



Leigh Academy  
**Peninsula East**



**LEIGH**  
Academies Trust

# Leigh Academy Peninsula East

## Academic Integrity Policy

### Primary Years Programme

<b>Document title:</b>	Academic integrity Policy
<b>Version number:</b>	1.6
<b>Policy Status</b>	Approved
<b>Date of Issue</b>	September 2025
<b>Date to be revised</b>	September 2026

#### Revision Log (last 5 changes)

Date	Version No	Brief detail of change
May 19	1.2	Amended to reflect IB principles and practices
February 23	1.3	Reviewed and amended to include the school's approach on the use of Artificial Intelligence.
September 23	1.4	Updated for new academic year.
August 2024	1.5	Updated for new academic year and to use the term academic integrity in place of academic honesty.
July 2025	1.6	Updated for new academic year in collaboration with new PYP Coordinator, Behaviour Lead and Computing Lead.

## Introduction

At Leigh Academy Peninsula East, academic integrity is a key element of our educational philosophy. We believe that a vibrant learning community is built on honesty, trust, fairness, respect and responsibility where all learning is genuine. Rooted deeply in the principles of the International Baccalaureate Primary Years Programme (PYP), our academy's broader mission is to develop globally-minded learners who contribute positively and responsibly to society, valuing diversity and preparing them as global citizens who are ready to navigate and shape a complex world with integrity.

## Purpose and Scope

At Leigh Academy Peninsula East, we are committed to fostering a culture of integrity that reflects the values of the IB framework. Our policy is designed to foster an environment where every member of our community can thrive through ethical practices.

We explicitly teach PYP skills, attitudes and the IB Learner Profile attributes, such as being Principled, Knowledgeable and Reflective, to underpin this integrity. Children are taught to be mindful of ethical academic practice and are encouraged to be honest, have respect for others' work and be accountable in all learning activities. By promoting a clear understanding of what constitutes original work and appropriate referencing, we support our students in developing the skills and attitudes needed to become internationally-minded, responsible learners and global citizens.

These expectations apply to everyone in our academy community—students, staff and families—and play a vital role in maintaining the trust, standards and academic excellence that we all uphold.

## Primary Years Programme Definition of Academic integrity:

At Leigh Academy Peninsula East, we aim to develop independent pupils who act upon the attributes of the IB Learner Profile. The key components through this policy will explore their ability to make learning visible, to explore collaboration and to learn about learning.

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 students' actions

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

## Student Responsibilities and Expectations

At Leigh Academy Peninsula East, students are expected to take responsibility for their learning by familiarising themselves with the below standards:

- 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 work, which is not yours then you are a person who has **integrity**. You know the difference between what is fair and what is not fair. You are an honourable 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 on your own learning, it demonstrates **independence** and **confidence**. It

- shows you trust your ability to tackle the work and are committed to doing your best.
- You should communicate if you do not understand why being academically honest is important.
- It is crucial to recognise that being honest benefits you.

### **Teacher Responsibilities and Expectations**

At Leigh Academy Peninsula East, we aim to serve as positive role models.

All teachers will:

- Adhere to the academic integrity policy both in their own planning and teaching and also in the pupils' work
- Inform pupils of the consequences for academic disintegrity
- Display posters related to academic integrity 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 and the PYP attitudes
- Equip pupils with essential skills such as research, communication, thinking, self-management, in addition to social skills.
- Guide pupils by giving examples of both good and bad practice, asking students to re-submit work if necessary.
- Encourage pupils to be honest with all their research during the stages of the Exhibition. Year 6 teachers will extensively go through Academic integrity and its importance.

### **Parent responsibilities and expectation**

- Parents and guardians play a crucial role in reinforcing the values of academic integrity at home.
- By engaging in conversations about ethical behavior and supporting the academy's standards, they help solidify the foundation of honesty and respect that is vital to our academic community.
- Collaborative efforts between home and school are key to ensuring that all students understand and embrace these values.

## **Prevention and Education**

We proactively prevent academic dishonesty at Leigh Academy Peninsula East. Discussions and lessons on ethical practices are integrated into our curriculum and regular workshops, open discussions and accessible resources ensure that both children and adults are well-informed about proper research and citation practices. These initiatives clarify expectations, but also empower everyone in the community to engage in academic work with honesty and integrity.

## **Artificial Intelligence**

Artificial intelligence (AI) technology refers to computers or machines that are programmed to perform tasks that we traditionally think only humans can do – by mirroring human thoughts and behaviours. These can be used to produce pieces of work from the perspective of a human being, which poses a risk to the authenticity of work that could be produced. It is important that pupils refrain from using Artificial Intelligence, enabling them to develop and optimise their own learning so that they are able to make genuine, personal progress.

At Leigh Academy Peninsula East, we promote responsible use of technology that enhances the learning and experiences of each pupil, however, any use of work that has been generated by or edited by an Artificial Intelligence platform would be considered a breach of our Academic Integrity Policy and could result in corresponding consequences.

## **Procedures for Addressing Academic Misconduct**

The school recognises there are different levels of severity regarding academic integrity. Any consequences will therefore be a reflection of the level of “intent”. Along with this, teachers need to take into account the learning needs of the students. It may be the students are struggling to understand the content and students who seem to be committing on-going dishonest behaviours could be having academic difficulties. If dishonest behaviours continue, consequences may be put into place.

When there are concerns about academic misconduct, the school will provide the students support in a positive and confidential manner and parents will be notified. If a member of the school community suspects a breach of academic integrity, they will report the issue to a teacher designated academic integrity coordinators. If after a thorough and fair investigation, it is confirmed that a breach has occurred, appropriate measures will be put in place. These may include:

- Reminders of the Academic Integrity Policy
- Repeating the learning activity in an academically honest manner.
- Parental guidance/parent conference to understand the importance of academic integrity
- Adapting assessment scores to reflect the learning that has occurred due to academic dishonesty.
- Incidents of severe misconduct to be kept on record

## **Review and Amendments**

This policy is subject to annual review to ensure that it remains relevant and effective for our pupils. Adjustments may be made based on evolving practices, community feedback and updates to the IB framework outside of this annual review process.

Any changes will be clearly communicated to all members of the school community, to ensure that everyone remains aligned with our shared commitment to integrity.

## **Conclusion and Acknowledgment**

At Leigh Academy Peninsula East, academic integrity is a shared responsibility that underpins everything that we do. By being part of our academy community, all stakeholders play a role in promoting and upholding academic integrity. Whether student, staff or parent, our collective responsibility lies in fostering an environment built on trust, honesty and respect. By committing to these principles, we support a positive and ethical culture of learning that not only strengthens academic progress but also encourages lifelong integrity.

All members of the Leigh Academy Peninsula East community are expected to model and reinforce these standards. Through our everyday actions and attitudes, we contribute to a respectful and trustworthy environment that supports both personal growth and academic excellence.

### Guidance on expected behaviours:

This policy was created with a whole school approach. All teachers, specialists and departments were involved with its creation. As such many different definitions and examples of what academic integrity could look like have been put forward.

As there are a range of similar expectations we have ranged these into lower primary (EY1 – Yr2) and Upper Primary (Yr3-Yr6). Below are examples of Academic integrity within different contexts and expectations.

### Year Groups: EY1, EY2, Yr1, Yr2

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 integrity that could occur. Either teacher led or student led.	<p>Students will have opportunities to talk about how they learned about their project and where their knowledge came from. They will be able to show their learning journey by referencing their Central Ideas and Lines of Inquiries.</p> <p>Teachers will encourage children to prepare for certain questions for projects.</p> <p>Longitudinal tasks should have elements set up by teachers to allow students to maintain academic integrity.</p> <p>Teachers can provide examples of how students have</p>	<p>Accepting responsibility for their contribution and recognising the contributions of others.</p> <p>Setting up classroom areas with each other. Students and teachers encourage participation and class cohesion.</p> <p>Teachers will give opportunities for 'mini reflections' where students are able to observe each other's learning.</p>	<p>Students are able to record on software such as Google Meet or Canva. They can then critique their learning and be used in reflection time with teachers.</p> <p>Research will be referenced by students on their presentations using the methods demonstrated by the class teacher.</p> <p>The teacher will give opportunities for students to explain how they learned about their chosen topic.</p> <p>During reflections, students will have opportunities to show what led their learning.</p>	<p>Students can recognise influences which helped them achieve their goal. Each year group has a variety of open-ended challenges such as SOLO Taxonomy questioning.</p> <p>Students can use Reflection Tickets to identify and discuss the skills they have used to produce their work.</p> <p>Teachers will encourage independence for tasks.</p>	<p>Students can further develop individual learning by:</p> <p>They will have opportunities to explain the things that have been able to help them achieve their goal.</p> <p>Children will have opportunities to teach each other about their learning.</p>

	reached their goals for the project using academic integrity.				
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**Year Groups: Yr3, Yr4, Yr5, Yr6**

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 integrity that could occur. Either teacher led or student led.	<p>Students will have opportunities to talk about how they learned about their project and where their knowledge came from. They will be able to show their learning journey by referencing their Central Ideas and Lines of Inquiries.</p> <p>Students will be able to show their learning through a portfolio work (including work in books and online).</p> <p>Students will be able to show the connections between subjects and how they linked their knowledge together.</p> <p>Teachers will encourage students to prepare for certain questions for projects.</p> <p>Longitudinal tasks should have elements set up by teachers to allow students to</p>	<p>Accepting responsibility for their contribution and recognising the contributions of others.</p> <p>Students can set up the classroom areas with each other to enable appropriate learning with integrity in mind.</p> <p>Students and teachers encourage participation and class cohesion.</p> <p>Students may also allocate a 'Learning Leader' amongst themselves who can keep track of learning and explaining to others.</p> <p>Teacher will give opportunities for 'mini reflections' where students are able to observe each other's learning.</p> <p>Teachers can encourage groups to</p>	<p>Students are able to record on software such as Google Meet or Canva. They can then critique their learning and be used in reflection time with teachers.</p> <p>Research and images will be referenced by students on their presentations using the methods demonstrated by the class teacher.</p> <p>The teacher will give opportunities for students to explain how they learned about their chosen topic.</p> <p>During reflections, students will have opportunities to show what led their learning.</p> <p>The teacher will also give opportunities where students can also explain how they learnt about their</p>	<p>Students can recognise influences which helped them achieve their goal.</p> <p>Students can recognise influences which helped them achieve their goal. Each year group has a variety of open-ended challenges such as SOLO Taxonomy questioning.</p> <p>Students can use Reflection Tickets to identify and discuss the skills they have used to produce their work.</p> <p>Home Work: Children are encouraged to work independently, parents to help guide with their learning.</p> <p>Teachers are encouraged to give a variety of closed and open-ended type of home learning.</p>	<p>Students can further develop individual learning by:</p> <p>Using their Signs of Success</p> <p>Using their Learning Ladders</p> <p>Using the rubrics to track their progress.</p> <p>They will have opportunities to explain the things which have helped them achieve their goal.</p> <p>Children will have opportunities to teach each other about their learning. They will also refer back to summative tasks to decide how they can better similar tasks.</p> <p>Children may use their own learning journals about learning they find interesting.</p>



	<p>maintain academic integrity.</p> <p>Teachers can provide examples of how students have reached their goals for the project using academic integrity.</p>	<p>check with each member about how they have learned and if they have been honest with their learning.</p>	<p>chosen topic.</p> <p>Peer and self-assessment can be used to determine if academic integrity was upheld.</p> <p>During reflection they will have opportunities to show what led their learning.</p>	<p>Teachers will encourage independence for all tasks.</p> <p>Teachers will encourage student inquiry driven learning and agency for their learning, allowing them to follow their interests - this can lead to genuine learning and hence academic integrity.</p>	
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