



Leigh Academy
High Halstow

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Academic Integrity Policy 2025-26

Primary Years Programme

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Date	Version No	Brief detail of change
1.9.24	3	Logo updated and year updated
14.07.25	4	Phrasing in rationale; added further content on AI; reviewed

Rationale of the Academic Honesty in the Primary Years Programme (PYP)

Skills are taught to underpin academic honesty in all IB Programmes, as well as ensuring pupils' understanding of the importance of academic honesty. Displaying academic honesty and the IB Learner profile attributes, are the ideals that pupils of the PYP strive for. This also coincides with the academy's mission statement:

Leigh Academy High Halstow is a welcoming and inclusive setting which fosters collaboration, developing independent and resourceful thinkers. Staff are committed to providing a highly engaging and relevant curriculum that takes into account the interests and needs of all so that pupils can be successful learners. Concept-driven learning is at the core of our practice, supporting pupils to have an enthusiasm for learning and a desire to engage with the world around them. We aim to build a community where everyone feels equally valued, safe and challenged to do their best.

We aim to develop knowledgeable, resilient, kind and courteous pupils who have a desire to engage with international concepts and ideas. There is a strong commitment to inclusive practice that all take responsibility for. We value relationships between staff, parents and the wider community to cultivate pupils to become life-long learners who value a world full of possibilities. We encourage pupils to be confident, inquiring, lifelong learners who take responsibility, work hard and are ambitious for their futures.

Primary Years Programme Definition of Academic Honesty:

At Leigh Academy High Halstow, PYP skills are taught to underpin academic integrity in all learning, as well as ensuring pupils' understanding of the importance of academic integrity. We aim to create an ethical culture amongst all of our pupils. Displaying academic integrity and the IB Learner Profile attributes are the ideals that students of the PYP strive for. At LAHH, we aim to develop independent pupils who act upon the attributes of the IB Learner Profile. The key components throughout this policy will explore their ability to make learning visible, to explore collaboration and to learn about learning.

As an IB school, we are committed to upholding the mission and philosophy of the IB, which fundamentally requires adherence to Academic Integrity and its five core principles: honesty, trust, fairness, respect, and responsibility. Our vision is to guide students in their social and emotional learning, fostering their development into mindful, confident, and respectful individuals. We aim to nurture morally and socially responsible citizens who demonstrate honesty in all aspects of their lives.

Accordingly, many skills will be touched upon, this includes:

- 1) reflection upon learning
- 2) age appropriate research
- 3) create an inquiry based environment (including intrinsic learning)
- 4) modelling pupils' actions

This will create an emphasis on becoming lifelong learners where pupils can manage their learning and correct themselves where necessary and age-appropriate.

Pupil responsibilities and expectations:

- If you take credit for the work which belongs to you, then you are being **knowledgeable**. People will know they can come to you to find out more information about your topic.
- If you share credit for the work, which is from a group then you are being **principled**. People will see you are an honest and respectful person.
- If you give credit for others' work, then you are a person who has **integrity**. You know the difference between what is fair and what is not fair. You are an honorable person.
- If you contribute equally while working in a group then you are showing **respect** for others' opinions and **cooperation**. People know you are a good listener and you work well with others.
- If you work individually on your own learning, which is to be done alone, then you are showing **independence** and **confidence**. You know you can do the work and you will do your best.
- Recognise that being honest is for your benefit and the benefit of others.
- You can discuss and explore academic integrity using stories and social stories.

Students should recognise that the principles of Academic Integrity also apply to the use of AI. This includes being knowledgeable about how AI works, being principled in why and how it is used, and showing integrity by giving credit and appropriately referencing AI-generated content, such as text, images, or graphs. All AI-generated work must be clearly credited and referenced in an age-appropriate manner to ensure transparency and honesty.

Academy and Teacher responsibilities and expectations:

All teachers will:

- Adhere to the academic honesty policy both in their own planning and teaching and also in the pupils' work
- Inform pupils of the consequences for academic dishonesty
- Display posters related to academic honesty in classrooms
- Provide guidance and information to pupils on how to deal with issues such as copying and pasting
- Provide pupils with clear guidelines on being honest
- Refer to the IB Learner Profile
- Equip pupils with essential skills which support academic honesty such as research, communication, thinking, self – management, in addition to social skills.
- Pupils will be guided, giving examples of both good and bad practice, asking pupils to re-submit work if necessary.
- During the stages of the Exhibition, pupils will be encouraged to be honest with all their research.
- Upper Key Stage 2 teachers will extensively go through Academic Integrity and its importance in line with the academy's digital strategy and use of Chromebooks.
- It is essential for teachers to recognise the role of Artificial Intelligence (AI) in education and understand both its potential and limitations. Teachers must be aware of AI tools and their capabilities to effectively identify and address academic misconduct. They should guide students in the ethical use of AI, embedding its responsible application into learning while reinforcing the principles of Academic Integrity, including knowledge, principled use, and integrity in crediting sources.

Parent responsibilities and expectations:

- To provide support to our pupils by taking an interest in their work and ensuring that any work completed is their own.
- To provide support to our pupils by encouraging them to refer back to the Academic Integrity Policy when completing work inside and outside of school.
- Participate in creating a culture of academic integrity at home and in school.
- Address any concerns of academic misconduct with their child and inform the school.

Academic Misconduct:

The IB defines academic misconduct as: ' Deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.'

Academic misconduct can manifest in various forms for our learners, including but not limited to the following:

1. Plagiarism: Presenting work, words, ideas, images, information, or any other material produced by someone else as their own for assessment, extended writing pieces or other purposes.
2. Copying: Using the work of another pupil, with or without their knowledge, as one's own. This may also include copying during tests and test conditions.

Consequences of Academic Misconduct

Incidents of misconduct shall initially be addressed by the teacher through a discussion with the pupil(s) involved. If deemed necessary, a reflective session will be held with the affected pupils/classes/year group. The incident will be reported to SLT and to parents. Consequences

appropriate to the student's age will be implemented. For instance, removal of devices such as Chromebook for a period of time, if deemed necessary.

Year Groups: YR, Y1, Y2

Approaches to Learning	Self-management, Social, Communication, Thinking and Research Skills				
Activity:	Culminating project (like summative task)	Group Work	Presentation	Creative work	Independent Work
Examples of the type of Honesty that could occur. Either teacher led or student led.	Pupils will have opportunities to talk about how they learnt about their project. Where their knowledge came from. Show their learning within stages.	Accepting responsibility for their contribution and recognising the contributions of others. Setting up classroom areas with each other. Pupils and teacher encourages participation and class cohesion.	Pupils during their research for presentations let others know where they gathered the information – using the agreed upon methods shown by class teacher.	Pupils can recognise influences which helped them achieve their goal. Each year group has a variety of open ended challenges.	Pupils can further develop individual learning by engaging with homework at home. Termly assessments are shared with students and parents at parents evening three times per academic year. This will help them reflect and understand their learning journeys.
	Teachers can also encourage children to prepare for certain questions for projects. Longitudinal tasks themselves should have elements set up by teachers to allow pupils to maintain academic honesty.	Teacher will also give opportunities for 'mini reflections' where pupils are able to observe each other's learning.	The teacher will also give opportunities where pupils can also explaining how they learnt about their chosen topic. During reflection they will also have opportunities to show what led their learning.	Pupils will use activities such as the chili challenge or signs of success to show each other creative/new ways around problems. Teachers will encourage independence for tasks.	They will have opportunities to explain the things that have been able to help them achieve their goal. Children will have opportunities to teach each other about their learning.
	Teacher can also provide examples of how pupils have reached their goals for the project using academic honesty				

Year Groups - Y3, 4, 5 and 6

Approaches to Learning	Self-management, Social, Communication, Thinking and Research Skills			
Activity:	Culminating project (Like summative task)	Group Work	Presentation	Creative work
<p>Examples of the type of Honesty that could occur. Either teacher led or student led.</p>	<p>Pupils will have opportunities to talk about how they learned about their project.</p> <p>Teachers can also encourage pupils to prepare for certain questions for projects. Longitudinal tasks themselves should have elements set up by teachers to allow pupils to maintain academic honesty.</p> <p>Teachers can use "interactive" displays for children to their learning and where they learn information from.</p> <p>Teacher can also provide examples of how pupils have reached their goals for the project using academic honesty.</p>	<p>Accepting responsibility for their contribution and recognising the contributions of others.</p> <p>Pupils and teachers encourage participation and class cohesion. Pupils may also allocate a 'Learning Leader' amongst themselves who can keep track of learning and explaining to others.</p> <p>Teacher will also give opportunities for 'mini reflections' where pupils are able to observe each other's learning.</p> <p>Teachers can encourage groups to check with each members about how they have learnt and if they have been honest with their learning.</p>	<p>Pupils during their research for presentations, let others know where they gathered the information – using the agreed upon methods, as shown through librarians or referencing lessons.</p> <p>The teacher will also give opportunities where pupils can also explain how they learned about their chosen topic.</p> <p>Peer and self- assessment can be used to determine if academic honesty was upheld.</p> <p>During reflection they will also have opportunities to show what led their learning.</p>	<p>Pupils can recognise influences which helped them achieve their goal. Each year group have a variety of open ended challenges.</p> <p>Home work: Children are encouraged to work <u>independently</u>, parents to help guide with their learning.</p> <p>Teachers are encouraged to give a variety of closed and open type of home learning.</p> <p>Teachers will encourage independence for all tasks.</p> <p>Teachers will also encourage inquiry or allow pupils to follow their interests – this can lead to genuine learning and hence academic honesty.</p>