



Brentwood School

Academic Integrity Policy

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	Progression Policy	Teaching & Learning Policy	Public Examinations suite of policies

SENIOR SCHOOL ACADEMIC INTEGRITY POLICY¹ **(INCLUDING ACADEMIC HONESTY AND PLAGIARISM)**

What is academic integrity and why is it important?

Academic integrity means that academic work is undertaken in a way that maintains fairness, sustains trust and credibility, and helps develop gratitude and respect for others.² Everyone has the right to own their intellectual property and we all have a responsibility to respect others' work. Acknowledging when one has used another's ideas shows integrity, gratitude and responsibility. Academically honest, authentic work is based on one's own individual and original ideas, expressed in one's own words, except when quoting from a particular source which is then referenced appropriately.

Brentwood School's values of 'Virtue, Learning, and Manners' enable students to be the best version of themselves and a part of this will be upholding academic integrity in their time at School. Academic integrity is a guiding principle in education, it is about doing the right thing when no one is looking to ensure that trust thrives. It is essential in the creation of academically honest and authentic work. Producing work in an academically honest manner is both morally right and practically a more effective way of learning. Academic integrity is the responsibility of the whole school community including SLT, teaching staff, operational staff, students, and parents. With the growth in the use of Generative AI, it is even more pertinent to promote the importance of academic integrity.

Plagiarism is "the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement."³ Plagiarism is a form of deception and a form of cheating. Including plagiarised material in an assignment contravenes the regulations for public examinations constitutes malpractice, and is also against the spirit in which work is undertaken at the School.

JCQ guidelines state: "poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources."⁴

Copying a section of text from a website or book without acknowledging the source, whether by pasting it into a new document or writing the passage out by hand, constitutes plagiarism. Similarly, copying and pasting a section of text and then changing a few words for synonyms,

¹ The IBO requires that the Senior School has an Academic Integrity Policy as part of the Standards and Practices relating to Brentwood being an IB World School; the policy is not a regulatory requirement for ISI inspection.

² International Baccalaureate Organisation. (2019) Academic Integrity Policy. p.5

³ Ibid. p.45

⁴ JCQ: AI Use in Assessments: Protecting the Integrity of Qualifications. (2023). p.8:

<https://www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>

so the structure and ideas remain completely the same, also constitutes plagiarism. When comparing a student's work with the original some duplication of the development of an argument may be apparent, but it is not permissible for the two to match sentence for sentence (even with the wording changed) for any great distance.

It is never acceptable to begin a piece of work with a pasted piece of text, even if the intention is then to edit it. Rather, students should use their understanding of the text they have read to present ideas in their own words and style. All homework and coursework must be entirely in a student's own words, except where they are quoting from another source, appropriately referenced.

As a centre, we encourage students to make use of referencing in both Key Stage 4 and Key Stage 5. While we do not compel students to use an exact method, we recommend students make use of either Harvard (in-text)⁵ or Oxford (footnote)⁶ styles and provide support on how to do this to all Year 11 students and all Lower Sixth students.

With the growth of Generative AI, it is important to establish what is research and what is plagiarism. If making use of tools such as ChatGPT, it is important to acknowledge the source in their work (using standard referencing methods), to avoid any lack of clarity as to the origin of it. Any use of Generative AI without suitable acknowledgement is treated as plagiarism and malpractice.⁷

Generative AI needs to be treated like any other source⁸ and therefore any sentences, large segments of text or entire passages submitted as a student's own work must be their own and not generated by any AI tool. The school makes proactive use of AI checkers using a variety of tools (e.g. Turnitin) and should a member of staff suspect the hidden use of AI, they will make use of these tools and discuss any concerns with the student.

Academic integrity is also vital in public examinations and in internal school examinations and tests. It is never acceptable to cheat or attempt to obtain an unfair advantage in any examination or test. Examples of academic misconduct in examinations include, but are not limited to, concealing notes or an unauthorised electronic device in one's pocket, even if one is not seen using them; copying or attempting to copy from another candidate; attempting to obtain copies of an examination paper in advance of that examination.

⁵ How to reference with Harvard, University of York, July 2023:

<https://subjectguides.york.ac.uk/referencing-style-guides/harvard>

⁶ Guide for referencing with Oxford style, Victoria University, May 2023:

<https://libraryguides.vu.edu.au/oxford-referencing/getting-started-with-oxford-referencing>

⁷ JCQ: AI Use in Assessments: Protecting the Integrity of Qualifications. (2023) :

<https://www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>

⁸ Ibid. p.8

Responsibilities and sanctions

Students are taught a variety of practices related to academic integrity such as honesty, trust, fairness, respect, and responsibility, both directly and indirectly. All teachers are responsible for embedding academic integrity into their lessons and the School's expectations should be outlined at the beginning of the year.

When assessing students' work (in all year groups at the School), teachers have a responsibility to look out for signs of plagiarism. They should try to understand the context and reasons behind the plagiarism or academic misconduct by meeting with the student. They should issue sanctions where appropriate and address the reasons that caused the misconduct.

Students completing a piece of extended research such as the HPQ, EPQ, or IB Extended Essay will have taught sessions on academic referencing and the importance of acknowledging sources and others' work.

Any plagiarism relating to material for public examinations, including internally assessed coursework (whether written work or oral presentations), is treated extremely seriously. If plagiarism is identified by an examination board, rather than the School, a student can be disqualified from that subject or all subjects taken with that examination board; the School as a Centre could also be investigated for malpractice thereby jeopardising other students in the cohort.

There are various forms of plagiarism and they all come with their own context, seriousness and place on the sanctions ladder. For lower-level offences and those who are not deliberately trying to deceive their teacher, a sanction would not be the best action. Rather, the student requires support and education on the issue to prevent the offence from happening again.

When a sanction is required, staff need to ensure they liaise with the appropriate Head of Year, Head of Department, the Director of Pastoral Care and Wellbeing (Y7 to Y11) or the Director of Sixth Form (Lower Sixth or Upper Sixth). As per the sanctions ladder, our sanctions are not fixed and they should be informed by teacher judgement, while also proportionate to the severity of the offence. For support with this process, the below can be used as a rough guide for sanctions:

- For a student intentionally attempting to deceive using unquoted sources or Generative AI to write their general work (classwork or homework),
 - KS3: 30-minute teacher/department-level sanction with the focus being on educating the student and having a dialogue with them about the issues with plagiarism.
 - KS4/ KS5: 1-hour after-school sanction - with the focus being on educating the student and having a dialogue with them about the issues with plagiarism.
 - A second offence by a student would require escalating the sanction to either 1-hour detention (KS3) or 3-hour Saturday Headmaster's Detention (KS4/KS5).

- For a student plagiarising/ generating a more significant piece of work e.g. internal exams, HPQ, EPQ, IB Extended Essay, Coursework, NEA - a 3-hour Saturday detention (subject to approval from a member of the Senior Leadership Team) is appropriate.
- There may be instances which are more serious than the first bullet-point, but less serious than the second. This might be where a 1-hour after-school detention can be issued by either the Head of Year or a member of the Senior Leadership Team.

Coursework that appears to include plagiarised material must always be referred to the Head of Department and Head of Year, and the Deputy Head Academic informed. A typical sanction will be a 3-hour Saturday Headmaster's Detention for all parties involved. The pieces of work need to be redone.

The School uses online plagiarism-checking software, including Originality Reports in Google Classroom, AI checkers and the website Turnitin. This has the facility to check uploaded documents against all online sources (including Generative AI, web pages, scanned books, and essays that have been submitted by other users). The TurnitinUK AI checker is also a tool that can rate the AI contribution to the work. It can be used to ascertain whether generative AI has been utilised on a piece of work. This must be used for all coursework, project work and assignments in both KS4 and KS5 as a way of verifying the authenticity of the work. In addition to this, we advise that all electronic coursework is shared with the supervisor from the start, for them to have edit access and view the edit history of the document(s).

When setting coursework tasks, and collecting final submissions to be sent to examiners, teachers should remind students of the consequences and sanctions of academic dishonesty, outlined above: that they may be disqualified from the subject, or from all exams with that exam board, and that the School may be subject to review as a Centre. Students sign a document to confirm that all work submitted to examination boards for assessment is their own work, except for ideas which have been cited and referenced appropriately.

Suspected cheating or malpractice in an internal examination or test will be referred to the Head of Year, in the first instance, who will investigate. A typical sanction for students found to have cheated is to be awarded a mark of zero for that exam and also issued with a 3-hour Saturday Headmaster's Detention for all parties involved. The student(s) may need to re-take the examination, at the discretion of the Head of Year, in discussion with the relevant academic Head of Department.

Students are briefed thoroughly on honest conduct and the consequences of dishonest conduct or malpractice in public examinations, in advance of those public examinations. Any student suspected of malpractice in a public examination is reported to the School Examinations Officer (and the Director of IB, for IB Diploma examinations), who will inform the Headmaster and Deputy Head Academic. Any instance of malpractice is investigated and reported to the examination board, in accordance with JCQ or IBO regulations. A typical sanction for a student deemed to have acted dishonestly by a public examination board is to be disqualified from that component or qualification with that examination board.

Promoting academic integrity and good practice

All students in the Lower Sixth attend an interactive presentation on plagiarism and academic integrity. Social sciences research shows that educating students about plagiarism, by having them attend a single short interactive workshop, dramatically decreases the incidence of plagiarism.⁹ This is partly because students become more aware of what constitutes plagiarism and also how to cite sources legitimately (students all know that plagiarism is wrong, though not always what does and what does not constitute plagiarism). As a school we promote virtue among students, encouraging them to do the right thing when no one is looking. This is a key principle when it comes to plagiarism and through the workshops and character education, we lower the likelihood of students plagiarising.

Students in all year groups, from Year 7 to Upper Sixth, should be encouraged to cite all sources and if they quote information from a website or author they should attribute this to that website or author. The manner and presentation of citations need to be more formal in Year 11 and Sixth Form. In some assessments, for example, the IB Extended Essay or the EPQ, citations and bibliography are required to be in an approved format and students are given guidance on this.

At the start of each academic year, classroom teachers should remind all the students in each of their classes about the importance of academic integrity (and about the consequences of plagiarism and cheating), as an explicit clarification of expectations. Teachers should also remind students about academically honest work practices, in terms of how to use sources appropriately, when setting research tasks in class or for homework. The importance of academic integrity is explained, clarified and emphasised each year in Year Group assemblies by Heads of Year. When they are not directly or indirectly quoting a source (and acknowledging they are doing so), students should be encouraged to use their understanding of the text they have read to present ideas in their own words and style.

⁹ Perkins, M., Gezgin, U. B., & Roe, J. (2020) Reducing plagiarism through academic misconduct education. *International Journal for Educational Integrity*, 16, 3. Available at: <https://edintegrity.biomedcentral.com/articles/10.1007/s40979-020-00052-8>, accessed 20th September 2023.