Hartley Primary Academy
Academic Integrity Policy
Primary Years Programme

Document title:	Academic Integrity Policy
Version number:	1.1
Policy Status	Current
Date of Issue	Sept 2023
Date to be revised	Sept 2024

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
16/9/22	1.1	B Dutton reviewed - no changes
07/06/23	1.2	Added AI information
26/09/23	1.3	N Galinis reviewed - no changes

Rationale of the Academic Honesty in the Primary Years Programme (PYP)

PYP skills are taught to underpin academic honesty in all IB Programmes, as well as ensuring the understanding of the importance of academic honesty. Displaying academic honesty and the IB Learner profile attributes, are the ideals students of the PYP strive for. Along with this, students are taught a desire to display the PYP attitudes. This also coincides with the academy's mission statement:

At Hartley Primary Academy, we aim to achieve the Vision for our school community by:

- **Nurturing** our children to **empower** them to manage their own, and others', **well-being** and emotions, whilst ensuring all members of our **school community** feel **safe, valued and respected.**
- **Studying** an inquiry-based curriculum **led by the children** that will inspire **life-long learning** in a **global community.**
- **Striving** to be at the centre of the **local community** with positive and effective links to the wider and **global communities.**
- **Teaching** our children to become **internationally-minded global citizens** and allowing them to learn that they can make **positive change** to our **world**.

Primary Years Programme Definition of Academic Honesty:

At Hartley Primary Academy, we aim to develop independent pupils who act upon the attributes of the IB Learner Profile. The key components through this policy will explore their ability to make learning visible, to explore collaboration and to learn about learning.

Accordingly, many skills will be touched upon. This includes:
1) Reflecting upon learning
2) Age-appropriate research
3) Creating an inquiry-based environment (including intrinsic learning)
4) Modelling students' actions

This will create an emphasis on becoming lifelong learners where pupils can manage their learning and self-correct themselves.

Pupil responsibilities and expectations

- If you take credit for the work which belongs to you, then you are being **knowledgeable**. People will know they can come to you to find out more information about your topic.
- If you share credit for the work which is from a group, then you are being **principled**. People will see you are an honest and respectful person.
- If you give credit for work which is not yours, then you are a person who has **integrity**. You know the difference between what is fair and what is not fair. You are an honourable person.
- If you contribute equally while working in a group, then you are showing **respect** for others' opinions and **cooperation**. People know you are a good listener and you work well with others.
- If you work individually on your own learning, which is to be done alone, then you are showing **independence** and **confidence**. You know you can do the work and you will do your best.
- Communicate if they do not understand why being academically honest is important
- Realise that being honest is for their benefit

Academy and Teacher Responsibilities and Expectations

If there are any issues, the Academy will provide pupils with support in a positive manner and parents will be notified. Along with this, teachers need to take into account the learning needs of the pupils. It may be the pupils are struggling to understand the content which could lead to a perception they are committing on-going academic dishonesty behaviours could have barriers to their learning.

All teachers will:
- Adhere to the academic honesty policy both in their own planning and teaching and also in the pupils' work
- Inform pupils of the consequences for academic dishonesty
- Display posters related to academic honesty in classrooms
- Provide guidance and information to pupils on how to deal with issues such as copying and pasting
- Provide pupils with clear guidelines on being honest
- Refer to the IB Learner Profile and the PYP attitudes
- Equip pupils with essential skills such as research, communication, thinking, self – management, in addition to social skills.
- Pupils will be guided, giving examples of both good and bad practice, asking students to re-submit work if necessary.

The Role of Artificial Intelligence in Learning at Hartley Primary Academy

Hartley Primary Academy recognises that Artificial Intelligence (AI) is increasingly present in society, and recognises that this presents both opportunities and risks to our students.

At Hartley Primary Academy, we recognise the importance of equipping our pupils with the skills and knowledge necessary to use AI safely, ethically, and responsibly in their school work.

To support pupils in using AI safely and ethically, we provide explicit teaching, guidance and resources on best practices for using all tools, including AI. Where appropriate, we teach our students to evaluate AI-generated content. We will also educate our pupils on the potential ethical considerations surrounding the use of AI, such as data privacy.

Our commitment to promoting safe, ethical, and responsible use of AI extends beyond the classroom as well. We work closely with our pupils and their families to ensure that they have access to the necessary resources and support to navigate the complex landscape of AI tools and technologies outside of school.

At our school, we believe that by fostering a culture of responsible use and ethical consideration, our pupils will not only succeed academically but also be equipped to navigate the ethical challenges that come with the use of AI in their future careers and personal lives.