Stationers' Crown Woods Academy

Academic Integrity

Document Title:	Academic Integrity Policy 2023-24
Version:	1.2
Policy Status:	APPROVED
Author:	Ms K Long, Vice Principal
Approved by:	Ms S Kazmi, Principal
Date of Issue:	April 2023
Date of Review:	April 2024

Revision Log

Date	Item	Brief details of change
14/06/2022	-	Policy updated for 2022-23
15/06/2022	-	'Academic Honesty' replaced with 'Academic Integrity' in line with IB language
17/04/2023	9.2; 10.1; 15	Addition of points to reflect developments in Artificial Intelligence

Academic Integrity Policy 2023-24

1   Rationale and Ethos

1.1   "Academic integrity is a set of values that promotes personal integrity and good practice in learning and assessment, and in the MYP is part of the approaches to learning. The IB recognises that academic integrity is influenced by factors that include peer pressure, culture, parental expectations, role-modelling and taught skills. Academic integrity can be demonstrated through the dynamic relationship between personal, social and technical skills." (International Baccalaureate)

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

1.3   The **IB Learner Profile** is embedded in Stationers' Crown Woods Academy vision and values. 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 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

1.4   These qualities, when applied to learning and student work, will establish skills and behaviour, which in turn 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.

2   Key Contacts

Name	
Mr W Barnett	Principal
Mr J Spark	Assistant Principal

3   Policy Context

3.1   Stationers' Crown Woods Academy aims to be an outstanding, inclusive learning community where everyone feels safe and valued. 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 integrity is integral to positive relationships of all kinds, and crucial to academic and vocational success.

3.2   At Stationers' Crown Woods Academy 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.

Academic Misconduct	Academic misconduct is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages another student) in one or more assessment components.
Plagiarism	Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. Plagiarism is unacceptable at all times at Stationers' Crown Woods Academy. Students are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.
Collusion	Collusion is defined by the IB as supporting malpractice by another student. Most often this occurs when one student allows their work to be copied or submitted for assessment by another.
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.
Authentic Authorship	Authentic authorship refers to the fact that a student's work must be based on their own, original ideas with the ideas and work of others fully acknowledged. At Stationers' Crown Woods Academy, students are encouraged and required to use the work of others to support their ideas and arguments. However, they are also required to ensure that proper credit and acknowledgement is given.

4   Cheating

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

4.2   Within the context of Stationers' Crown Woods Academy, 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; and
> ➢ **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.

5   Collusion

5.1   While the IB fosters meaningful collaboration between students and teachers and may have students work in groups, it is important to understand the difference 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; and

➢ cheating is using unauthorised answers or sources as one's own to receive credit for schoolwork.

5.2 Whilst legitimate collaboration is an acceptable form of cooperation between students that should be encouraged in order to develop depth of understanding, collusion and cheating are unacceptable practices.

5.2 **Behaviours which constitute academic misconduct in IB programmes:**

➢ using any intellectual property which includes such things as ideas, logos, music, literary/artistic works, symbols, images, statistics, pictures, discoveries and inventions - from any physical or digital resource without giving proper credit to the creator of the original intellectual property;

➢ copying or duplicating the work of another student at SCWA;

➢ copying or duplicating the work of any student at any school other than SCWA;

➢ bringing unauthorised materials into internal or external examinations, such unauthorised materials include:

○ notes, books, textbooks or other revision materials; and

○ digital devices capable of accessing the Internet (iPads, laptops, iPods, tablet computers, smart phones, etc);

➢ intentionally or unintentionally facilitating academic misconduct by another student; and

➢ Intentionally or unintentionally failing to follow the instructions for the conduct of external assessments as prescribed by the International Baccalaureate.

5.3 **Students must be explicitly educated as to:**

➢ what constitutes academic misconduct, plagiarism, collusion, authentic authorship 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.

6   Consequences

6.1   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.

6.2   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.

7   Possible Consequences

7.1   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 integrity, 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.

7.2   Possible consequences include, but are not limited to:
  - ➢ time debts/detentions
  - ➢ re-submission of work
  - ➢ subject/home school report
  - ➢ isolation
  - ➢ receiving a zero for this piece of work
  - ➢ exclusion
  - ➢ withdrawal from/failing the course

8   Students' Rights

8.1   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.

9   The Student's Role

9.1   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.

9.2   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;
  - ➢ do homework for another student;
  - ➢ give another student his/her own work to copy;
  - ➢ does not hand in work that has been generated by another person or system such as artificial intelligence.

10   The Teacher's Role

10.1   Teachers will:
  - ➢ 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;
  - ➢ 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;
- encourage students to be honest, responsible citizens by instilling the principles of academic integrity through modelling, coaching and good practice on a daily basis during their interactions with students;
- take appropriate action in dealing with instances of academic misconduct as detailed in this policy;
- 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;
- design learning tasks that require thinking skills and are not able to be completed by simply copying or falsifying information.

10.2   In a cohesive and comprehensive way, students will receive instruction in:
- the 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;
- the outcomes of cheating.

11   The MYP Lead Teacher and MYP Coordinator's Role

11.1   MYP Lead Teacher and MYP Coordinator will:
- issue, collect and store signed copies of the 'Academic Integrity Agreement' Form;
- provide professional development for teachers - work with departments to develop their Approaches to Learning (ATL) map and ensure that all students in their programme have a thorough and deep understanding of the key terms which pertain to comprehending academic integrity;
- provide teacher training to ensure that all subject members are able to teach students how to use the referencing and bibliography tools;
- 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;
- work with students to ensure that they understand the requirements of the approved referencing conventions.

12   The Senior Leadership Team's Role

12.1   In developing and implementing the principles of Academic Integrity in the MYP at Stationers' Crown Woods Academy, the Senior Leadership Team is responsible for:
- ensuring that all school stakeholders are aware of their responsibilities;
- ensuring that all school stakeholders are carrying out their responsibilities in an effective, efficient and constructive manner;
- taking appropriate action in dealing with instances of academic misconduct;

> ➢ ensuring that all subject leaders and teachers communicate to students the specific requirements for academic integrity in their subjects.

13   The Parent/Carer's Role

13.1   Parents and carers will:
> ➢ support their child in completing academically honest work;
> ➢ support teachers in any consequences stemming from cheating or plagiarism.

14   Referencing

14.1   In their work at Stationers' Crown Woods Academy students at the MYP level will use a simplified version of the Harvard Referencing system. Staff will take part in professional development sessions that demonstrate how this should be used throughout their work at MYP level. Students will take part in bespoke sessions run in conjunction with the library and English teachers. This will then be re-enforced through effective teaching and learning within lessons.

14.2   There are two types of citation:

> ➢ **In-text Citations**
> Used when directly quoting or paraphrasing a source. The author/source is cited (in brackets) within the body of the text in order to recognise the origin of the text. Depending on the source type, in-text citations may look like this:
> *"The increase in global temperatures is causing glaciers to disappear."* **(BBC)**

> ➢ **Reference Lists**
> Used to display full citations for sources and are located at the end of the assignment. Reference lists are created to allow readers to locate original sources themselves; each source in a reference should include:
> - author/source
> - year published
> - title
> - hyperlink (if appropriate)
>
> Within the bibliography this should be formatted as:
> - last name, first initial - year published - title

15   Artificial Intelligence

15.1   Artificial intelligence based products will continue to evolve and be readily available to students and staff around the world. At SCWA 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:

15.2   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 their Subject Lead who can assist them, as there are plagiarism and AI detection softwares out there to help detect academic dishonesty.

15.3   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.