.
- Using the work of others without proper citation and presenting it as their own (plagiarism).
- Collaborating with peers who intend to violate academic guidelines (e.g., allowing someone to copy their work, which constitutes collusion).
- Submitting collaborative work without contributing their fair share (collusion).
- Reusing previously submitted work as newly created (duplication).
- Failing to follow correct citation and referencing protocols.
- Bringing unauthorised materials or failing to follow behaviour guidelines during examinations and assessments.
- Fabricating evidence or results.

Consequences of Academic Misconduct

Minor infringements may involve:
- inaccurate, imprecise, or incorrect use of citations and references,
- paraphrasing without proper attribution, or other issues stemming from a lack of full understanding of academic integrity guidelines.

In most cases, minor infractions will be addressed promptly by the teacher. The student will be interviewed, and the errors will be identified and explained. The student will be required to revise and resubmit the work as soon as possible, without penalty. The MYP Coordinator should be informed.

Major infringements may include:
- intentional and/or repeated inaccurate or insufficient referencing,
- plagiarism,
- collusion,
- misconduct during examinations.

In the case of a major infringement of academic integrity, an investigation should be conducted by the relevant staff, and parents will be asked to attend a meeting at the academy with the Director of Learning and the IB MYP 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 suspension. Subsequent instances of academic dishonesty could put the student's place at the academy at risk.

Responsible Use of Artificial Intelligence

Artificial intelligence (AI) tools are evolving rapidly and becoming increasingly accessible to students and staff worldwide. At Leigh Stationers' Academy, we aim to integrate digital tools into our teaching while upholding the principles of academic integrity. AI is already embedded in many digital tools and software. At Leigh Academies Trust (LAT), staff and students will only be asked to use AI tools that have been approved and are part of the LAT Digital Toolkit. As AI usage grows, the following considerations must be kept in mind:

Teachers:
- Teachers must be aware of the capabilities of AI software to better identify potential academic misconduct.
- When assigning work, teachers should discuss the appropriate use of AI, setting clear boundaries on what is acceptable. For example: "You may use AI to help create a catchy headline, but not to write the entire article."
- If teachers suspect the misuse of AI, they should investigate and report their findings to the MYP Subject Lead, who can assist with detection using available plagiarism and AI detection software.

Students:
- Students must indicate which parts of their work were assisted by AI software.
- If AI software is used, students should not copy and paste the results as their own. They must cite their sources and paraphrase the content in their own words.

Alignment with other IB policies

LSA's Academic Integrity Policy is designed to operate in connection with other core IB policies to promote a culture of ethical scholarship, responsibility, and respect across the academy. The following connections are integral to our principled approach:

Language Policy

Academic integrity depends on students' ability to understand and communicate ideas clearly. The Language Policy supports this by promoting multilingual literacy, providing EAL support, and valuing students' home languages. Language development strategies ensure all learners can engage with academic conventions and avoid unintentional malpractice.

Assessment Policy

The Assessment Policy reinforces academic integrity through transparent, criterion-related assessment practices. Clear task design, scaffolded inquiry, and consistent expectations help students demonstrate authentic learning. Formative feedback and reflection are used to deepen understanding and reduce reliance on inappropriate sources.

Inclusion Policy

Academic integrity is upheld through inclusive strategies that scaffold research, organisation, and citation skills. Students with SEND and EAL needs receive tailored support to develop independence and confidence in their academic work. Reasonable adjustments ensure all learners can meet academic expectations ethically.

Admission and Access Policy

Our Access and Admissions Policy supports academic integrity by ensuring early identification of language and learning needs. Transition planning includes briefing students on academic expectations and support structures, fostering a shared understanding of academic honesty from the outset of their MYP journey.

Review Process

This policy was developed by a committee consisting of a diverse group of staff representing different areas of the school. Members include the MYP Coordinator, Digital Literacy Lead, Teaching and Learning Lead, the MYP Steering Committee (MYP Subject Leaders), a student voice panel, parents and a link governor.

The MYP Coordinator will ensure that staff are briefed on this policy at the beginning of the academic year. A full review of this policy will take place in June 2026.

Appendices

Compliance IB Programme Standards and Practices (PSP)

This policy is aligned with the following IB Standards and Practices (2020):

Standard: Leadership and governance (0201)
The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Standard: Culture through policy implementation (0301)
The school implements, communicates, and regularly reviews an academic integrity policy that fosters a culture of ethical academic practice. (0301-03)

Standard: Students as lifelong learners (0402)
Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

ATL skills connected to academic integrity

ATL skills are closely aligned with the IB Learner Profile traits of being an inquirer, thinker, and principled individual, all of which are essential to upholding academic integrity.

- **Social skills:** When collaborating, students are expected to take responsibility for their own actions, which is key to maintaining academic honesty.

- **Thinking skills:** In creative thinking, students are encouraged to apply existing knowledge to generate new ideas, products, or processes, while ensuring they acknowledge the original sources - an important aspect of academic integrity.

- **Communication skills:** Students are encouraged to read a wide range of sources for information and enjoyment, ensuring proper citation of these sources, which supports the ethical use of information.

- **Research skills (Information Literacy):** Students are expected to create accurate references and citations, and compile bibliographies in accordance with recognised conventions, demonstrating academic honesty.

- **Research skills (Media Literacy):** Students are guided to locate, organise, analyse, evaluate, synthesise, and ethically use information from a variety of sources and media. Ethical use includes both crediting the author and assessing whether the material may cause offence - critical components of academic integrity.

LSA Academic Integrity Agreement (Years 7-9)

- I will present authentic work. When I claim it is my work, it will represent my own ideas, words, images, audio and video files.

- I understand that copying an author's words and making minor changes (even just a few words) is plagiarism. I know that when I summarise a text, I must include citations. I must clearly and accurately reference any quotes. I will use an approved format when citing my sources, i.e. Harvard.

- I understand that copying answers during tests is academic dishonesty. I will not copy answers from others or use outside information unless allowed by a teacher.

- I understand that there are consequences if I do not follow the LSA Academic Integrity Policy.

- I understand that collusion is an instance of academic misconduct and I will not present work as my own if I have worked with others on it. This includes parents/ carers, peers and tutors.

Student

I have read the Contract and agree to abide by the rules stated above.

Student Name:		Date:	
Student Signature:			

Parent/Carer

I have read the Contract and will support academic integrity at LSA.

Parent/Carer Name:		Date:	
Parent/Carer Signature:			

Works cited

International Baccalaureate Organization (2019) Academic integrity policy. Updated March 2023. Available at: https://ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf (Accessed: 12 May 2025)

International Baccalaureate Organization (2019) Assessment principles and practices: Quality assessments in a digital age. Updated November 2023. Available at: https://resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a_bc11f975-b95e-46f8-9537-af018c1f0912/assessment-principles-and-practices-quality-assessments-in-a-en_57a3acb8-66c6-49ba-b651-b329ccce995d.pdf (Accessed: 12 May)

International Baccalaureate Organization (2022) Effective citing and referencing. Available at: https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf (Accessed: 12 May 2025)