OUR LADY'S ABINGDON (OLA)
ACADEMIC INTEGRITY POLICY

Document Details

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> We comply with the Government guidance and regulations, currently in force, regarding COVID.
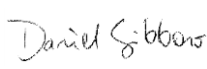
Availability: All who work, volunteer or supply services to OLA have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal OLA hours, including activities away from OLA. This policy applies to the whole school and is publicly available on OLA's website and by request (in large print or other accessible format).

Monitoring and Review:
Reviewed: September 2022
Next Review: September 2023

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: *Daniel Gibbons*	Signed: *BAReynaert*

1. Introduction

Academic Integrity is a fundamental principle of learning and is supported by the entire OLA community. It is integral to our purpose as it is based on honesty, trust, fairness, respect, and responsibility. It also trains pupils for the rigour of higher education and affirms the bond between intellect and character. We make a concerted effort to maintain high standards of integrity, both to protect the value of the educational process in which we are engaged and to maintain the credibility of our learning community. We recognise that where acts of academic dishonesty may occur, these may be linked to the wider needs of the pupil in terms of SEND/SEMH and confidence levels. The purpose of this document is to set out the ethos of academic integrity at OLA and the strategy by which it is inculcated in pupils as part of their wider education and as part of our ethos and values. In this increasingly digital age, it is vital that pupils are taught how to navigate the information and opinions that they have access to, making visible the sources from which they have constructed their ideas and views.

Academic integrity means that *pupils only produce and submit work that is authentically their own*. *Where pupils draw on the ideas of others, they make the sources that have contributed to the development of their work visible and open*.

Pupils and staff are expected to be principled in their approach to learning, and to strive to, "act with honesty and integrity" as they approach their academic endeavours.

The aim of this policy is to:
- Lay out the expectations for academic integrity across the OLA community
- Make clear any consequences that may be applied if these expectations are not met.
- Ensure pupils act with integrity, taking responsibility for the authenticity of their work and acknowledging sources

- Ensure all pupils, parents and teachers are aware of what academic integrity entails.
- Define procedures to be followed in the event of disputes or allegation regarding *staff malpractice or maladministration* in the assessment of internally marked qualifications or exams invigilated internally but marked externally.
- Define procedures to be followed in the event of any dispute or allegation regarding *candidate malpractice* in the assessment of internally marked qualifications and also regarding examinations marked externally.

2. **Scope and Access:** The following OLA policies should be read in conjunction with this: *Assessment, Recording and Reporting Policy; Staff Behaviour Policy (Code of Conduct); Curriculum, Teaching and Learning Policy; Anti-Bullying Policy; Positive Behaviour Code*

3. **Academic Integrity in the Lower School**

In the Lower school, pupils:
- learn how to be principled about their research in developmentally appropriate ways.
- learn about different types of information sources.
- learn about reliable sources of information and the importance of academic integrity in various types of research.
- begin to understand how to cite sources and reference their work.
- learn about plagiarism and ways to avoid it, in Years 5 and 6.
- learn the importance of submitting work that is original with all sources referenced, in Years 5 and 6

4. **Academic Integrity in the Senior School**

Cheating, plagiarizing, and unauthorized collaboration are the most common violations of academic integrity and can be seen more often in a school's senior year groups due to the more high-stakes testing involved. Specific examples of academic dishonesty include, but are not limited to, the following:

Cheating
- Giving or receiving information about the content of a quiz, test, exam, or other assessment
- Giving or receiving answers during a quiz, test, or exam
- Consulting with others or outside resources when instructed not to do so
- Manufacturing or changing data, inventing outside sources, falsely attributing quotations, or making up quotations and crediting them to a real or fictitious source
- Doing someone else's work, or claiming ownership of someone else's work
- Submitting the same paper, or largely the same paper, in more than one course
- Referring to notes, outlines, timelines, calculators, or translators during quizzes, tests, essays, and exams, when specifically told not to do so by the teacher
- Using a calculator or any other electronic device in a manner inconsistent with guidelines provided by the teacher
- Bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage

Copying: taking work of another pupil, with or without his or her knowledge and submitting it as one's own.

Plagiarism
- Intentionally or unintentionally taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own, without proper citation
- Paraphrasing a source without proper citation
- Misrepresenting in any way someone else's intellectual property

Unauthorized collaboration: Helping another pupil to complete (or being helped by another pupil to complete) assigned work in a manner not permitted by the teacher

Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

Falsifying data: creating or altering data which have not been collected in an appropriate way.

Collusion: helping another pupil to be academically dishonest.
Copyright Violation: Photocopying more than 1 chapter or 5% of a book or written source for the purposes of study. Pupils must check the copyright requirements for other types of sources with their teachers.

Educating pupils about the purpose and importance of academic integrity happens across the curriculum at OLA. Research and referencing skills are taught within each subject. This integrated approach across the curriculum provides opportunities for pupils to apply correct acknowledgement of sources and referencing. The drafting process gives further opportunity for clarification. Where appropriate, each department provides advice on how to cite sources used in their research assignments.

OLA uses Turnitin software embedded within Teams to check submitted assessments against internet sources. The level of similarity between submitted work and internet sources is analysed when grading and considering the originality of work. Guidance on Plagiarism for staff and pupils can be found in **Appendix 1** and referencing in **Appendix 2.**

5. **Responsibilities of Staff, Pupils and Parents**

The Head and Leadership Team: OLA and its leadership team have a responsibility for maintaining fairness and consistency in relation to academic integrity. OLA:
- provides a safe environment for pupils to learn how to apply academic integrity and to learn the technical skills necessary
- promotes parental awareness of the expectation of academic integrity on the part of pupils, staff, and parents.
- ensures that staff, pupils and parents are aware of the contents of this document and what academic integrity means. They should also make themselves aware of the consequences of a lack of academic integrity.
- ensures that Academic Integrity is explained to staff, pupils and parents at relevant times, giving examples of both good and bad practice where possible.
- facilitates staff training in the conduct of internal assessments and in the invigilation of examinations.
- ensures that internal assessment and exam procedures are thoroughly followed in accordance with exam requirements.
- investigates any suspected breaches of the standards in an open and fair way,

The Exams Officer alongside the Assistant Head (Academic), supported by the Deputy Head: is responsible, on behalf of the leadership team, for ensuring that the Academic Integrity Policy is applied fairly and consistently. They are responsible for:
- ensuring compliance with secure storage of confidential material
- ensuring that teachers, pupils, parents/guardians have read and understood OLA's academic integrity policy
- ensuring that teachers, support staff, pupils and parents/guardians have a common understanding of possible consequences for those that engage in pupil academic misconduct and school maladministration;
- reporting suspected instances of pupil academic misconduct and maladministration to the Leadership Team
- supervising all activities related to the investigation of pupil academic misconduct and maladministration cases
- ensuring that pupils are held accountable, according to the OLA's own policies, in incidents of academic misconduct
- ensuring that teaches/staff are held accountable, according to the OLA's own policies, , in incidents of maladministration
- immediately notifying the exam board of any breach in the procedure for the secure storage of examination materials or the conduct of the examinations, in accordance with exam procedures
- supporting exam boards in any investigation into possible pupil academic misconduct, following guidance provided
- supporting exam boards in any investigation into possible school maladministration, following guidance provided

Heads of Faculty/Subject Coordinators are responsible for ensuring that the technical skills of academic integrity relevant to their subjects are taught to pupils. They are responsible for:

- ensuring that excellent standards of academic integrity are upheld in relation to pupils and staff in their departments
- doing all that can reasonably be expected to ensure that any work submitted as coursework for public examinations is held to the highest standard of academic integrity
- ensuring that pupils are properly prepared with the necessary technical skills and knowledge to adhere to those standards
- ensuring that pupils who do not match the expected level of academic integrity are managed according to this policy and OLA's Positive Behaviour Code.

Heads of Section are responsible for monitoring their year groups and for picking up any pastoral concerns related to an act of academic dishonesty

The Literacy Coordinator is responsible for supporting the work of Subject Coordinators and Teachers in developing their knowledge and understanding of Academic Integrity.

Teachers are responsible for modelling academic integrity in their approach to teaching. They are expected to provide appropriate guidance to pupils in relation to academic integrity. This will include:
- explaining what this policy means to pupils, specifically in terms of the work that they are asking students to produce.
- speaking to pupils during the drafting of work, when the pupil/teacher interaction is more collaborative than evaluative.
- modelling good practice.
- supporting students in the completion of their work to a professionally appropriate level. Over-support undermines the educational process.
- providing explicit instruction on the requirements of candidates during examination preparation. This will include teaching about malpractice and the consequences thereof. During exam sessions visual reminders are also utilised.
- where necessary, teachers signing an Authentication Form to confirm the authenticity of pupil work
- providing pupils with opportunities to learn how to use other people's work in support of their own
- doing all that can reasonably be expected to ensure that any work submitted by pupils, as coursework for public examinations, is held to the highest standard of academic integrity and that pupils are properly prepared with the necessary technical skills and knowledge to adhere to those standards.
- ensuring that pupils who do not match the expected level of academic integrity are managed according to this policy and OLA's Positive Behaviour Code.

Pupils are expected to abide by the principle of academic integrity in relation to all of their work. They are expected to:
- recognise that they are ultimately responsible for their own work and accept that the consequences of any breaches of the standards will be theirs alone.
- produce work that is authentic in that it reflects their own endeavour and understanding
- In regard to coursework for public exams they are expected to apply the technical skills of academic integrity, as they have been taught them, to the best of their ability.
- be aware that pupils who do not apply the principle of academic integrity to their work should expect to be treated in accordance with the procedures set out in this policy in addition to the Positive Behaviour Code.
- speak to teachers regularly about their work and show drafts of it at various stages in the production process.
- ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources
- were necessary, sign an Authentication Form to confirm the authenticity of their work

Parents/carers are expected to adhere to the principle of academic integrity. They should support OLA in requiring their child to abide by the principle of academic integrity. They must further recognise the fact that OLA and its staff uphold a principle of academic integrity in relation to pupil work. Parents should seek to help their child understand academic integrity and apply it to their work, encouraging them to seek help from the teaching staff if they are confused or uncertain about how to apply the principle of academic integrity in a specific situation or context. All parents are encouraged to speak to their children about the need to be honest and why it is important to be so in terms of academic progress.

6. **Consequences of Pupils Academic Misconduct**

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
Academic Integrity Policy: Updated September 2022

The roles played by individuals in the investigation process for violations of the academic integrity policy are the same as for violations of any major school rule.

Teachers. A teacher who suspects a student of academic dishonesty must consult with their Subject Coordinator/Head of Faculty. If academic dishonesty is agreed upon, the Head of Faculty must inform the Assistant Head (Academic) and the Exams Officer. The teacher is not expected to confront the student without taking advice from other staff and Line Manager. If the pupil is suspected of plagiarism, information must be provided to validate the suspicion e.g. an assignment, the Turnitin Similarity check report.

Heads of Faculty/Section Heads. Heads of Faculty are expected to consult and investigate when an incident suspected academic dishonesty is brought before them. They are supported by Section Heads who may assist with any investigation. Subject Coordinators will also provide guidance if a teacher, after speaking with a student, believes an academic integrity violation has occurred.

a) Sanctions for Lower School
Sanctions for pupils who do not demonstrate academic integrity are developmentally appropriate, in line with pupil experience and regarded as opportunities for learning. The pupil may be asked to demonstrate understanding of academic integrity expectations through written reflection, a copy of which will be kept on file.

b) Senior School
In case of any academic dishonesty, the subject teacher informs the Subject Coordinator/Head of Faculty who may hold a record of previous incidents. The issue is logged on Classcharts. Following the Positive Behaviour Code, a range of sanctions can be imposed for an academic integrity violation, which may be adjusted if a particular situation presents aggravating or mitigating circumstances.

a) First offence:
OLA takes a first offense seriously and uses it as an opportunity for education and growth. A First Offence consequence will ordinarily include the following:
- Incident recorded on Classcharts and facts established through investigation
- Meeting with the Subject Coordinator/Head of Faculty and Assistant Head (Academic) and the pupil
- the pupil's parents are contacted.
- Depending on the circumstances:
    o submitted work may graded, minus the plagiarised content
    o Work may be requested to be rewritten and resubmitted (without a fresh grade).
    o The pupil may be asked to redo the assignment or to complete an alternative academic assignment.
- A restorative educational and/or counselling intervention may be deemed appropriate, to avoid a repeat offence

b) Second Offence (any subject):
A first offence that is egregious (e.g., multiple instances of cheating, distributing materials to help others cheat, etc.) or a second offence, will ordinarily include the following:
- First offence procedures are followed plus the Assistant Head (Academic) meets with the pupil and their parents.
- Consequences could include detention or internal suspension at the discretion of the Assistant Head (Academic)

c) Third Offence (any subject):
A first or second offence that is egregious (e.g., multiple instances of cheating, distributing materials to help others cheat, etc.) or a third offense will ordinarily lead to a third offence consequence: fixed period of exclusion from OLA.
- First offence procedures are followed plus the pupil and their parents meet with the Head.
- A record of academic dishonesty is placed in a pupils file and school report.
- Consequences could include a fixed period of exclusion from OLA, at the discretion of the Head.

Exam/Coursework Cheating

In the case of internal exams, including Mock Exams, the Assistant Head (Academic) will meet with the pupil and their parents. A grade will not be awarded for the exam in question and may affect predicted grades.

In the case of cheating in an external public exam or coursework, exam protocol will be followed by the Exam Officer. This could result in the student not receiving a grade in the subject.

7. Staff Malpractice and Maladministration

Investigation Procedure

Investigations into allegations will be coordinated by the Head, who will ensure the initial investigation is carried out within ten working days. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made against them
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice or maladministration be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against them
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with the regulators Ofqual, the police and/or professional bodies
- If work is submitted for moderation or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

Staff Malpractice Sanctions

Where the body of evidence for malpractice or maladministration is found to weigh against the member of staff, OLA may impose the following sanctions:

1) **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied.

2) **Training:** Require the member of staff, as a condition of future involvement in internal/external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training.

3) **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff.

4) **Suspension**: Bar the member of staff in all involvement in the administration of assessments for a set period of time.

5) **Dismissal**: Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from their post.

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the OLA's Appeals Policy.

Appendix 1: Secondary Guidance on Plagiarism

Plagiarism is a form of academic dishonesty and involves the use of someone else's ideas, words or other original material without clearly acknowledging the source of that information.

With regards to plagiarism, students should remember that:

- using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill
- all ideas and work of other persons, regardless of their source, must be acknowledged
- E-mail messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals
- the sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged if they are not the candidate's own work
- passages that are quoted verbatim must be enclosed within quotation marks and references provided
- turning in someone else's work as your own is plagiarism

Why is plagiarism wrong?

- Plagiarism is stealing another person's words, ideas or other material.
- Plagiarism is lying that the words/ideas/material you used are your own.
- Plagiarism is cheating yourself out of an opportunity to learn.

Preventing Plagiarism Checklist

- Consult with your teacher
- Plan your assignment
- Make a draft
- Take good notes throughout the research process which record your sources of information systematically
- Make it clear who said what
- When in doubt, cite sources
- Know how to paraphrase correctly
- Evaluate your sources of information

Appendix 2: Referencing Guides - Example

Why reference?
- Give credit to those whose words and ideas you are using
- Avoid plagiarism.
- Show off your ideas
- To show how you learned
- Keep note of your references right from the beginning of your research.

There are two parts to referencing:

1. **An in-text reference.** Here you note the name of the author and the page number of the quotes. Put this information in brackets.

'Picasso is arguably the most important artist of the 20th Century' (Spence 31). The wide range of his output suggests that …..

2**. A 'Works Cited' page** at the end of the piece of work.

Works Cited

Kanz, Roland. Portraits. Cologne: Taschen, 2008.

Pablo Picasso. 2009. 04 12 2012 <http://www.pablopicasso.org/>.

Spence, David. Picasso. Tunbridge Wells: Tick Tock, 2005.

You should cite your sources
- Whenever you use quotations.
- Whenever you paraphrase.
- Whenever you use an original idea that has been expressed by someone else.
- Whenever you refer specifically to someone else's work.
- Whenever someone else's work has been critical in developing your own ideas.

Referencing a Book

Author last name, first name. Title of book. City of publication: Name of publisher abbreviated, year of publication. Medium (such as 'print').

Eg: Vonnegut, Kurt. Cat's Cradle. London. Penguin, 2008. Print.

Referencing a website

Name of author (if known). Title of site. Institution, organisation or person in charge of the website. , date of last update.

Date that you visited (accessed) the website. <URL (web address)>.

Eg: Fretwell, Peter. Royal Geographical Society. Royal Geographical Society, 14th August 2008,

17 Sept. 2009. www.rgs.org/GeographyToday+Features.

Referencing a Personal Interview

Name of the person interviewed (last name, first name). Personal interview. Date of interview.

Eg: Akufo, Dautey. Personal interview. 11 Aug. 2010.