

Plagiarism & Academic Honesty Policy

Teacher Version

Approved by: Catriona Olsen

Date: October 2024

Review date: October 2026

Policy Aims and School Vision

The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent or carer*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of **Inspired** allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

Our vision and aims

Both King's InterHigh and Academy 21 and welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

Participation: We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

Holistic development: In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

Inclusivity and flexibility: We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

Rationale

King's InterHigh cares for our students and we want them to achieve the best academic results they can. In order for us to do this, we need a true reflection of their knowledge through assessments and examinations. We cannot help our students to improve if we do not know what they can do. Plagiarism prevents us from helping our students reach their true potential.

If our students are allowed to submit work that is not their own and we do not have any plagiarism controls in place, then we are not providing our students with the education that they deserve. A student who knowingly plagiarises is being dishonest to their teacher, their fellow students, and themselves.

Policy

All students are expected to practise the highest standards of personal honesty, investment and integrity in all work they complete. Any work that is submitted to a teacher must be the student's own, original work, or must show evidence of appropriate acknowledgement of the intellectual contributions of others by referencing correctly. Any student who violates this policy will face serious consequences.

King's InterHigh employs the use of plagiarism detection software to review academic work for integrity and to identify cases of plagiarism, for review.

Definition of Plagiarism

Plagiarism is defined as: "presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition." - *Oxford English Dictionary*

Examples of Plagiarism

- Submitting any person's work as a substitute for the student's own work.
- Submitting any work generated by software/app as a substitute of the student's own work (e.g. ChatGPT).
- Copying another student's work (with or without their knowledge) and submitting it as a substitute for the student's own work.
- Producing assessments in conjunction with other people (e.g. another student, a sibling, tutor) which are meant to be the student's own work.
- Allowing another student to copy and submit work as their own.
- Paraphrasing material from external sources without correct citation or referencing. This includes material in study guides and notes, or information that is originally produced in audio or video format and is then transcribed.
- Making use of plots, characters, ideologies, concepts, opinions, designs, theories from other sources such as, but not limited to: stories, novels, television shows, miniseries, films, YouTube videos etc. and presenting them as the student's own work without appropriate citation or referencing.
- 'Cutting and pasting' information from multiple sources and combining it in an attempt to create original work without properly crediting the author(s).
- Failing to use quotation marks to indicate that the student is using another person's exact written words, regardless of how few were used.
- Failing to name a person whose exact words are being used in an oral presentation, or to indicate by verbal inflection that you are using another's words.
- Failing to provide an appropriate list of references where applicable.
- Purchasing an essay from an internet source and handing it in as the student's original work.

Artificial Intelligence (AI)

- Nobody under the age of 13 years old is permitted to use any Large Language Models (e.g. ChatGPT) or any AI platform without consent from a parent or guardian.
- AI software should not be used in work submitted by students unless explicit instructions are given from teachers as part of a project or task.

Ways to avoid plagiarism

- Whenever students consult an external source, they should make note of it and include it in a list of references. This includes copying the URL of internet sources and taking note of the date and time the source was consulted.
- Images should be referenced, and authors credited either in a list of references or as a caption beneath the image.
- For tasks which require the citing of sources, a consistent referencing style should be employed. Students are encouraged to use either the Harvard or APA referencing styles and use it consistently throughout the assessment.
- Style guides are available via these links:
 - [Harvard Referencing Style](#)
 - [APA Referencing Guide](#)
- If in doubt, students should ask their class teacher about risks of plagiarism, referencing and how to avoid malpractice

Internal Examinations & Cycle Tests

Cycle tests and mock exams are an integral part of our offer to students. They need to be taken under exam conditions and the submissions scanned using our integrated plagiarism software, Copyleaks. Copyleaks is for use in Year 9 to 13 only. (consider altering the year-groups if decided we're rolling Copyleaks out across the school?)

Please refer to the following video for guidance on how to set Copyleaks options:

<https://weyeducation.instructuremedia.com/embed/1badb94d-bfdb-4c1d-abd3-3369def1b3e9>

There are specific percentage allowances on internal exams and cycle tests indicated in the appendix.

All students must sign the "honour pledge" on their exam script, at the end of the paper, after the last question has been ruled off.

In order for the student to affirm that they have not committed any dishonesty – by soliciting help from another person or by using a second electronic device to access search engines, software (e.g. ChatGPT), textbooks or other unauthorised resources in order to answer any question or fulfil any task in the exam – after the completion of the last question, the student must write and sign the following statement:

I confirm that this work is entirely my own and that I have not used any dishonest means to answer this examination, nor have I received or given any unauthorised help on this test.

Signed:

Parent signature:

Consequences of plagiarism

In the event that a teacher reasonably believes, based on evidence, that a student has been guilty of plagiarism or has assisted another student to commit plagiarism, then that student may be subject to any of the following consequences, depending on the nature and severity of the offence:

- Reduction of marks for the assessment.
- Zero marks being awarded for the assessment.
- The student may be required to re-write the assessment (or a similar one).
- Written notification to parents/guardians via email and concerns.
- Phone conversation or meeting with parents/guardians.
- Referral to Head of Subject first, then Head of Key Stage for further disciplinary and restorative action. The incident is recorded in the student's file.

Students should note that the penalties for plagiarism at tertiary level (College, University) are considerably more severe, and can even lead to academic exclusion, meaning that the student cannot complete their course or degree, even if fees have been paid in advance.

Conclusion

Students need to submit original work or reference work that is not their own. Plagiarism in Explore, Apply tasks and internal examinations is treated extremely seriously. Plagiarism is a code of conduct offence, and any allegation of plagiarism will be investigated.

Students need to take personal responsibility for all academic work and adhere at all times to all rules and policies relating to academic integrity.

Appendix A – Strategies and Actions in Handling Plagiarism

Plagiarism in explore or apply tasks (formative) – single subject level

Scenario		Action by teacher	Action by Tutor	Action by HoS/HoY/HoKS	Relevant to which Key Stage
1.	First instance of plagiarism detected in explore or apply tasks in a single subject	Remind the student about plagiarism/honesty/integrity	Tutor to raise incident with student reminding them of the academic honesty policy	None	KS4 KS3 KS5
		Opportunity to re-submit work for marking			
		Academic Honesty Concern raised			
		Email Tutor (or copy into student email below for efficiency)			
		Teacher to raise incident with student in a considerate manner (use template). Ensure student has read email with class follow up.			
2.	Second instance of plagiarism detected in explore or apply tasks in a single subject	Award '0' for the piece of work, reference to policy given to student.	1:1 with student to discuss in class or in conversation with home.	None	KS4 KS3 KS5
		No opportunity to resubmit			
		Academic Honesty Concern raised			
		Teacher to raise incident with student in a considerate manner (use template) – email home copy parents and tutor			
3.	Third instance of plagiarism detected in apply tasks in a single subject	Academic Honesty concern and refer to HoS		Meeting between HoS, parent and student, consequences of plagiarism discussed: References not being provided Predicted grades not being provided Cannot support learning Will struggle with Higher Education	KS4 KS3 KS5
4.	Fourth instance of plagiarism detected in apply tasks in a single subject	Teacher communicates with HoY, who treats the incident as multiple subjects plagiarism			KS4 KS3 KS5

Plagiarism in internal exams and cycle tests

Scenario		Action by teacher	Action by HoY/HoS/HoK/Exams Officer	Action by Tutor
1.	Clear and irrefutable evidence? Plagiarism is detected in a question or small section of an internal exam or cycle test	Discuss with HoS Paper is given 0 Capture evidence (screenshots/use of Copyleaks report) Comments given in feedback on work - Academic Honesty Concern added	- HoS approval giving zero to paper - Teacher/HoS contact home (see below). Copy in tutor to email letting parents know or follow up email. - make HoK aware / escalate if needed	- awareness
2.	Multiple examples of plagiarism detected in an internal exam series or cycle tests		- HoY to review Concerns record and update HoKs - Academic Honesty Concern - HoY to arrange a 1:1 with the student/parent with the Tutor and Head of Exams present - HoY to update HoK/HoS as appropriate	

Plagiarism in explore or apply tasks (formative) – multiple subject level

Scenario		Action by HoY/HoKS	Relevant to which Key Stage
1.	Incidents across Two subjects	HoY to pick up multiple subjects via Concerns summary, arrange meeting with student and parent to discuss issue and action plan	KS4 KS3 KS5
2.	Further incident	HoY to pick up multiple subjects via Concerns summary, inform HoK HoK arrange meeting with student and parent to discuss issue and action plan	KS4 KS3 KS5
3..	Further Incident	Refer to Executive Head	KS4 KS5

Appendix B – Process at a glance (Summative Assessment/Cycle Tests)

1. Student should get **zero marks** for question or whole assessment. Teacher and HoS discuss depending on level above making sure they have reviewed the evidence carefully. At KS5 it is fine to ask the HoK for advice.
2. Add an **academic concern** detailing that plagiarism has been identified in the work.
3. **Write to the student and parent/carer** and student in a single email stating what has been found, why it constitutes plagiarism (see **examples of plagiarism** above) and why this is a problem. State the above in a matter-of-fact fashion (not an accusation but 'this is what has been found in your work') and ask the student to explain on email what went on/why you would have found that evidence by a specific date.
 - Include a sample of the elements that have been plagiarised and the source
 - Attach this presentation explaining it [ML Lesson 1 & 2 Academic Honesty](#)
 - Other useful link : [here](#) & [here](#)
 - Copy in the tutor and your HoS
4. Once you have the reply, consider it, speak to HoS if needed.
 - State the **consequence** and if they did this in an exam (disqualification) or at Uni (removal from a course) - explicitly state this is regardless of motive, if actually copying or inadvertently not referencing.
 - Suggest a clear **restorative activity** (e.g. written response on why plagiarism is wrong referencing the attachment or redoing their assessment).
 - Ask that they email us when they have spoken to the student and give **confirmation** of what has been put in place/done to ensure it does not happen again
5. **If you get no reply on email**, escalate to your HoS and agree who will call home to speak to the parents/carers:
 - If there is no reply please leave a voicemail and then email again to parents saying ' *we need to communicate urgently about X's education because we have found an incident of plagiarism that is now going to affect X's success in the subject*'.
 - Invite response on email or ask for a good time to speak.
 - Return to complete step 4

If there is no attendance or reply from parents after a 3 days escalate with HoS to your HoK to agree a time to speak to the student in a lesson and escalate contact home.

Appendix C - Email Templates

First Instance – Teacher communication

Dear <STUDENT NAME>,

I want you to achieve the best academic results you can. In order for me to help you to do this, I need a true reflection of your knowledge in your Apply tasks. I cannot help you to improve if I don't know what you can do.

The work you submitted does not look like your own.

<EVIDENCE
EVIDENCE
EVIDENCE
EVIDENCE
EVIDENCE>

Plagiarism prevents me from helping you to reach your true potential. I will give you another opportunity to complete the Apply task. <DETAIL OF DEADLINE ETC>

Regards

<TEACHER NAME>

Second Instance – Teacher communication

Dear <STUDENT NAME>,

All students are expected to practise the highest standards of personal honesty, investment and integrity in all work they complete. Any work that is submitted to a teacher must be the student's own, original work, or must show evidence of appropriate acknowledgement of the intellectual contributions of others by referencing correctly. Any student who violates this policy will face serious consequences.

The work you submitted does not look like your own.

<EVIDENCE
EVIDENCE
EVIDENCE
EVIDENCE
EVIDENCE>

As this is the second time you have submitted work that is not your own, you will be given 0 for this task and your parents will be notified. Please remember that plagiarism prevents me from helping you to reach your true potential.

Regards

<TEACHER NAME>