



ST. JULIAN'S
SCHOOL FOUNDED IN
1932

Academic Integrity Policy

Reviewed April 2026. Updated for the academic year 2026/27.

1. Rationale

Integrity is a guiding principle in education and underpins a society in which individuals can trust one another. It is fundamental to the concept of citizenship. Our guiding statements, our Reason to Believe, demonstrate a commitment to creating a more just society. Our goal of academic integrity is to make knowledge, understanding, and thinking transparent.

Academic integrity is a guiding principle in education and a choice to act in a responsible way, whereby others can trust us as individuals. It is the foundation for ethical decision-making and behaviour in producing legitimate, authentic, and honest scholarly work. (IBO, 2020)

2. Aims

The aims of this policy are to:

- To define good academic practice
- To define academic misconduct and how it will be addressed
- To set out a framework for preventing academic misconduct by acknowledging sources effectively.

3. Definitions

- **Authenticity** - a piece of work that is based on the student's individual and original ideas, where they correctly attribute sources, acknowledging the work and ideas of others.
- **Academic misconduct** - deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of examinations and assessments that can happen before, during, or after the completion of the assessment, or the writing time of an examination.
- **Plagiarism** - the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is considered plagiarism, as is work produced by third parties such as tutors, parents, or other agents.
- **Collusion** - supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work** - the presentation of the same work for different components.

- **Misconduct during an examination** - for example, taking unauthorised material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate.
- **Unethical behaviour** - for example, the inclusion of inappropriate material in any assessment materials or breach of ethical guidelines when conducting research.
- **Other behaviours** - any action that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media. (IBO, 2016)

4. School responsibilities

At every age, St. Julian's School fosters an ethos of academic integrity. This is embedded in daily practice through our 10 Learning Essentials and The Shaper Profile, which emphasise responsibility and citizenship.

The School will aim to ensure that:

- Teachers, students, and parents understand expectations for academic integrity through workshops and meetings at the start of each academic year.
- Teachers, students and parents understand what constitutes academic misconduct and school maladministration.
- The timetable allows time to inform new teachers/remind teachers of the policy and to discuss how it applies to their subject or key stage.
- Students, teachers, and the Extended Leadership Team are held accountable for academic misconduct or maladministration.

4.1 Teacher responsibilities

- Teachers will provide students with an opportunity to practise referencing in their subjects. It is important that students are given the opportunity to practise researching and referencing in an academically honest manner.
- To ensure consistency and fairness, teachers initiating a discussion about suspected misconduct with a student will avoid judgmental language, and acknowledge that the mistake may be unintentional.
- Teachers must ensure that all written coursework assignments submitted to external bodies for assessment (for example, internal assessments for the IB Diploma Programme) are checked by plagiarism software. The results of this check are available to students. This applies to both first drafts and final versions. This software can also be used to check the authenticity of other classwork and homework assignments.
- For coursework that will be submitted to external bodies, *“Teachers should be careful not to intervene excessively in the support provided to their students. It is acceptable to guide them on how to structure an essay (the usual: introduction, body and conclusion). However, providing a rigid step by step outline of what to write where and when, becomes a template, particularly if the work submitted by the cohort is almost identical in the structure and flow of ideas.”* [Academic integrity for IAs](#), IBO, 2020.

4.2 Student responsibilities

- Students are responsible for ensuring they produce work in an academically honest way. This applies to all work, including work submitted for assessment to awarding bodies such as the IBO, Pearson Edexcel, and Cambridge Assessment.
- In written assignments, students must ensure that information, ideas, and sources used are acknowledged in the body of the text and fully listed in the bibliography using the recommended citation format (see appendix). This may also apply to some oral tasks.
- Students should cite sources at the point of use, so that readers can find them. It is very important that they carefully plan assignments, allowing adequate time for completion, taking good notes, recording dates, sources, etc.
- Students should develop the skills to evaluate information sources and aim to create content rather than imitate it.
- Students should always consult their teacher or the Librarian if in any doubt about what and how to cite correctly.
- The general mantra for students is 'If in doubt, cite!'
- Students are also expected to know and follow the rules of acceptable behaviour in the exam room and during the examination.
- Students will recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone.

4.3 Parent responsibilities

If a student is receiving extra help or guidance outside of school (for example, but not limited to, private tutors, friends, or family members), parents should ensure that this help does not constitute academic misconduct. (IBO, 2019)

5. Procedures in the event of academic misconduct

To ensure consistency and fairness when mistakes are made, it is important that the school keeps central records of each situation and the consequences. While each incident may initially be treated on a case-by-case basis by the teachers themselves, or by a senior leader or panel if serious enough, this should be recorded on iSAMS by using a Flag or issuing a Learning Notification. This will help ensure consistency and may also highlight general trends or challenges which may warrant further intervention.

If suspected of a breach of academic honesty, as per the Behaviour Policy, students will be given the opportunity to explain how they produced the work. The meeting between the student and teacher may also include the Head of Department, the tutor, or the Head of Year. Students can request the presence of their tutor or another teacher. In such a meeting, the severity of the situation will be explained, the specific misconduct discussed, and strategies offered to avoid it in the future. In some situations, the meeting may involve the Head of Year, the Deputy Head (Academic), or the Director of IB Students.

Each incident will be treated on a case-by-case basis and viewed in conjunction with the Behaviour Policy. Consequences and actions **can** be **one or more** of the following:

- The work may need to be redone. This may need to be done under supervision in school. The new work will be checked, and whether feedback will be given will be determined on a case-by-case basis.
- The student's parents may be called to a meeting to explain the situation, the imposed sanctions, and the consequences.
- The work (or the plagiarised section of the work) may receive a mark of zero.
- The work may not be submitted to external bodies such as the IBO.
- External bodies such as IBO may be informed of the breach. If they investigate an alleged breach of rules, a student's intent cannot be considered; they can only evaluate the evidence.
- The student might be internally suspended, externally suspended or possibly permanently excluded.

Appendix 1: Recommended form of citation

The school will default to APA (American Psychological Association) referencing across all subjects to ensure consistency and simplify referencing for students. This will help reduce barriers to ensuring referencing is carried out correctly.

The APA system provides:

- Simple in-text citation.
- Is very similar to the Harvard style, which is the most common in UK universities.
- Is available as a tool in Google Docs to simplify the referencing process for students.

Appendix 2: Effective citing and referencing

This [IB guide on effective citing and referencing](#) provides useful examples and definitions, along with a documentation checklist. Please note that this IB publication is intended for guidance only.

Appendix 3: Artificial Intelligence (AI) software and Academic Integrity

The use of AI software is not banned, as it is an ineffective way to foster innovation. However, the use of AI tools should align with the Academic Integrity Policy.

The IBO leaflet, [Evaluating 13 scenarios of Artificial Intelligence \(AI\) in student coursework](#), is very useful to review. It provides some suggestions for how a teacher could respond in each situation. In summary, there are two key principles outlined:

1. Did the student use AI to help them learn? If so, then it is acceptable.
2. Did the student use AI to pretend they did something they did not? Then this is not acceptable.

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. In this sense, transparency is key, and we expect students to give full credit to any source or material they use when writing and creating their own work.

How do students reference AI?

In any type of work where an external source has been used, a citation must be included at the point of use. Including a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography.

If students are using AI responses as a primary source (e.g., to study the abilities of AI language models), they should cite it for this purpose, just as they would any other piece of evidence.

If students use AI to help with their research or writing process (e.g., to develop research questions or create an outline), they should cite it.

When citing, the prompt used to generate AI feedback should be given, and the owner of the AI credited for the response. For example (McAdoo, 2023):

When prompted with “Is the left brain right brain divide real or a metaphor?” the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialised, “the notion that people can be characterised as ‘left-brained’ or ‘right-brained’ is considered to be an oversimplification and a popular myth” (OpenAI, 2023).

Reference: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Students should not cite AI as a source of factual information (e.g., asking it to define a term and then quoting its definition). AI is not always trustworthy and is not considered a credible source for use in academic writing.

Works cited

- International Baccalaureate Organization. (2023). *Academic integrity*. <https://ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>
- International Baccalaureate Organization. (2025). *General regulations: Diploma Programme*. <https://ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/dp-2026-general-regulations.pdf>
- International Baccalaureate Organization. (2025). *Effective citing and referencing*. <https://drive.google.com/file/d/1f8JdERxr72WzPdL26QjR6xidNK6YiMOE/view>
- International Baccalaureate Organization. (2024). *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework*. <https://drive.google.com/file/d/10yQc87Xv925FeKgDdkCwmEKuvwVjzN0w/view>
- McAdoo, T. (2023, April 7). *How to cite ChatGPT*. APA Style. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

POLICY APPROVAL	
Approved by the Board of Governors	11 June 2024
Reviewed by the Leadership Team - no changes required	April 2026
Approved by the Policy Subcommittee	19 May 2026
Next review	April 2027