



RYDE SCHOOL
WITH UPPER CHINE

Academic Honesty Policy

Policy date:	September 2026	
Date of next review:	Summer Term 2026-27	
Owner(s):	GRS	
Approval body:	Head Master	
Intended audience:	Pupils, parents and staff	
ISI Regulatory Paragraph No:	N/A (IB)	
Location (tick as appropriate):	Website	✓
	Parent Portal	✓
	Staff Portal	✓
	Inspection folder	

1. Policy statement & scope

Ryde School expects all pupils to maintain high standards of academic integrity. Academic honesty is essential for personal growth, independent learning and fair assessment. This policy outlines the expectations for academic conduct, provides guidance on proper research practice and sets out procedures for handling academic dishonesty.

This policy applies to all pupils across the Prep and Senior sections of the School. It governs all classwork, homework, internal assessments, independent research projects, non-examination assessments (NEAs), Extended Essays, Reflective Projects, Extended Project Qualifications (EPQs) and formal public examinations (GCSE, IGCSE, A Level, IB Diploma Programme, IB Career-related Programme, and BTEC).

This policy must be read in conjunction with the following School documents:

- AI Policy
- Behaviour Policy
- Feedback & Marking Policy
- Curriculum Policy
- Data Protection Policy

2. Regulatory framework

This policy complies with standard UK independent school regulations and the statutory requirements of national and international awarding bodies:

- The Education (Independent School Standards) Regulations 2014 (ISSRs).
- Joint Council for Qualifications (JCQ) General Regulations for Approved Centres and JCQ Suspected Malpractice Policies and Procedures.
- JCQ Guidance on AI Use in Assessments: Protecting the Integrity of Qualifications.
- International Baccalaureate (IB) Academic Integrity Policy and General Regulations.
- Skills and Post-16 Education Act 2022 (making the provision or advertisement of commercial essay mill services illegal).

3. Key definitions

Academic honesty: Submitting work that is entirely the pupil's own creation, with all external sources, ideas, images, data, and assistance fully acknowledged.

Plagiarism: Passing off the work, ideas, or words of another person as one's own without appropriate citation or credit.

Collusion: Secretly working with another pupil to produce work, or allowing another pupil to copy work, knowing it will be submitted as individual work.

Duplication (double submission): Submitting the same piece of work, or substantial parts of it, for different assessment components or qualifications (for example, using the same material for both an IB Extended Essay and a Theory of Knowledge assessment).

Contract cheating: Purchasing, requesting, or downloading complete or partial assignments written by a third party, including commercial essay writing services ("essay mills"), tutors, or family members.

Artificial Intelligence (AI) misconduct: Presenting content generated by artificial intelligence tools (such as text, software code, or images) as original personal work, or using AI tools in assessments where their use is restricted or prohibited.

Fabrication of data: Inventing, altering, or falsifying scientific data, research findings, citations, or official records (such as IB CAS logs or UCAS personal statements).

Examination misconduct: Disruptive or dishonest behaviour during an examination, including bringing unauthorised materials (mobile phones, smart watches or notes) into an examination room.

4. Roles & Responsibilities

The Head Master and Senior Leadership Team

- Maintain academic integrity standards across all qualification routes.
- Oversee formal investigations into serious or repeated instances of academic dishonesty.
- Determine internal disciplinary sanctions for proven malpractice.

The Examinations Officer

- Acts as the main point of contact for JCQ, IB, and other examination boards regarding candidate malpractice.
- Submits formal malpractice notifications and evidence to awarding bodies when required.
- Maintains the school's central Malpractice Register.

IB Coordinators, EPQ Coordinator, EE Coordinator and Heads of Department

- Ensure subject programmes include explicit instruction on citation, referencing, and academic research skills.
- Oversee the authentication process for coursework, NEAs, Extended Essays, Reflective Projects and portfolio work.
- Report suspected malpractice promptly to the Examinations Officer and Deputy Head (Academic).

Teaching Staff

- Teach the appropriate reference systems (e.g. Harvard Referencing System) and subject-specific citation rules.
- Explain clear boundaries regarding group work and permitted assessment tools.
- Screen draft submissions using plagiarism detection tools such as Turnitin.
- Verify the authenticity of pupil work before submitting final marks to awarding bodies.

Pupils

- Ensure all submitted work is original and authentic.
- Acknowledge all sources, quotations, diagrams, data, and permitted AI inputs using appropriate referencing systems.
- Sign authentication declarations truthfully for all coursework and external submissions.
- Ask teachers for guidance if uncertain about referencing rules.

Parents

- Support independent study and ethical learning practices at home.
- Ensure they do not write, edit, or complete assessment work on behalf of their child.

5. Operating procedures

5.1 Teaching and guidance

Preventing malpractice relies on clear instruction. Ryde School teaches research and referencing skills across all age groups:

- Referencing systems: The School recommends using the Harvard Referencing System as the standard citation framework although it recognises other referencing systems as appropriate. Pupils receive guidance from subject teachers, the IB Coordinators, and the EPQ Coordinator and EE Coordinator.
- Collaboration versus collusion: Teachers specify when group work is permitted. While sharing ideas is a valid educational practice, final written responses, data analyses and evaluations must be written independently in the pupil's own words as appropriate for the submission of work.

5.2 Use of Artificial Intelligence (AI)

Pupils must follow the guidelines established in the School's AI Policy.

- Permitted use: AI tools may be used for preliminary research, brainstorming, or structure planning only when explicitly authorised by the subject teacher.
- Prohibited use: Direct copying of AI-generated text, graphics, or code into submitted work is prohibited. AI tools must not be used to produce non-examination assessments or coursework.
- Declaration: Where AI tools are permitted, pupils must declare the tool used and explain how it contributed to the work.

5.3 Authentication and screening

Before submitting work to awarding bodies, staff verify its authenticity:

- Written assignments including IAs, NEAs, Extended Essays, Reflective Projects and EPQs are screened using plagiarism detection software (e.g. Turnitin).
- Teachers review draft iterations and conduct oral discussions (viva voce) with pupils to confirm their understanding of the submitted material.
- Pupils must sign the appropriate candidate authentication forms before final marks are submitted.

5.4 Investigation procedure

Where academic dishonesty is suspected, the School follows a three-stage procedure:

Stage 1: Initial departmental review

- The teacher identifies and flags potential malpractice (for example, Turnitin similarity flags, sudden changes in writing style, or unreferenced text).
- The teacher and Head of Department discuss the concern with the pupil and review prior drafts.
- If the matter is a minor error due to misunderstanding in formative work, the teacher provides guidance and requests a re-submission.

Stage 2: Formal internal investigation

- If suspected malpractice involves summative work, non-examination assessments, or public exam components, the Head of Department refers the matter to the Deputy Head (Academic) and the Examinations Officer.
- The School gathers evidence, including Turnitin reports, draft notes, source comparison documents, and digital history.
- The pupil attends a meeting with the Deputy Head (Academic) and Head of Section/Year.

Stage 3: Decision and regulatory reporting

- The Deputy Head (Academic) reviews the investigation findings to decide if malpractice occurred.
- Internal work: Sanctions are applied according to the School's Behaviour Policy. Work may be awarded a zero mark and the pupil may be required to resubmit under supervision.
- External awarding work: If malpractice is proven in work for public examinations (GCSE, A Level, IB, BTEC), the Examinations Officer formally reports the incident to the relevant awarding body (JCQ or IB).

5.5 Penalties and Sanctions

- Awarding Body penalties: External examination boards set their own penalties for candidate malpractice. These can include a formal warning, loss of marks for a component, disqualification from a subject, or disqualification from all qualifications within an exam series.
- Internal sanctions: Internal breaches result in appropriate sanctions under the Behaviour Policy, ranging from detentions to suspension in severe or repeated cases.

6. Record keeping & monitoring

- The Examinations Officer maintains a secure, confidential central register of all formal academic malpractice investigations.
- Records include investigation notes, Turnitin reports, correspondence with parents and awarding body decision letters.
- All records are processed in accordance with the UK GDPR and the school's Data Protection Policy.

- The Deputy Head (Academic) reviews the Malpractice Register annually to evaluate trends, update teaching practices, and revise this policy.