



Academic Integrity Policy

Section 1: Introduction and Definitions

Haileybury Malta is committed to fostering a culture of academic integrity across all areas of school life, including both the Cambridge IGCSE and the IB Diploma Programme (IBDP). Academic integrity is essential to the learning experience and to the credibility of all qualifications pursued at the school. Our approach is grounded in the values promoted by the International Baccalaureate which include integrity, trust, fairness, respect, and responsibility. The policy also aligns with Cambridge International's expectations for authentic, ethically produced assessment work. We also recognise the importance of courage, particularly when pupils must make principled choices under pressure or when faced with challenges related to workload, deadlines, or external expectations. This policy should be read in conjunction with the School's Artificial Intelligence Policy.

Academic integrity supports the development of the IB Learner Profile, particularly the attributes of being principled, reflective, knowledgeable, inquiring, and caring. Pupils are expected to act with integrity and responsibility, to respect the intellectual property of others, and to reflect carefully on the ethical implications of their academic choices.

For the IB Diploma Programme, the school's plans to comply with IB regulations and procedures related to the conduct of all forms of assessment are made explicit through this policy and the IBDP Assessment Policy, as applicable. Together, these policies set out how assessment is conducted, authenticated, secured, submitted, and reviewed in accordance with IB requirements.

At Haileybury Malta, academic integrity means that all pupils produce work that is authentic, original, and reflective of their own understanding, while appropriately acknowledging the contributions, ideas, and intellectual property of others. These expectations apply to every year group and to all forms of learning and assessment, whether formative or summative, internal or external, including coursework, portfolios, oral assessments, examinations, and digital submissions. For the IB Diploma Programme, this explicitly includes Internal Assessments, externally assessed coursework, orals and presentations, written examinations, digital uploads and submissions, and the Extended Essay, TOK assessments, and CAS reflections, all conducted in accordance with IB regulations and procedures.

To support clarity and consistency across both IGCSE and IBDP pathways, the school identifies three broad categories of academic misconduct:

Malpractice – this is attempting to gain an unfair advantage in any assignment or examination. This could include getting unauthorised or unacknowledged help from someone else with a piece of work or cheating in an examination by taking into the room a phone or some other prohibited device or materials. It could also include falsifying a signature or making false claims.

Collusion – this is defined as “a secret agreement for a fraudulent purpose” and could include allowing another pupil to copy work, and to hand it in as their own

Plagiarism - is the most common form of academic disintegrity. It is a complex, multi-faceted and ethically challenging problem. Our definition is intended to be simple and direct relating to the school context for which it is intended to be helpful to pupils, parents and teachers. Definition: Plagiarism occurs when a pupil deliberately and intentionally uses someone else’s language, ideas or other original material without acknowledging its source. It is an attempt to cheat. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other pupils or teachers. Most typically this occurs when a pupil submits someone else’s text, or extracts from that text, as their own or attempts to blur the line between their ideas and words and those borrowed from another source. This is academic misconduct or plagiarism. Both Cambridge International and the IBO recognise a wide range of behaviours that compromise academic integrity. In addition to plagiarism, collusion, and malpractice, pupils must be aware of other forms of misconduct that apply across all qualifications. These include, but are not limited to:

- duplication of work, where the same piece of work is submitted for different assessments
- falsification or fabrication of data, research results, practical findings, or references
- impersonation, including submitting work completed by another person or allowing someone else to sit an exam on one’s behalf
- inappropriate use of AI or digital tools, including generating work, solutions, translations, or data that are then presented as original
- unauthorised or inappropriate collaboration, particularly where individual work is required
- unethical behaviour during practical, scientific, or investigative work, including manipulating outcomes or failing to follow safety and ethical protocols
- Both exam boards emphasise that the authenticity of pupil work is essential for fair, valid, and secure assessment. Artificial Intelligence presents emerging challenges. While many of the principles in this policy apply to AI-related misconduct, the school’s Artificial Intelligence Policy should be consulted for detailed expectations about the ethical, transparent, and responsible use of AI tools.

This Academic Integrity Policy is informed by and aligned with key guidance from the International Baccalaureate, including the IB Academic Integrity Policy (2021), IB Assessment Principles and Practices (2022), and the Programme Standards and Practices

(2023), as well as Cambridge International's regulations on malpractice, authenticity, and secure assessment conduct. Together, these frameworks guide our commitment to maintaining the highest standards of ethical academic behaviour and ensuring that pupils develop as principled, responsible learners across both the IGCSE and IBDP pathways.

Section 2: What are the causes of plagiarism?

Pupils who intentionally plagiarise – for example, copying published information into an essay or coursework assignment without attributing its source for the purpose of claiming the information as their own – are guilty of academic misconduct. There is no excuse for this breach of academic ethics, but it is appropriate to consider the reasons why pupils plagiarise to help pupils, parents and teachers consider how to reduce the opportunities for plagiarism in their work:

- fear of failure
- poor time-management and/or planning skills
- lack of respect for academic conventions
- little understanding of assignment
- Teachers may not always recognise plagiarism or to enforce appropriate penalties – pupils have “got away with it” before.

Pupils are not guilty of plagiarism when they try in good faith to acknowledge others' work but do so inaccurately or incompletely. These failures are usually the consequence of weaknesses in prior learning: some pupils may not know how or lack the ability to use the conventions of authorial attribution. The following reasons may explain why pupils' work can falsely appear to represent plagiarism as we have defined it:

- Lack of knowledge of how to integrate the ideas of others and document the sources of those ideas appropriately in their texts.
- Mistakes in attribution will occur as a natural part of the learning process.
- Poor note-taking skills – copying text that is then subsequently submitted in coursework.
- Teachers assume all pupils have acquired the skills and knowledge of the academic conventions of research and documentation and so unintentionally fail to support the pupil.

Pupils can be confused by the variation in the conventions of source attribution in different contexts. It is possible for a pupil to be guilty of inaccuracy rather than intended plagiarism. Typically, this occurs when a pupil carelessly or inadequately cites ideas and words

borrowed from another source. This is a misuse of sources. Repeated misuse through laziness will be penalised.

An honest pupil is expected to make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their schoolwork. A pupil who attempts, however clumsily, to identify and credit his or her sources, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarised. Instead, this pupil should be considered to have misused their sources.

Section 3: Pupil responsibilities

Pupils must accept that all assessed work should be their own and acknowledge clearly when they are drawing on the ideas of others. Pupils should learn and use appropriate academic conventions of citation and consult their teachers when they are unsure about how to acknowledge the contributions of others to their thoughts and writing. In the IB Diploma Programme, these responsibilities apply to all forms of DP assessment, including Internal Assessments, externally assessed coursework, orals, examinations, and all digital submissions, and pupils are expected to follow IB regulations and procedures governing authenticity, collaboration, and appropriate assistance.

Section 4: Teaching Responsibilities

Classroom teachers will educate pupils about the importance of academic disintegrity and plagiarism referring to their academic subjects and the nature of assessed written work. Teachers must be seen as educators and not simply enforcers. While pupils must live up to their responsibility to behave ethically and honestly as learners, teachers must recognise that plagiarism can be discouraged not only by policy and admonition but, more positively, in the ways they structure assignments and, in the processes, they use to help pupils define and gain interest in curriculum topics. Teachers should design assignments for learning that encourage pupils not simply to recycle information but to develop higher order learning skills such as the investigation and analysis of sources. Schemes of work should include support for researched writing.

Pupils need to be taught relevant academic conventions of citation and acknowledgement and given the opportunity to practice these skills. Key steps that can be taken to ensure academic integrity:

- Avoid the use of formulaic assignments that may invite stock or plagiarised responses.
- Engage the pupils in the processes of writing: notes, planning drafts and revisions.
- Alert pupils to the possible difficulties they may face when citing and analysing sources and offering possible strategies to solve them.

- Discuss written work suspected of plagiarism with the pupil to determine if it is a deliberate intent to deceive.
- Report possible cases of plagiarism to the IBDP Coordinator for further investigation.

Section 5: Referencing and Citation Expectations

Haileybury Malta expects all pupils, and particularly all IB Diploma Programme pupils, to use a consistent and recognised academic referencing convention. For the IB Diploma Programme, the school will use Harvard referencing as the standard referencing style, unless a subject-specific alternative is explicitly approved by the teacher.

Pupils must cite all sources accurately and consistently in all assessed and non-assessed work, including written assignments, presentations, Internal Assessments, the Extended Essay, TOK work, CAS reflections where appropriate, and digital submissions. This includes books, journal articles, websites, images, diagrams, data, audio-visual materials, AI-assisted outputs, and any other source of information, ideas, language, or media.

Teachers will provide explicit guidance on Harvard referencing, bibliographies, in-text citations, quotation, paraphrasing, and the ethical use of sources. Referencing expectations will be reinforced through subject lessons, tutor sessions, Extended Essay preparation, TOK teaching, and research-skills workshops.

Section 6: Responsibilities of the School

Haileybury Malta is committed to promoting a culture of academic integrity across the entire school, including all learning and assessment undertaken in both the Cambridge IGCSE and IB Diploma Programme. The school ensures that pupils, teachers, and parents understand the principles of ethical academic behaviour by providing clear policies, accessible guidance, and regular education on research skills, information literacy, digital responsibility, and the importance of authentic work. This includes explicit teaching on plagiarism, collusion, appropriate collaboration, the ethical use of AI, and the requirements of secure assessment conduct.

To support this, the school ensures that staff receive ongoing training on academic integrity expectations set by both Cambridge International and the IB. This training focuses on identifying misconduct, supporting pupils appropriately during research and coursework processes, and maintaining consistent and fair approaches to academic integrity. The Head, Deputy Head, IBDP Coordinator, Exams Officer and Teachers, work collaboratively to ensure that all staff understand the specific regulatory requirements of each awarding body, including IB regulations and procedures related to the conduct of all forms of DP assessment as outlined in this policy and the IBDP Assessment Policy.

Haileybury Malta maintains robust procedures for the secure storage, handling, and submission of all assessment materials, including coursework, portfolios, internal

assessments, practical work, and examination papers. Cambridge International's strict requirements for secure assessment environments are upheld across all IGCSE courses, and the school ensures compliance with all regulations relating to controlled assessments, examination room conduct, and the authenticity of pupil work. Similarly, the IBDP Coordinator oversees IB-specific processes to ensure that internal and external assessment protocols, such as moderation samples, digital uploads, orals, and confidentiality of examination materials, are followed accurately and securely, in line with IB regulations and procedures governing the conduct of DP assessment.

Academic integrity is embedded in both programmes. In the IBDP, this includes explicit emphasis on authentic authorship in the Extended Essay, integrity and originality in TOK exhibitions and essays, and truthful reflection within CAS experiences. For Cambridge IGCSE, this includes ensuring that all coursework and practical tasks adhere to Cambridge's strict guidelines on authenticity, supervised conditions, secure administration, and independent student work.

Through transparent procedures, consistent communication, and an environment that values ethical behaviour, Haileybury Malta strives to ensure that every pupil is supported to act as a principled learner. Our goal is that all pupils demonstrate their knowledge, skills, and understanding honestly and confidently, in a way that reflects genuine academic achievement.

Section 7: Responsibilities of Parents and Guardians

Parents and guardians play a vital role in supporting academic integrity across the whole school, including during their child's preparation for IGCSE and the IB Diploma Programme. They are expected to familiarise themselves with the school's Academic Integrity Policy and Artificial Intelligence Policy and to encourage pupils to meet deadlines, manage their workload effectively, and produce work that is genuinely their own. While parents may offer general advice, organisational guidance, or encouragement, they must not edit, rewrite, or contribute to coursework, practical work, or assessment tasks, as this compromises authenticity and breaches both Cambridge and IB regulations.

Parents should also understand the limits of tutor involvement and ensure that any external support focuses on teaching skills, not providing answers or completing work on a pupil's behalf. By reinforcing honest academic behaviour at home and communicating openly with the school when concerns arise, parents help sustain a culture of integrity and support pupils in developing the independence and responsibility essential for real academic success.

Section 8: Procedures

a. External Examinations (IGCSE and IB Diploma Programme)

Haileybury Malta maintains strict standards of examination conduct and security in accordance with both Cambridge International and IB Diploma Programme regulations. Prior to each examination series, the IBDP Coordinator and Exams Officer provide pupils with clear guidance on expectations, permitted materials, and the serious consequences of malpractice. These briefings ensure that all pupils fully understand the regulations before entering any examination room. For the IB Diploma Programme, these arrangements reflect IB regulations and procedures relating to the conduct and security of examinations, including confidentiality requirements and post-examination expectations.

To support exam integrity, the school ensures that:

- pupils are informed about permitted equipment, including any limitations on stationery, calculators, and electronic devices.
- calculator regulations for both exam boards are explained in advance, including prohibited models, resetting requirements, and acceptable modes.
- calculator checks are carried out by the Head of Mathematics, the IBDP Coordinator, and/or the Exams Officer prior to relevant examinations.
- unauthorised materials, such as notes, books, mobile phones, smartwatches, or AI-enabled devices, are clearly prohibited in examination rooms.
- communication during examinations, whether verbal, written, or digital, is strictly forbidden.
- confidentiality rules are followed, including the IB requirement not to discuss exam content with anyone outside the school community for 24 hours after the paper.
- Pupils are reminded that compliance with invigilator instructions is mandatory. Any suspected breach of Cambridge or IB examination regulations will be investigated and reported in accordance with the relevant awarding body's procedures.

b. Coursework, Controlled Assessments, and School-Based Assessment Tasks

Coursework, Internal Assessments, practical work, and portfolios must always be the pupil's own authentic work. Teachers monitor authenticity throughout the planning, drafting, and writing stages, offering general guidance without editing or rewriting pupil work. For the IB Diploma Programme, this includes maintaining compliance with IB regulations and procedures governing authentication, permissible teacher support, collaboration, and submission requirements across all forms of DP assessment.

Teachers confirm, to the best of their professional judgement, that work submitted for IB assessment is authentically the candidate's own. This judgement is based on evidence gathered during the teaching, drafting, feedback, and supervision process, including

discussion with the pupil, review of drafts and planning materials, and any other appropriate authentication checks.

When concerns arise before authentication is signed, the teacher will discuss the issue directly with the pupil to determine the extent of the problem. If the concern persists:

- the teacher will escalate the matter to the IBDP Coordinator (for IB work) or the Deputy Head and Exams Officer (for Cambridge coursework).
- the pupil will be informed that academic conventions have been breached.
- the pupil may be required to redo the work under supervised conditions.
- parents and tutors will be notified of the seriousness of the incident.
- Once a piece of work has been authenticated or submitted, confirmed misconduct must be formally reported to the relevant awarding body.

c. School Responsibilities in Managing Coursework Integrity

Haileybury Malta provides pupils with clear and structured support to help them complete coursework ethically. Through For Tutor sessions, subject classes, library support, and dedicated workshops (especially for the Extended Essay and research-based tasks), pupils receive explicit instruction in ethical research, referencing, and academic writing.

To maintain high academic standards, the school:

- promotes awareness of academic integrity among pupils and staff.
- offers sessions on research, ethics, and citation skills.
- provides access to plagiarism-checking software, such as Turnitin.
- ensures teachers promptly report any concerns regarding authenticity.
- requires pupils to complete all Cambridge and IB declarations of authenticity.
- stores authentication documents securely for potential inspection.

For IB coursework in particular, pupils must sign the official IB Declaration of Authenticity for each uploaded component. Cambridge coursework requires completion of the corresponding Cambridge authentication form confirming that the work is wholly the pupil's own.

d. Secure Handling, Storage, and Submission of Materials

The secure handling of assessment materials is essential to maintaining academic integrity across both programmes. Haileybury Malta follows examination board regulations for the storage and submission of coursework, digital files, and examination papers. For the IB Diploma Programme, the school also follows IB regulations and procedures relating to the secure handling, storage, and submission of all DP assessment materials, including internal assessments, orals, and digital uploads.

The school ensures that:

- assessment materials are kept securely and accessed only by authorised staff.
- digital uploads follow board-approved procedures.
- pupils do not upload assessment prompts, internal tasks, or exam materials to AI tools or external websites.
- supervised conditions are provided where required, such as for practical work or controlled assessments.

These procedures ensure that all learning and assessment remain fair, authentic, and compliant with Cambridge and IB expectations.

Section 9: Responding to Academic Misconduct

Haileybury Malta follows a clear, fair, and transparent process when responding to suspected academic misconduct in completed and authenticated work, including formal examinations. The school distinguishes between poor academic practice and academic misconduct, but all concerns are investigated thoroughly and treated seriously.

9.1 Initial Identification and Immediate Action

If a teacher or assessor suspects that submitted work contains plagiarism, unauthorised assistance, inappropriate use of AI, falsification of data, or any other form of academic misconduct, the teacher will first discuss the concern with the pupil. This initial discussion aims to clarify whether the issue arises from a misunderstanding of academic conventions or indicates a potential breach of academic integrity.

If concerns remain, the matter must be reported to the Head of Department or, where appropriate, escalated to the IBDP Coordinator (for IB work) or the Deputy Head and Exams Officer (for IGCSE). At this stage:

- Assessment of the work is paused
- The pupil's Form Tutor is informed
- No marks are awarded until the investigation is complete

For concerns arising during examinations, invigilators will follow the formal procedures set by the relevant awarding body and report the matter immediately.

9.2 Investigation Process

All relevant information is reviewed by the Deputy Head and the appropriate programme lead (IBDP Coordinator or Exams Officer) to determine whether the case represents poor academic practice or academic misconduct.

Evidence may include:

- the submitted work
- drafts and preparatory materials
- reports from Turnitin or similar tools
- comparison with sources
- invigilator reports (where applicable)
- a short viva voce discussion with the pupil

This process ensures a fair, consistent, and evidence-based judgement.

9.3 Decision and Communication

Where further action is required, a formal meeting is held with the Deputy Head, the relevant programme lead, and the pupil. Parents or guardians are informed in advance and may be involved where appropriate.

Following this process:

- For IB Diploma Programme cases, the IBDP Coordinator determines whether the case must be reported to the International Baccalaureate
- For Cambridge IGCSE cases, the school follows Cambridge malpractice procedures

The Deputy Head makes a recommendation to the Head, who determines any school-based sanctions.

Pupils and parents will be informed of the outcome of any school-based academic integrity investigation. Where the outcome relates to a school-based sanction, pupils and parents may request a review through the school's established procedures. Where a case is referred to the IB or Cambridge International, the school will follow the relevant awarding body's procedures and decisions.

9.4 IB Academic Integrity Sanctions

Where academic misconduct is confirmed in IB Diploma Programme assessment, the case may be referred to the IB. The IB is responsible for determining outcomes for externally assessed work.

Sanctions may include:

- No grade awarded (N) for the subject

- No grade awarded for a component
- Disqualification from the Diploma Programme
- Prohibition from future examination sessions
- Withdrawal of results or the diploma

The IB distinguishes between academic misconduct and poor academic practice. In cases of poor academic practice, guidance and an opportunity for correction may be provided where permitted. Repeated or serious cases will be treated as misconduct. All IB decisions are final.

9.5 School-Based Sanctions

Where misconduct is identified before submission or in internal assessments, the school applies sanctions in line with the Rewards and Sanctions Policy. These may include:

- Redoing work under supervised conditions
- C2 for first occurrence
- C3, or C4 consequences for consecutive occurrences
- Reduction or loss of internal marks
- Internal suspension or further disciplinary action

Sanctions are applied proportionately and, where appropriate, incorporate restorative approaches.

9.6 Use of Plagiarism Detection and Academic Integrity Tools

Haileybury Malta uses Turnitin to support the promotion and verification of authentic student work.

- Coursework, including Internal Assessments and the Extended Essay, may be submitted through Turnitin
- Similarity reports are used as a diagnostic and educational tool
- Teachers interpret reports carefully; similarity alone does not indicate misconduct
- Pupils may be given opportunities to review work prior to final submission

This is supported by:

- explicit teaching of referencing and academic writing

- subject-specific guidance
- research and library support

The use of such tools forms part of a broader educational approach that promotes academic integrity, transparency, and principled learning.

Section 10: Pupils as ‘principled learners’

Haileybury Malta expects all pupils to act as principled learners, demonstrating integrity, responsibility, and integrity even in situations where external pressures or digital tools may create new grey areas. Advances in technology, including AI tools, contract cheating services, and online essay-writing platforms, have increased the risks of pupils submitting work that is not their own. Similarly, inappropriate levels of support from tutors, family members, or peers can compromise the authenticity of assessed work, whether for IGCSE coursework, IB Internal Assessments, TOK, the Extended Essay, or school-based tasks.

Because such forms of misconduct can be difficult to detect, the school emphasises the importance of educating pupils about ethical decision-making. Staff provide guidance sessions for pupils across the school, including explicit instruction on what constitutes unacceptable assistance and how to maintain authorship and academic integrity. Ultimately, however, pupils must take responsibility for acting ethically, seeking clarification when unsure, and ensuring that all submitted work reflects their own genuine understanding.

When a member of staff suspects that a pupil has received inappropriate help, used a commissioned service, or submitted work that is not authentically their own, the following steps should be taken:

- Inform the IBDP Coordinator or Deputy Head and Exams Officer and notify the Form Tutor where appropriate.
- Inform the pupil that there is a concern about the authenticity of their work and provide an opportunity for them to explain the circumstances.
- If the pupil admits to wrongdoing, the case will be handled in accordance with the school’s academic misconduct procedures.

If concerns remain, the teacher should conduct a short viva voce to determine whether the pupil can demonstrate understanding that matches the sophistication of the submitted work. If the pupil demonstrates adequate knowledge, no further action may be required.

If the teacher is convinced that the work is not the pupil’s own, they must report this formally to the IBDP Coordinator or Deputy Head and Exams Officer. The work will not be accepted for submission, and the incident will be treated as a case of malpractice in line with the relevant awarding body’s regulations.

Through these procedures, the school aims not only to uphold assessment integrity but also to help pupils understand the importance of principled behaviour and to develop the ethical foundation required for future study and life beyond school.

Section 11: Policy Communication

The Academic Integrity Policy is made accessible to all members of the Haileybury Malta community and is published on the school’s website and learning platforms. Pupils and parents are informed of the policy at the start of the IB Diploma Programme, and it is explicitly addressed during the IB Induction Programme, where expectations for academic integrity are introduced and explained.

Throughout the two-year course, the principles and procedures of academic integrity are revisited periodically in assemblies, tutor sessions, Extended Essay workshops, TOK classes, and subject lessons to ensure ongoing understanding and compliance. The IBDP Coordinator and teaching staff reinforce expectations when assessment tasks are assigned and ensure that pupils are aware of the ethical standards required for all coursework and examinations.

Parents are provided with access to the policy and are encouraged to familiarise themselves with its contents so they can support pupils in meeting deadlines authentically and producing independent work. By ensuring that the policy is widely shared, clearly communicated, and regularly revisited, the school promotes a consistent and transparent culture of academic integrity across the Diploma Programme.

This policy is to be reviewed annually by the Senior Management Team and IBDP Coordinator, with the scope for input from the wider school community. This policy is available to all staff, pupils, and parents via the school website.

Version history		
Date	Reviewed by	Notes
November 2025 (Created)	SOK – Deputy Head	
Michaelmas Term 2026	SMT and IBDP Coordinator	