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ACADEMIC INTEGRITY POLICY

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Presenting pupils with the requirement to take responsibility for their own academic development is embedded in the academic philosophy that underpins the Bryanston Method (with roots in the modified Dalton system). Pupils are taught in Bryanston Method lessons throughout D and there is a focus on academic integrity at the start of the Autumn Term, and again in the Summer Term prior to a self-led research project (the DPQ). This provides structure and support to pupils as they begin adapting to the expectations of academic work at the school.

More widely, subject teachers, tutors and other pastoral staff have a responsibility to instill appropriate attitudes in all the pupils we teach. Understanding the difference between honest and dishonest work practices is therefore a key element.

In the original Dalton Plan, considerable emphasis was placed on learning through self-directed activity, or project work. In more recent times, with coursework in GCSE, A level, CTEC and the IB Diploma, the advantages of a system of work which specifically sets out to train pupils to organise time, undertake research and produce tailored reports are particularly significant. This approach uses the time which might otherwise be devoted to formal classwork to help with the effective development of the skills needed for research. Hence, assignment time is an integral feature of the curriculum from the outset in D, when pupils have to come to terms with the concept of teacher supervised but not teacher taught time and how to use it. Over the five years, this training is intended to meet the objective, even more valid now than it was in 1934, as described by Coade: ‘the whole system of work leads gradually up to the university tutorial system and is analogous to it’.

Dalton at Bryanston, Guide to Bryanston



All assignment work done by pupils from D upwards is subject to the same level of expectation: that it will be the pupil's own work, done largely unaided, and where assistance has been used that will be acknowledged.

The IB Diploma Programme bases its expectations concerning Academic Integrity on the Learner Profile:

Principled: We (students) act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

IB Learner Profile

This statement is mirrored in the Bryanston values, and it underpins the following specific guidelines for Academic Integrity throughout the school, as outlined above. Every pupil has to understand that the expectations are

- To follow the standards of work and effort required for each subject.
- To meet the Bryanston School Academic Integrity guidelines.
- To follow teachers' advice on the research, writing and presenting stages of academic work, but to understand that they are ultimately responsible for the final piece of work submitted either internally or externally to any of the exam boards.

However, we understand that this is a process of continuous learning, and therefore we have a system of pupil support in place throughout the school, which is outlined below. In addition, teachers are required to demonstrate the importance of academic integrity at all times by acknowledging sources when presenting information to pupils. They will thereby be modelling the use of academic conventions and encouraging pupils to adopt an appropriate convention according to the subject being studied. Where there is a specific preferred method, this must be communicated to the pupils from the outset of studying a subject, to ensure that they are familiar with these conventions by the time they reach the IBDP or A Level courses in the Sixth Form.

Every teacher is aware that the expectations are:

- To make clear the standards of work and effort required for each assignment deadline.
- To assist the pupil to meet the Bryanston School Academic Integrity guidelines.
- To advise the pupil at the research, writing and presenting stages.
- To provide feedback and guidance on general aspects of the pupil's essay, but not to proofread or edit the document.

Pupil Support

- All pupils and parents are informed of the school's views on the importance of academic integrity and how such dishonesty stands in opposition to the Bryanston ethos. In the first weeks of the D year, as well as the A3 year the academic integrity



policy will be explained to all pupils and they will be asked to sign a Form acknowledging that they have been made aware of this information. IB pupils also sign acknowledgement of Academic Integrity documents (from the outset of their courses), as well as a separate Extended Essay contract in the summer term of their first year. In addition, each subject will include a lesson on subject-specific citation conventions into their D and A3 unit plans and set an assignment giving opportunity for practice.

- Pupils are given opportunities for independent research and the appropriate use of generative AI in lessons across the curriculum from D onwards, allowing them to prepare for the high level of research skills required for Sixth Form study and in Higher Education.
- All pupils are taught how to reference correctly (including the use of generative AI) by their subject teachers, in collaboration with the English Enrichment and Literacy Co-ordinator and the IT Department. The school has a range of support material and reference tools available for this purpose.
- Care is taken by individual teachers to remind pupils at the start of each academic year and whenever necessary or appropriate of the content of the Academic Integrity Policy, as well as the different levels of sanctions when malpractice is discovered.
- Year group assemblies make Academic Integrity a focus at the start of each term.
- Exam briefings take place for each year group undertaking internal or public examinations. For internal examinations, these are conducted by the Internal Examinations Officer and for public examinations by the Examinations Officer and Deputy Head Academic. Pupils are made aware of regulations and code of conduct and have the chance to ask questions.
- To further promote and uphold academic integrity, the school uses plagiarism software, AI checks and vivas to ensure the originality of work and address any potential misconduct. This is used routinely with IB coursework, for example, where Heads of Department make use of the software in their subjects and are reminded to do so by the IB coordinator and Deputy Head Academic. Any issues or concerns with authenticity of work are dealt with as per the policy below.

Definitions and Sanctions

As part of the learning process, we understand that expectations will not always be met, be it from genuine error or lack of knowledge or from intentional deceit. The following is to clarify the procedures we have in place for the eventuality of malpractice.



Definition: Malpractice is universally recognised as a serious academic offence. Ignorance of malpractice is not a valid excuse and any pupil suspected of having committed this offence will be investigated by the relevant teacher in charge of that particular incident.

Malpractice includes, but is not limited to:

- Plagiarism: to represent another person's ideas or work as one's own.
- Collusion: to allow one's work to be copied or submitted for assessment by a different person.
- Duplication: submitting the same work in different assessments
- Falsification: purchasing and/or submitting pieces of written work by someone else, misrepresenting actions or signing documents in someone else's name.

It is understood, however, that learning occurs along a developmental continuum and academic integrity will involve different specific practices in and across the different year groups. Internal consequences of academic malpractice are outlined in the following steps.

Sanctions:

- ❖ A genuine error – If the teacher suspects malpractice in a piece of work he or she will speak to the pupil privately to ascertain if malpractice has taken place. If a genuine error has occurred, the teacher will clarify with the pupil how to source correctly. The teacher will make the academic tutor aware of the incident, so that the incident can be discussed in a tutorial as well.
- ❖ The first instance of malpractice – If malpractice appears to be evident, the teacher must notify the head of department who will check with the academic tutor if this is the first instance. If it is, the Head of Department will speak to the pupil concerned and warn him or her of the serious consequences of any further misconduct. The tutor will inform parents in an email, and the pupil will be asked to repeat the assignment in question, observing the guidelines for academic integrity. The appropriate internal behavioral consequence for such an instance of misconduct will usually be a Head's Detention.
- ❖ Repeat malpractice – Any pupil who has previously been warned about such malpractice and repeats the offence, irrespective of subject, will be reported to the Deputy Head Academic. The teacher / Head of Department will provide a report, giving evidence of the malpractice and the pupil will be given an opportunity to respond in an interview with teacher, tutor and DHA. Should malpractice be confirmed, serious disciplinary action will be taken, including Head's Chart, but not necessarily limited to this.
- ❖ Malpractice in coursework – If there is evidence of malpractice in coursework



for any of the examination boards before the final authentication forms are signed, the pupil will have to re-write the work. This new piece of work will be undertaken under the close supervision of the teacher, the tutor and/or the Head of Department. The sanctions outlined above will be applied, depending on the nature of the offence.

- ❖ Examination Board Sanctions – Coursework submitted to the IGCSE / GCSE / A Level or IB Examination Boards will be subject to the relevant Boards’ scrutiny. If malpractice is discovered, the pupil will face the Board’s sanctions. This can lead to qualifications not being awarded or, in the case of the IB, a failed Diploma. The subject in question may be re-taken in one of the following examination sessions, depending on the nature of the malpractice.

- ❖ Other possible consequences: In addition to the above, pupils who have faced serious disciplinary action, such as suspension, due to academic dishonesty, should be aware that Bryanston School will be obliged to report this information to universities that may require it.

Note: because of the complexity of this area, every incident of suspected malpractice is reported to the Deputy Head Academic by the Head of Department, and that the Deputy Head Academic reserves the right to apply the appropriate sanction.

All pupils are required to confirm that work they submit for external assessment or moderation is their own and that any assistance given and/or sources used have been acknowledged. It is also a requirement that teachers confirm that all of the work submitted for assessment / moderation was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. There are slightly different procedures in place for the different exam boards followed by the school, but the principle remains the same.

Further guidance and information can be found in the following documents:

- JCQ documents: Suspected Malpractice Policies & Procedures, Plagiarism in Assessments - Guidance for Teachers/Assessors
- Programme standards and practices (2018, IBO)
- Academic Integrity (2019, IBO)
- Academic Honesty in the IB educational context (2014, IBO)

Bibliography:

Academic Honesty in the IB Educational Context (2014),
www.ibo.org

IBO Learner Profile, www.ibo.org

Programme standards and practices (2018), www.ibo.org

JCQ [Suspected Malpractice Policies and Procedures 1 September 2021 to 31 August 2022](#)

JCQ [Plagiarism in Assessments – Guidance for Teachers/Assessors](#)