



Leigh Academy
MINSTER

Academic Integrity Policy (2025-26)

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Vision and Values

Our Vision

'Where ambition takes flight'

Our Values

Ambition – Striving for Excellence

We encourage individuals to set high aspirations, push boundaries, and pursue their goals with determination. Ambition fuels innovation and fosters a culture of excellence, empowering individuals to reach new heights and make meaningful contributions. We foster a culture of lifelong learning so our community is better equipped to adapt, innovate and thrive amid a continually changing global context.

Character – Integrity and Authenticity

Character is the foundation of our identity, built on the principles of integrity, honesty, and authenticity. We believe in the importance of maintaining strong moral and ethical values in all interactions. Our commitment to character ensures a culture of trust, respect, and transparency, fostering meaningful connections and genuine relationships within our community. We are inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Achievement – Continuous Learning and Innovation

We celebrate achievement as a result of continuous learning and innovation. We value the pursuit of knowledge and the willingness to adapt and evolve. Through a commitment to excellence, we recognise and reward accomplishments that contribute to personal and collective growth. We offer a rigorous curriculum that is revered globally so that achievements are recognised internationally as a path to opportunity. Achievement is not just a destination but a journey of exploration, curiosity, and improvement.

Responsibility – Accountability and Guardianship

Responsibility is at the core of our values, emphasising accountability and guardianship. We believe in taking ownership of our actions, decisions, and their consequences. As responsible members of our community, we are committed to environmental and social stewardship, making choices that positively impact our surroundings and the well-being of others.

Our Mission Statement:

Leigh Academy Minster is a place of opportunity where ambition, character, achievement and responsibility matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are inquiring, knowledgeable, and resilient learners who are equipped to take our place in wider society. As lifelong learners, we develop our international mindedness and intercultural understanding. This is so we can pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

1. Introductory statement

The Academy aims to be an outstanding, inclusive learning community where everyone feels safe and valued. These aims are underpinned by our academy values, of which integrity is integral to positive relationships of all kinds, and crucial to academic and vocational success. Academic integrity is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. [IBO Academic Integrity Policy, 2023]. At Leigh Academy Minster, academic integrity is part of our schools culture and the principles are embraced and fostered by our school community.

This Academic Integrity Policy has been developed to set out the principles and practices applied by Leigh Academy Minster in the detection and prevention of academic misconduct and malpractice. The document contains details of Leigh Academy Minster's academic code of conduct, and outlines situations which would breach these guidelines as well as potential penalties arising from this. Leigh Academy Minster 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 Leigh Academy Minster 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. Leigh Academy Minster Academic Integrity Policy, is to be used alongside the policies detailed in the appendices at the end of the document. All policy can be found at: <https://leighacademyminster.org.uk/about-us/policies/>

2. Principles and Practices

The IB Learner Profile is embedded in Leigh Academy Minster's 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, March 2023. 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.

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 and IB CP.

The International Baccalaureate Organization (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 honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" [Garza, 2014].

Leigh Academy Minster seeks to enshrine these principles in its practice by ensuring that all members of the Academy community (including teachers, students and parents) understand their shared responsibility in ensuring 'others can have trust in us as individuals.' This is the 'foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.' [IBO, Academic Integrity Policy, 2023]

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, 2023]. In principle, academic misconduct will be unacceptable at all times at Leigh Academy Minster. Students 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. 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 that gains an unfair advantage for a candidate or that affects the results of another candidate.

Within the context of Leigh Academy Minster, academic cheating 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.

3a. Monitoring strategies

Leigh Academy Minster employs a range of monitoring strategies to detect academic misconduct, ensuring that all students uphold the highest standards of integrity. This includes:

- The use of plagiarism detection software to verify originality in student submissions.
- Routine checks by teachers for work that is inconsistent with a student's usual writing style or ability.
- Random sampling of assignments for integrity checks.
- AI-content detection strategies to prevent improper use of Artificial Intelligence in assessments.
- Cross-referencing student work within groups to detect collusion.
- Verification of citations and sources to ensure proper attribution.

Leigh Academy Minster utilises the Google Classroom's plagiarism detector, which is available for all assignments that are set, and that, along with routine checks by teachers, forms our first layer of monitoring and detection. The academy and trust keep up to date with the digital tools available to support teachers to conduct and carry out their work in line with this policy.

Leigh Academy Minster recognises the shared responsibility of all stakeholders in preventing and detecting academic misconduct. This includes ensuring that parents and students 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 practise these skills, making them “second nature”. It is also essential that both parents and students know the consequences of being in breach of IB regulations [Garza, 2014].

4. Responsibilities

Leigh Academy Minster recognises that, as per the IBO's guidance on academic honesty published in 2023, “teaching and learning must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically” [IBO, 2023].

As such, Leigh Academy Minster sets out the following expectations of its stakeholders:

4.1 Principal and Senior Leadership Team

The Principal and Senior Leadership Team are committed to:

- Working with stakeholders to establish an Academic Integrity Policy.
- Ensuring that all stakeholders have a common understanding of what Academic Integrity means and the benefits of honest learning for the entire community.
- Ensuring that all stakeholders understand academic honesty and the consequences for IB students if they engage in academic misconduct.
- Ensuring that the academic honesty policy is shared with and adhered to by all stakeholders, including parents and students.
- Furnishing teachers with relevant professional development on academic honesty.

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 students. This includes:

- Ensuring that the Academy's academic honesty 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 and Support Staff

Teachers and support staff will have access to a copy of the Academic Integrity Policy on Leigh Academy Minster'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 students are aware of the expectations surrounding academic integrity and authenticity, and to prevent and detect academic misconduct in line with the Academic Integrity Policy. Our Teaching Assistant staff have a responsibility to support students to meet the terms of the policy in the classroom. Our dedicated Librarian will work to support academic integrity by providing research guidance and assisting with citation and referencing skills. Other support staff, including college pastoral, counselor and safeguarding team will assist in addressing academic misconduct. In line with our Equality, Diversity and Inclusion policy, additional attention will be given to ensure that students with additional needs are supported in the understanding of the policy and how to apply it.

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 practise 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 providing 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.
- Understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes.
- Report any detected plagiarism or cheating.
- Teachers and assessors play a critical role in upholding academic integrity. Teachers must not use AI tools as the sole or primary method of marking or assessing student work, as these tools can be inaccurate or unreliable in detecting originality.

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?
- 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 Students

Students will have access to a copy of the Academic Integrity Policy on Leigh Academy Minster's website. Students can also expect teachers to spend time in lessons explaining what is meant by 'authentic ideas' and providing examples of plagiarism and academic misconduct. Students will understand their responsibility for producing authentic and genuine individual and group work and will be taught how to correctly attribute sources, acknowledging the work of others. It is students' 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.
- Following all examination rules and regulations.
- Following drafting procedures, submitting planning documents and adhering to deadlines as directed by the class teacher.
- Submitting both electronic and hard-format copies of assignments as directed by the class teacher.
- Acknowledge information taken from books, artificial intelligence and the internet.
- Ensuring that all works cited in assignments are appropriately referenced both in the body of the text and in the bibliography.
- Acknowledgment is Essential: When AI tools are used as a source of information, students must acknowledge it clearly in their work. This acknowledgment must include the name of the AI source and the date the content was generated (e.g., Google Gemini, 25/01/2025)
- Critical Evaluation: Students must understand that AI-generated content may contain misinformation, disinformation, and bias. They should therefore critically evaluate any AI-generated content to ensure its accuracy.

Leigh Academy Minster actively cultivates a culture of academic integrity among our students. This takes place by:

Explicit teaching of research and citation skills:

- Lessons are dedicated to teaching research skills and referencing practice as part of the curriculum and core curriculum
- Students have dedicated sessions in the school library where they are enabled to explore resource and access staff to support with development of these skills
- Hewlett College workshops take place to support students to develop their skills set and ensure that they understand the importance of academic integrity

Rewards and recognition

- As part of our merit system, students will be rewarded for demonstrating the IB learner profile attributes, with a focus on demonstrating principled and knowledgeable, linked to high levels of integrity. Rewards will be given publicly in assemblies and at rewards events, to give opportunity to celebrate and reinforce these expectations.
- Any sections of work directly reproduced from AI-generated responses will not be rewarded, as they do not demonstrate the student's independent meeting of the marking criteria. Students must understand that simply referencing the AI source does not mean they can claim credit for the content.

Peer support and mentoring:

- Students at Leigh Academy Minster will have access to peer support, to work through these practices and ensure academic integrity is being upheld. In our 6th form centre, we have bespoke study room facilities, with a college team available to mentor.

4.5 Parents

Parents have a responsibility to ensure that students 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 students in completing independent study tasks does not transcend the boundary into completing the work for them and supporting students in completing academically honest work.
- Promoting and supporting students in accessing a range of sources including websites, library books and academic publications.
- To support teachers in any consequences stemming from academic misconduct.

5. Citing and Referencing

Leigh Academy Minster expects all students to include a bibliography citing any materials, both written and digital, that have influenced their work. The Academy also expects students 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. Leigh Academy Minster uses the Harvard referencing system for all academic submissions, and further guidance on the application of this system can be found at: [Citing quotations using Leeds Harvard | Leeds Harvard introduction | Library](#). As set out in the document Academic Honesty - From Principles into Practice 2019, 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.

When AI tools are used as a source of information, students must acknowledge it clearly in their work. This acknowledgment must include the name of the AI source and the date the content was generated (e.g., Google Gemini, 25/01/2025)

6. Communication of Policy

Our policy is promoted and shared with students and parents in the following ways:

- Our policy is accessible on our academy website
- Our policy is shared with all 6th form students as part of their induction programme
- Our policy is signed by students and parents as part of their home/ school contract agreement
- The policy is on display in key areas and communal spaces
- The policy will be utilised by all subject teachers as part of curriculum delivery
- The policy is shared with mock exam and exam timetables as a reminder
- The policy is discussed in tutor and in assembly, as part of the IB learner profile attribute delivery
- The policy is introduced to students towards the end of key stage 3 and practices used throughout key stage 4 examinations and course work. The policy is fully embedded in key stage 5.
- There are regular reminders and updates on the policy at key times throughout the year.

7. 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 / IBCP Coordinator. Bromcom will be used to trigger and notify staff of any academic misconduct by students following their 1st, 2nd and 3rd offence with students following the following sanctions:

1st offence:

- The student 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 student may have the opportunity to resubmit the assignment.

2nd offence:

- The student automatically receives a score of zero for the assignment.
- The Assistant Head of College or MYP/IBCP Coordinator will write to parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the letter kept on file.
- A parental meeting will take place with both the Director of Learning and the Vice Principal of School or MYP/IBCP Coordinator, at which the student will have the opportunity to present their case.
- If in Post-16, at the IBCP Coordinator's discretion, the student may be placed on probation with regard to IBCP candidate registration until such time as the allegation has been resolved.

3rd offence:

- The student automatically receives a score of zero for the assignment.
- The student will be internally suspended until a parental meeting has taken place with the Director of Learning, Vice Principal/ Head of College and Small School Manager, at which the student will have the opportunity to present their case.
- If in Post-16, the student will be withdrawn from the IBCP for having repeatedly failed to meet its standards.

8: Student Rights in the Case of Suspected Academic Misconduct:

In the event that academic misconduct is suspected and reported, the following actions will be taken:

- Notification: Students will be informed in writing of any suspected academic misconduct before any penalty is applied.
- Right to Respond: Students will have the opportunity to provide an explanation and supporting evidence in their defence, this will include writing a formal statement of their action taken and context.
- Appeal Process: If a student disagrees with the decision, they may appeal to the MYP/IBCP Coordinator within five school days.
- Final Review: Appeals will be reviewed by a panel consisting of the MYP/IBCP Coordinator, an independent senior leader, and the subject teacher.
- Outcome: The outcome of the findings of the panel will be shared formally in writing to the student and parents/ carers.
- Preventative next steps: Depending on the nature of the concern and level of offence, the panel and coordinator will review whether there is the opportunity for further education and support required to ensure there is not a repeat of the incident. All needs of the student will be taken into consideration to ensure that they are supported appropriately.

Consequences should be considered in relation to a student's age, level of understanding, the severity of the incident, intent, background, history of academic integrity, and any other relevant factors. It is at the discretion of the teacher, course leader, and Academy leadership to decide the consequences.

I confirm that I have read and understood the Academic Integrity Policy for Leigh Academy Minster, and agree to abide by the expectations detailed.

Student's name: _____

Signature: _____

Date: _____

Parent's name: _____

Signature: _____

Date: _____

Appendix A - Bibliography

- [Celina Garza, Academic honesty - Principles to Practice, 2014](#)
- [International Baccalaureate Organisation, Academic honesty in the IB educational context, 2014](#)
- [International Baccalaureate Organisation, Academic Integrity Policy, 2023](#)
- [MYP: From Principles into Practice, 2022](#)
- [University of Leeds, Citing quotations using Leeds Harvard](#)
- [IBO Conduct of Examinations - notice to students](#)

Leigh Academy Minster Policies:

- [Leigh Academy Minster Equality, Diversity, Inclusion Policy](#)
- [Leigh Academy Minster Behaviour for Learning Policy](#)
- [Leigh Academy Minster Language Policy](#)
- [Leigh Academy Minster Admission Policy](#)