



The Hundred of Hoo Academy

Academic Integrity Policy

Version	4
Policy Status	
Date of Issue	April 2023
Date to be Revised	May 2024

Sections

1. Introduction	2
2. Principles and Practices	2
3. Academic Misconduct	3
4. Legitimate Collaboration vs Unacceptable Collusion	4
5. Responsibilities	4
4.1 Principal and Senior Leadership Team	4
4.2 MYP/ IBCP Coordinator	5
4.3 Teachers	5
4.4 Pupils	6
4.5 Parents	6
6. Citing and Referencing	7
7. Sanctions and Procedures	7
8. Appendix:	9
7.1 Appendix B - Bibliography	12

1. Introduction

The 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.

This Academic Integrity Policy has been developed to set out the principles and practices applied by The Hundred of Hoo Academy in the detection and prevention of academic misconduct and malpractice. The document contains details of The Hundred of Hoo Academy's academic code of conduct, and outlines situations which would breach these guidelines as well as potential penalties arising from this. The Hundred of Hoo Academy strives to ensure that its guidelines for academic integrity and its procedures to ensure and enshrine best practice across the Academy align with the principles and mission of the International Baccalaureate Middle Years and Career-Related Programmes. At The Hundred of Hoo 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.

2. Principles and Practices

The IB Learner Profile is embedded in The Hundred of Hoo Academy academic and pastoral curriculum 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, September 2012. In developing the Academy's academic integrity policy we encourage our pupils 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 pupil 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 IB MYP.

In terms of academic integrity a key IB learner profile trait is being principled. The International Baccalaureate Organisation (IBO) identifies 'Principled' as one of the ten aptitudes that learners should be developing during the course of their education, and defines this as the ability to "act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere [and] take responsibility for...actions and their consequences" [IBO, Learner Profile, 2013].

As such, the IBO “upholds principles of academic integrity, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment” [Garza, 2014].

The Hundred of Hoo Academy seeks to enshrine these principles in its practice by ensuring that all members of the school community (including teachers, pupils and parents) “understand their shared responsibility in upholding academic integrity [...] openly discuss this topic and share “good practice” [Garza, 2014].

3. Academic Misconduct

The IBO defines academic misconduct as any “behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment” and further stipulates that “behaviour that may disadvantage another candidate is also regarded as academic misconduct” [IBO, 2014]. In principle, academic misconduct will be unacceptable at all times at The Hundred of Hoo Academy. Pupils are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.

The IB goes on to cite several examples of breaches of its regulations, including but not limited to:

- **Plagiarism:** this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. ‘the practice of taking someone else's work or ideas and passing them off as one's own.’ This includes the use of work generated by an Artificial Intelligence Software without the proper citing, referencing and explicit acknowledgement.
- **Collusion:** this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another. Additionally this includes any copying of work produced or generated by Artificial Intelligence.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- **Cheating** can be defined as; ‘act dishonestly or unfairly in order to gain an advantage.’ Within the context of The Hundred of Hoo Academy, academic cheating can be identified as ‘act dishonestly or unfairly in order to gain an advantage.’ This can be identified as:
 - Basic level: Copying classwork, independent learning or any literature generated and/or created by Artificial Intelligence.
 - Medium level: Concealing answers or notes 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.

The Hundred of Hoo Academy recognises the shared responsibility of all stakeholders in preventing and detecting academic misconduct. This includes ensuring that parents and pupils understand what constitutes academic misconduct and know how to conduct research and how to acknowledge sources, and that teachers set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted, whilst devoting time to teach and practice these skills, making them “second nature”. It is also essential that both parents and pupils know the consequences of being in breach of IB regulations [Garza, 2014].

4. Legitimate Collaboration vs Unacceptable Collusion

When students are working in groups and they are required to submit individual pieces of work they may find the difference between collaboration and collusion confusing. It's important, therefore, that you make the distinction clear.

This means supporting them to collaborate effectively while explaining that submitting a piece of work done jointly as if it has been done individually (whether unintentionally or otherwise) is considered collusion and as such is subject to academic misconduct procedures.

Appropriate Collaboration includes:

- Sharing research on a topic
- Holding discussions to deepen understanding
- Students taking an equally active role in producing the outcome

Unacceptable Collusion includes:

- Copying the answer of one pupil
- All pupils in the group submitting the same work
- Allowing one student to take the lead and only using their ideas

5. Responsibilities

The Hundred of Hoo Academy recognises that, as per the IBO's guidance on academic integrity published in 2014, “teaching and learning [...] must develop the positive behaviours that pupils will need to demonstrate clearly that they complete their work carefully, honestly and authentically” [IBO, 2014].

As such, The Hundred of Hoo Academy sets out the following expectations of its stakeholders:

4.1 Principal and Senior Leadership Team

The Principal and Leadership team are committed to:

- Working with stakeholders to establish an academic integrity policy
- Ensuring that all stakeholders understand academic integrity and the consequences for pupils if they engage in academic misconduct

- Ensuring that the academic integrity policy is shared with and adhered to by all stakeholders, including parents and pupils
- Furnishing teachers with relevant professional development on academic integrity.
- Keep central records of each situation and the consequences to ensure consistency and highlight trends

4.2 MYP/ IBCP Coordinator

The MYP/IBCP Coordinator is responsible for overseeing the entire assessment process, from admissions to incidents of academic misconduct committed by staff or pupils. This includes:

- Ensuring that the school's academic integrity policy is aligned with IB expectations and undergoes a periodic review
- Ensuring that all stakeholders are aware of IB stipulations surrounding academic integrity
- Ensuring all stakeholders, including candidates and invigilators, are provided with relevant information about examination regulations
- Developing an internal calendar alongside IB teachers to collate all deadlines for the receipt and submission of candidate's assessment materials
- Ensuring that suspected incidents of academic misconduct are dealt with in line with the Sanctions and Policies section of this document.

4.3 Teachers

Teachers will have access to a copy of the Academic Integrity Policy on The Hundred of Hoo Academy's website. They can also expect to receive relevant professional development to support them in adhering to and advancing the Academic Integrity Policy in their lessons. Teachers have a responsibility to ensure their pupils are aware of the expectations surrounding academic integrity and authenticity, and to prevent and detect academic misconduct in line with the Academic Integrity Policy. This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy
- Discussing the benefits of submitting assignments that are correctly referenced
- Devoting time to teach and practice these skills – making them “second nature”
- Acting as role models, ensuring all shared materials (handouts, presentations etc.) are correctly referenced
- Designing assignments that do not lend themselves to academic misconduct and set deadlines that allow for staff to identify and address any incidents of academic misconduct
- Setting clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Where possible, requesting that all assignments be submitted both electronically and in a hard format.
- Allow pupils 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 pupils sometimes make mistakes, and will give pupils the opportunity to learn from their mistakes
- Report any detected plagiarism or cheating

In a cohesive and comprehensive way, pupils 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?
- How to use Artificial Intelligence appropriately and ethically in a way that will enhance their usage of AI to gain more information to develop their thinking and knowledge

4.4 Pupils

Pupils will have access to a copy of the Academic Integrity Policy on The Hundred of Hoo Academy's website. Pupils can also expect teachers to spend time in lessons explaining what is meant by 'authentic ideas' and providing examples of plagiarism and academic misconduct. It is pupils' individual responsibility to ensure that all work submitted during the course of their studies adheres to the Academic Integrity Policy. This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy
- Upholding the principles of academic integrity by submitting work that is authentic and appropriately referenced

The academically honest pupil:

DOES

- Acknowledge help from parents, older pupils and friends
- Acknowledge help from teachers and other adults
- Acknowledge the source of direct quotations
- Acknowledge information taken from books, artificial intelligence 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 pupil during a test
- Copy from the homework of another pupil
- Hand in work as his/her own that has been copied or generated from another source
- Do homework for another pupil
- Give another pupil his/her own work to copy or work produced or generated from AI

4.5 Parents

Parents have a responsibility to ensure that pupils are completing independent study tasks and homework in a manner compliant with the Academic Integrity Policy. This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy
- Actively fostering an understanding of right and wrong, with particular reference to intellectual ownership and authenticity in relation to academic integrity
- Ensuring that their support for pupils in completing independent study tasks does not transcend the boundary into completing the work for them and support pupils in completing academically honest work
- Promoting and supporting pupils in accessing a range of sources including websites, library books and academic publications
- To support teachers in any consequences stemming from cheating or plagiarism

5. Citing and Referencing

The Hundred of Hoo Academy expects all pupils to include a bibliography citing any materials, both written and digital, that have influenced their work. The Academy also expects pupils to make explicit reference to any ideas from these sources that have been quoted, paraphrased or summarised in their text through the appropriate use of citations and referencing systems. The Hundred of Hoo Academy uses the Harvard referencing system for all academic submissions, and further guidance on the application of this system can be found at: https://library.leeds.ac.uk/info/1402/referencing/50/leeds_harvard_introduction/4

Pupils 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.

As set out in the document Academic Integrity - From Principles into Practice [Garza, 2014], the IBO expects full citations and references for any ideas used other than the author's own, and a complete bibliography listing any source material that was consulted and ultimately influenced the final work. These could include written or electronic works, examples of which include but are not limited to the following media:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps
- Scripts
- Any artificially produced products

6. Sanctions and Procedures

The following list of sanctions applies across all subjects. Any instances of academic misconduct should be addressed with the relevant course leader and the MYP Coordinator. Bromcom will be used to trigger and notify staff of any academic misconduct by pupils following their 1st, 2nd and 3rd offence with students following the following sanctions:

1st offence:

- The pupil automatically receives a score of zero for the assignment.
- The course leader will write to parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the letter kept on file.
- At the course leader's discretion, the pupil may have the opportunity to resubmit the assignment.
- A 1 hour detention will also be issued

2nd offence:

- The pupil automatically receives a score of zero for the assignment.
- The Vice Principal of Academy or MYP Coordinator will write to parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the letter kept on file.
- The pupil will receive a 3-5 detention
- A parental meeting will take place with both the course leader and the Vice Principal of Academy or MYP Coordinator, at which the pupil will have the opportunity to present their case.

3rd offence or offence on coursework:

- The pupil automatically receives a score of zero for the assignment.
- The pupil will be isolated in our Learning Support Unit (if 3rd offence they will stay here until a parental meeting has taken place with the course leader, MYP Coordinator and the Principal, at which the pupil will have the opportunity to present their case).

I confirm that I have read and understood the Academic Integrity Policy for The Hundred of Hoo Academy, and agree to abide by the expectations detailed within. I understand the consequences I may face should I fail to do so.

Pupil's name: _____

Signature: _____ Date: _____

Parent's name: _____

Signature: _____ Date: _____

7. Appendices:

Appendix A - Case Studies

The IBO provides the following scenarios in its document Academic Integrity in the IB educational context.

Case Study 1:

Scenario

An MYP pupil is organising a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the pupil documents the film and book appropriately, it is unlikely that any permissions are needed.

Resolution

The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).

Case Study 2:

Scenario

An MYP pupil is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?

Resolution

The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The pupil realises that by documenting his investigation with references, and developing an

accurate bibliography, he is acting with academic integrity. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.

Case Study 3:

Scenario

As part of a science project, an MYP pupil has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.

Resolution

Before the pupils submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help pupils attain a higher achievement level. Scientific thinking relies on the integrity of researchers who design and carry out experiments, and the data they generate.

Case Study 4:

Scenario

An IBCP pupil is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project.

Resolution

The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the relevance of academic integrity and the responsibilities of pupils to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.

Case Study 5:

Scenario

An IBCC pupil is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The pupil discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet.

Resolution

The pupil quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of

someone else. The pupil offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.

Case Study 6:

Scenario

An IBCP pupil is asked by her PPS teacher to create an oral presentation on an aspect of the environment. The pupil is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the pupil provides the teacher with digital recordings of the interviews as her references.

Resolution

The teacher listens to the interviews, notes a few examples of the ideas appropriated by the pupil and then calls for a meeting with the pupil. The teacher explains what academic integrity is, and specifically details what could be considered academic dishonesty where the actions of the pupil are concerned. The pupil is given another opportunity to do the oral presentation, this time making clear reference to which ideas are hers and which are not.

Case Study 7:

Scenario

An IBCP pupil is studying film as one of his DP courses for the IBCC. He is tasked with creating a short documentary film. The pupil asks two friends to help him with the making of the film. One of his friends contributes towards the documentary by personally filming a few scenes. The pupil uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher.

Resolution

The pupil argues that he has done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the pupil what is and is not academic integrity in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the pupil that his initial perception of what could be considered his was incorrect. The pupil subsequently accords the footage to his friend in the film credits.

Case Study 8:

Scenario

An IBCP pupil is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The pupil finds

this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the pupil writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the pupil has not done the work himself. The teacher seeks reasons for the academic misconduct of the pupil and soon realizes that his lack of interest was the catalyst.

Resolution

The pupil and his friend are both reprimanded by the teacher. The pupil is asked to submit a new set of exercises and organizes for him to work with two other pupils in a study group for the remainder of the language development self-study. The subsequent group work creates a more interesting study environment for the pupil and he finds the language study more enjoyable.

7.1 Appendix B - Bibliography

- Celina Garza, Academic honesty - principles to practice, 2014:
<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty-principles-into-practice---celina-garza.pdf>
- International Baccalaureate Organisation, Academic honesty in the IB educational context, 2014:
<https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
- International Baccalaureate Organization, IB Learner Profile, 2013:
<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>
- International Baccalaureate Organization, General regulations: Diploma Programme, 2014:
<https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>
- University of Leeds, Citing quotations using Leeds Harvard:
https://library.leeds.ac.uk/info/1402/referencing/50/leeds_harvard_introduction/4