

St. George School Academic Integrity Policy



ST.GEORGE
BARCELONA



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St. George Academic Integrity Policy

Academic integrity lies at the core of our educational mission here at St. George, and it serves as the foundation upon which our students build their academic journeys. Every student's path to knowledge should be paved with integrity, and to that end, we place a significant emphasis on upholding the highest standards of honesty and integrity in all aspects of academic life. In today's world where information is quickly changing and easily accessible from various sources including textbooks, research papers, and artificial intelligence (AI)-powered tools, it is more critical than ever to ensure that our students harness the power of these resources ethically and responsibly. (See [Artificial Intelligence \(AI\) policy](#) linked). As we navigate the academic landscape, we ask every member of our school community to embrace and practise the principles of academic integrity at their expected grade and skill level.

All students at St. George School are expected to demonstrate integrity and be honest in the way in which they carry out and present their work. This means that all work submitted for assessment, whether internal or external, must be original to the student, or must be properly attributed using the Harvard referencing system. This includes correctly referencing information, opinions and AI tools. Academic integrity is crucial if students are to fulfil the values of our school, IGCSEs, A Levels and the IB Diploma. This policy is communicated to students, parents, and staff at the beginning of each academic year. It is reshared with staff via email and reviewed during the first meetings back, highlighting key points and any changes or amendments. Students are given access through ManageBac and/or Google Classroom and it is also made available on the school website.

Students who are dishonest are at risk of failing their IGCSEs, A Levels and/or IB Diploma.

Academic Integrity Philosophy

Academic integrity is a cornerstone of St. George's learning philosophy. This philosophy is rooted in the St. George values of respect, responsibility, fairness, kindness and personal best. In addition we are embracing a commitment to lifelong learning and promoting building an academic mindset. Our academic integrity philosophy aims to articulate the underlying principles that guide ethical academic behavior and support authentic learning in our school community. Academic integrity studies are implemented in all of the subjects from year 7 onwards. They are taught in more detail during library lessons for years 7, 8 and 9 which gives the students the base knowledge and expectations for their growth in academic integrity.

Respect for the intellectual contributions of others is fundamental to academic work. St. George students are trained to apply critical thinking in evaluating the information they are using for their learning and school assignments. They focus on assessing the sources of information and applying media skills in building up understanding of reliable and valid information sources. Critical thinking skills include honoring and recognising diversity of ideas and perspectives. The students learn to differentiate between their own thinking and others ideas and refer to the proper sources in their work.

Taking responsibility for one's own learning is one of the key factors in learning to apply academic integrity in actions. Responsibility involves students being accountable for their academic conduct and the authenticity of their work. Responsibility includes understanding and adhering to ethical scholarship practices, taking ownership of actions and learning from mistakes. Fairness in a sense of equity and justice are central to St. George academic

endeavors. Transparent expectations and consistent practices ensure all students have equal opportunities to succeed, fostering trust and integrity.

Kindness underpins a supportive learning environment where empathy and care guide interactions. By treating peers and educators with compassion, students contribute to a culture that values mutual respect and collaborative growth. Academic integrity involves putting forth one's best effort, reflecting commitment to learning and self-improvement. Embracing challenges and persisting through difficulties cultivates resilience and a growth mindset, which hallmarks the expectations for every St. George student.

St. George academic integrity philosophy is aligned with IB's commitment to academic integrity. It reflects its broader mission to develop inquiring, knowledgeable, and caring young people who contribute to a better and more peaceful world. By embedding respect, responsibility, fairness, kindness, and the pursuit of personal best into its programs, St. George ensures that academic integrity becomes a way of life. This philosophy also aligns with the IB learner profile, fostering principled, open-minded, and reflective individuals who respect the interconnectedness of knowledge, culture, and humanity.

IB guidance regarding academic integrity

IB Learner Profile

Academic integrity is central to the IB Learner Profile (2013), all students should 'strive to be principled and act with integrity and honesty' (np). The St. George Academic Integrity policies aligns with the learner profile by promoting 'a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility' (IBO, 2020, p. 11).

Academic misconduct

St George has adopted and adapted the IB's definitions of misconduct:

Plagiarism; the representation of the ideas or work of another person (or AI) as your own. Which can include copying from another student, copying from books or the internet (including AI), paraphrasing without referencing, subcontracting the work to someone else and submitting the same piece of work for two different purposes.

Collusion; allowing your work to be copied or submitted by another student, or using the work of other students and passing this off as your own. [This is different to collaboration, where students work together in an open relationship, share information and produce an individual and original response].

Duplication of work; the presentation of the same work for different assessment components and/or IB requirements.

Misconduct during an examination, including the possession of unauthorised material.

Disclosing information to another candidate, or receiving information from another candidate, about the content of an IB DP examination paper within 24 hours after the examination.

Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment or examination.

Ensuring academic integrity

Students should:

- Ensure that all sources that have been consulted are acknowledged in their work.
- Ensure that information that is used is acknowledged in the body of the text and is fully listed in the bibliography.
- Use quotation marks or italics to show if text is a quotation and to acknowledge the author.
- Cite sources so that readers can find them, according to the Harvard style of referencing.
- Use turnitin to check for plagiarism and missing citations.
- Read and sign an agreement to acknowledge they have read and will adhere to the rules and regulations of the Academic Integrity Policy.
- Sign and date an authenticity statement for every assessed piece to acknowledge that the work produced is their own and they understand the consequences if they submit plagiarised work.

Teachers should:

- Provide individual guidance on how to reference within their subjects so that students have clear expectations of the purpose of citing and referencing in each discipline.
- Provide students with opportunities to discuss any problems they may encounter, support them at each step and provide them with the resources they need to complete the work accurately.
- Use Turnitin as a method of monitoring assessed work and detecting plagiarism.
- Inform the Deputy Headteacher of Secondary/IB Coordinator immediately if any student is suspected of academic misconduct.

The School should:

- Lead sessions on plagiarism, academic integrity and how to reference using the Harvard referencing system (Appendix I).
- Ensure individual guidance from subject teachers and Extended Essay supervisors is provided.
- Ensure that students are not overloaded by providing them with an internal assessment schedule, agreed by the DP team, and then ensure that all teachers adhere to the schedule.
- Provide publications on academic integrity produced by the IBO
- Ensure all teachers are provided with professional development on the Harvard referencing system
- Promote parental awareness of the Academic Integrity policy and the consequences of academic misconduct.

Parents should:

- Be aware of the Academic Integrity policy and the consequences of academic misconduct.
- Read and sign an agreement to acknowledge they have read and will support their child with adhering to the rules and regulations of the Academic Policy.

Procedures for reporting malpractice

There are internal and external consequences in place to support the implementation of academic integrity. Internal consequences are followed for any malpractice related to homework, classwork and drafts which do not count towards the final DP grade. External consequences are followed for any malpractice related to final pieces of work which count towards the final DP grade.

The school retains the right to apply other sanctions related to internal malpractice, these could include seclusion or exclusion.

Internal measures

Consequence 1: The student is required to re-do the work, reminded of the academic integrity policy and the malpractice is noted on their school record. Parents are informed.

Consequence 2: The student is given a zero for the assignment or piece of work and will be expected to attend a meeting with their parents/guardian and the IB Coordinator. This will be noted on the student's school record.

Consequence 3: The student will receive a written warning and may be withdrawn from the DP programme.

External Measures

External consequences as outlined by the IB will be applied if malpractice is suspected at the final stages of any work that is being submitted to the IB. This will involve a formal investigation by the DP Coordinator IB.

A formal investigation will occur when:

- A coordinator informs IBCA that academic misconduct may have occurred during an examination
- An invigilator or examiner suspects misconduct or malpractice and provides evidence to justify the suspicion.
- Examination material is identified as not being the authentic work of a student.

An investigation of misconduct detected by an examiner outside of the school may take the following form:

- The Head of Examinations will inform the DP Coordinator that a student is being investigated for suspected academic misconduct.
- The DP informs the Head of School that a student is being investigated.
- The DP Coordinator will provide IBCA with:
 - a statement from the candidate
 - a statement from the subject teacher or extended essay supervisor
 - a statement from the DP Coordinator
 - A summary of the interview with the candidate about the allegation of malpractice
- The investigation should take place immediately, although it can be postponed until after the student's final written examination.
- The student's parents will be informed.
- The planning and conduct of the investigation will be at the discretion of the DP Coordinator, the student's rights will be protected.

An investigation of misconduct which happens during an IB Diploma examination may take the following form:

- The student will complete the examination.
- The DP Coordinator will be informed immediately by the invigilator.
- The DP Coordinator will inform the Head of School and begin an investigation immediately after the examination has finished.
- The student's parents will be informed
- Full written statements will be submitted to the IB and shared with the student and their parents.

- The student will complete all other examinations.
- The IB will make the final decision of any sanctions.

An investigation of misconduct relating to internal assessments may take the following form:

- The student is informed by the DP Coordinator that there are doubts about the authenticity of their work.
- If the student agrees that academic dishonesty has occurred they will redo the work under close supervision.
- If the student disagrees with the claim then the subject teacher will submit a statement explaining their doubts to the DP Coordinator.
- The DP Coordinator will hold a meeting with the student, parents and subject teacher. Minutes will be taken.
- The student will be required to provide evidence that the work is their own (small test, older versions of the work).
- The subject teacher's decision will be final, and the student will be made aware that the school can submit a coded grade indicating academic dishonesty on the IB system, and that this will result in the failure of the component, subject and Diploma.
- The school may withdraw the student from the Diploma Programme.

Consequences of academic dishonesty as outlined by the IB

- If the academic malpractice is considered minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject (academic infringement).
- If a student is found to have plagiarised then no grade will be awarded for the subject and therefore will not be awarded the Diploma.
- Misconduct during an examination will result in no grade for that subject and no Diploma.
- If CAS records are falsified, the student will have to complete the CAS completely and accurately and the Diploma will be awarded 12 months later.
- If the academic misconduct is serious, the student may not be able to re-register for examinations in the future.
- An IB Diploma may be withdrawn from a candidate at any time if misconduct is subsequently established.
- An appeal can be made to the final award committee in light of new factual evidence within three months of the original decision.

Links to other policies: [*Assessment Policy*](#), [*Artificial Intelligence \(AI\) policy*](#)

Collaboration on this policy: *Librarian, EE Supervisor, Senior Leadership Team.*

Bibliography

IBO. (2019) *Academic Integrity Policy*: [Link](#)

IBO. (2020) *Programme Standards and Practices*: [Link](#)

Appendix I: Harvard Referencing

This document will give you a guide to referencing using the Harvard referencing system. Additionally, the publication [Pears, R and Shields, G (2016) *Cite them right: the essential referencing guide*. 10th edn, London: Palgrave] will provide further examples and explanations.

There are two parts to referencing, how to refer to material in the text of your assignment (citations) and how to reference at the end of your assignment (reference list/bibliography).

How cite within your assignment

Acknowledging Ideas

In the text you should include the author's or authors' surname(s) followed by the date of publication in brackets, e.g. King (2010) states that it is important to consider...

Alternatively, you could include both the surname and date in brackets at the end of your point, e.g. It has been suggested that it is important to consider....(King, 2010).

If what you are adding what the author has actually written, then you need to add the page numbers, e.g. Each mentoring process should begin with where the NQT is in their learning and 'take their typical pattern of development into account' (Furlong and Maynard, 1995, p. 180).

Secondary referencing

If you have not actually read Best (2015) but have only read about Best's ideas in Aelberry (2017), you should use the phrase 'cited in', e.g. It is claimed (Best, 2015, cited in Aelberry, 2017, p. 53) that...If Aelberry uses Best's exact words, then Best has been 'quoted' rather than 'cited'.

Setting out Quotations

If the quotation is brief then they are absorbed into the main text using quotation marks, e.g. for the mentor/mentee relationship to be successful Lee *et al.*, (2006) state 'they need a foundation of effective communication, mutual respect and trust, and genuine cooperation' (p. 239).

If it is a lengthy quotation, then it is indented from the rest of the text and does not need quotation marks, e.g.

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. (IBO, 2015, p. 33)

Reference List

Your reference list is located at the end of your assignment and should be in alphabetical order by the author's name. When referencing three or more authors/editors, you can give the first name, followed by *et al.* in both the in-text citation and the reference list, e.g. Best, D., Parker, S., Aelberry, J (2019) is referenced as Best *et al* (2019).

When creating your reference list you must follow the punctuation, italics and abbreviations given in the following examples for different sources.

Reference Examples

These are the most common examples, you can find more in Cite it Right, Mybib or other similar publications.

Books

In-text citation: Author surname (year), e.g. Fletcher (2000)

Reference List: Author surname, first initial. (year) *Title*. Location: Publisher.

E.g. Fletcher, S. (2000) *Mentoring in Schools: A Handbook of Good Practice*. Oxon: Routledge.

If the author has published more than one document in the same year, distinguish between them by adding a, b, c etc. after the date. E.g. (Fletcher, 2000a).

If a book has an editor instead of an author, use the following:

In-text citation: author surname (year) e.g. Sampson and Yeomans (2002)

Reference List: Author surname, initial. (ed.) (year)....

E.g. Sampson, J. and Yeomans, R. (ed.) (2002)...

Chapters/sections in edited books

Where books contain collections of chapters written by different authors, you will need to reference the chapter you have read by using single inverted commas around the title of the chapter.

In-text citation: Author surname (year) e.g. Bush (2007)

Reference List: Author surname of chapter, initial. (year) 'Title of the chapter', in author(s) surname, initials. (ed(s)) *Title of the book*, pp. page number – page number. Location: Publishers.

E.g. Bush, T. (2007) 'Authenticity in research – reliability, validity and triangulation', in Briggs, R.J.A. and Coleman, M. (eds) *Research Methods in Educational Leadership and Management*, pp. 91-105. London: SAGE Publications Ltd.

Journal article

In-text citation: Author surname (year) e.g. Gorard (2012)

Reference List: Author surname, initial. (year) 'Journal article title', *Journal title*, volume (number), pp. page number – page number.

E.g. Gorard, S. (2012) 'Who is eligible for free school meals? Characterising free school meals as a measure of disadvantage in England', *British Educational Research Journal*, 38 (6), pp.1003 – 1017.

Newspaper article – printed

In-text citation: Author surname (year). E.g. Best (2008), or if no author use the newspaper title, e.g. Financial Times (2008)

Reference List: Author surname, initial. (year) 'Title of article', *newspaper title*, Date of newspaper, page number.

E.g. Best, D. (2008) 'Trends in GCSE Business studies', *Financial Times*, 7. June, p. 4.

Government Publications

In-text citation: Department for Education (2016)

Reference List: Government title. (year) Title of publication. [Online]. Available at: Web page (Accessed: date month year).

E.g. Department for Education. (2016) *Induction for newly qualified teachers (England)*. [Online]. Available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/580039/Statutory_Induction_Guidance_December_2016.pdf (Accessed: 1 April 2017).

Web Pages

When referencing a web page give the name of the individual author or organization as the author. If no author, then use the web page title.

In-text Citation: Lindon (2011)

Reference List: Author surname, initial. (year) Title of article. [Online]. Available at: Web page (Accessed: day month year).

E.g. Lindon, J. (2011) *Creating a culture of coaching: upskilling the school workforce in times of change*. [Online]. Available at:
<https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t05.html> (Accessed: 2 April 2017).

Artificial Intelligence (AI) Content:

Citation order:

- Name of AI
- Year of communication (in round brackets)
- Medium of communication
- Receiver of communication
- Day/month of communication

In-text citation example:

When prompted by the author, ChatGPT responded with a 'definition of academic integrity' (OpenAI ChatGPT, 2025).

Reference list:

OpenAI ChatGPT (2025) ChatGPT response to Sanna Honkanen. [Online]. Available at
<https://chatgpt.com/c/678f7988-b13c-8002-b225-add842456eec> (Accessed 21. January 2025).