



Leigh Academy  
**BEXLEY**

# **Academic Integrity Policy 2025-26**



**LEIGH**  
Academies Trust

**Reviewed: April 2025**  
**Next review: July 2026**



## Mission, Vision, Values and Ethos

### Our Vision Statement:

At Leigh Academy Bexley, we believe in providing our young people with an extraordinary education; one that unlocks curiosity, ignites ambition and forges a social conscience, enabling our students to have an impact on the world around them. We are proud to be a truly comprehensive academy; an academy where all students are valued, supported and inspired. For students to thrive, we need to ensure that every student and staff member is invested in our community, that everyone is included and respected. As such we place inclusivity at the heart of our decision-making.

Our desire to create an extraordinary academy is built from our core values – Politeness, Kindness, Respect, Courage, Resilience and Ambition. We believe that if our students and staff demonstrate these values, they will be truly extraordinary individuals with the wisdom to make the right choices.

### Our Mission:

**“Having the wisdom to make the right choices”**

### Our Values and Ethos:

At Leigh Academy Bexley, our values are the cornerstone of everything we do.

#### Politeness

Behaviour that is respectful and considerate of other people

#### Respect

Due regard for the feelings, wishes, or rights of others

#### Kindness

The quality of being friendly, generous, and considerate

#### Courage

The ability to do something that frightens one; bravery

#### Ambition

A strong desire to do or achieve something. Desire and determination to achieve success

#### Resilience

The capacity to recover quickly from difficulties; toughness

Policy Review Dates		
Date	Description	

## Background and rationale

The **IB Learner Profile** is embedded in Leigh Academy Bexley's Teaching and Learning Charter and is integral to the daily life of the academy. It is the cornerstone of this policy. Further guidance comes from the IBO publication *Academic Integrity: Guidance for Schools*. 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 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 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.

At Leigh Academy Bexley we place a high value on honesty and integrity, and this extends to work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that we treat academic dishonesty or plagiarism as a very serious matter.

## Plagiarism

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 Bexley. 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

Cheating can be defined as; 'to act dishonestly or unfairly in order to gain an advantage.' Within the context of Leigh Academy Bexley, academic cheating can be identified as; 'to act dishonestly or unfairly in order to gain an advantage.'

Within the context of Leigh Academy Bexley, 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 behaviour 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 unauthorised 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.

## **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

## **Students' 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.

## **Roles and responsibilities**

### **Students**

The academically honest student:

#### **DOES**

- 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
- Know what constitutes cheating and abides by the rules
- Follow all exam rules.

#### **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
- Do homework for another student
- Give another student his/her own work to copy.

## **Teachers**

Teachers will:

- Attend professional development offered by the school to understand the expectations of Academic Integrity
- 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
- Teach awareness of misconduct and procedures
- Understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes
- Report any detected plagiarism or cheating

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

- Use of the Library and Internet.
- Basic note taking skills.
- Simple paraphrasing and adaptation of source material.
- Ways to acknowledge informally in writing and speech.
- Relevant use of direct quotations and citations.
- Simple ways to acknowledge information derived from electronic sources.
- Writing a bibliography.
- What constitutes cheating?
- What are the outcomes of cheating?

- Use of AI in academia

## Academy

- 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

## Parents

- To support students in completing academically honest work
- To support teachers in any consequences stemming from cheating or plagiarism

## Referencing

Leigh Academy Bexley will use the Harvard Referencing system. Students 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.

*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>

## **Use of artificial intelligence**

Artificial intelligence based products, such as ChatGPT, will continue to evolve and be readily available to students and staff around the world. At Leigh Academy Bexley we strive to incorporate digital tools within our work and the work of our pupils and also uphold the principles of academic integrity.

AI currently exists in many digital tools and software. LAT will only ask its staff and students to use these tools when they have been approved and are part of the LAT Digital Toolkit. As the use of AI develops, the following must be considered.

### **Teachers**

- Teachers must be aware of the existence of AI software and some of their capabilities in order to be able to spot academic misconduct.
- Teachers must discuss the use of AI when assigning work that students might seek support from and set boundaries for what is and is not acceptable to use from an AI software, e.g. "when writing this article, you may use AI to help you create a catchy headline but you cannot use it to write the whole article."
- If teachers suspect use of AI they must investigate this and report it to the Academies Digital Lead who can assist them, as there is plagiarism and AI detection softwares out there to help detect academic dishonesty.

### **Students**

- Students must highlight which aspects of the work were helped by AI software.
- If using AI software, students cannot copy and paste results and present this as their own work, they must cite their sources and paraphrase work in their own words.