

Habs

HABERDASHERS'
ELSTREE SCHOOLS

Academic Integrity Policy

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1 Introduction

At Haberdashers' Elstree Schools, we place a paramount emphasis on academic integrity. Our commitment to nurturing an environment of intellectual honesty and personal accountability is fundamental to our educational values. Academic integrity creates a culture of fairness and equality, ensuring that all students are able to succeed based on the merits of their own work. Creating a culture of academic honesty will allow students to engage more effectively in the process of undertaking rigorous research and synthesising ideas and perspectives in their own writing. A successful academic culture is one in which students truly value curiosity and the contributions of others and engage with these to form their own views

Beyond their study, academic integrity also fosters an understanding of personal ethics, whereby the significance of originality is strictly emphasised. This is of paramount importance as the changing nature and complexity of generative AI continues to develop, impact and re-imagine what learning looks like. Within this context the role of the school becomes increasingly important as we strive to demonstrate that learning is about the process, not simply the final outcome, above all else promoting the power of intellectual ambition, curiosity and strength of character.

This policy delineates the significance of upholding academic honesty, defines plagiarism, including the appropriate use and misuse of Generative AI, and explains the repercussions of academic dishonesty. This policy applies to all forms of academic work, including classwork, homework, internal and public examinations.

2 Plagiarism

Plagiarism is the act of presenting someone else's concepts or work as one's own, without proper acknowledgement or authorisation. This encompasses but is not limited to:

- Replicating text verbatim from a source without employing adequate referencing.
- Paraphrasing or condensing another's work without offering due credit.
- Submitting someone else's work as your own.
- Employing Generative AI or any automated tools to produce content without acknowledgement.
- Collaborating on assignments meant to be undertaken individually, without consent.

3 Referencing

All students must be aware of how to cite any work that is not their own using the Harvard Referencing System and the school will ensure that education about this begins early in their time with us. All resources used must be included in a bibliography.

It is vital that all internet sites are also clearly shown. In particular:

- The sources of ideas and all resources used in a bibliography must always be cited.
- Verbatim, i.e. word for word, or near verbatim extracts from other resources, e.g. textbooks and the internet, must not be reproduced.

- All sources used in a piece of work should be referenced including books, website and AI
- Appendices should be used for substantial elaborations, e.g. copies of questionnaires, documents, and newspaper reports.
- Poor and incorrect referencing in non-examined assessment will be easily noted by teachers, particularly for A'Level students.

4 How is plagiarism detected?

Often teachers and Heads of Department will also be able to detect plagiarism through observing changes in writing styles or the variation in the quality of particular sections of a piece of work.

5 Use of Generative AI

While Generative AI tools can be invaluable for research and creative projects, their utilisation in academic tasks must adhere to to:

For more information, please see the 'Appendix A: AI Use and Misuse'. If Generative AI is used as a supplementary instrument for generating ideas or data, this should be attributed through appropriate referencing.

Proper attribution must be provided for any content created through Generative AI, acknowledging the tool's contribution.

6 AI misuse for examinations or non-examined assessment (NEA)

Our School abides by the JCQ AI misuse policy for examinations, as summarised below.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work or independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

7 AI misconduct

Improper use of AI will result in consequences as a breach of trust. Please refer to the Schools' [Acceptable Use](#) policy and each schools' respective Safeguarding policy ([Habs' Boys'/Habs' Girls'](#)) for further guidance on safe and appropriate use of technology.

All forms of plagiarism, including the use of AI, will be handled under the wider behaviour and sanctions policy.

When it relates to NEA, students will be required to sign candidate authentication statements, and any suspected misuse of AI, will need to be reported to the relevant awarding body.

8 Major and minor plagiarism and poor academic practice

The categories of plagiarism include, but are not limited to, the following:

(a) Poor academic practice

- Incorrect, inadequate or confused citation likely to be caused by a student's lack of experience of academic writing at the beginning of their studies.

(b) Minor Plagiarism

- A small amount of paraphrasing, quotation or use of diagrams, charts etc. without citation. If the plagiarised sections contain critical ideas which are key to the assignment, then this would constitute a major case.

(c) Major Plagiarism

- Extensive paraphrasing or quoting without proper citation of the source
- Lifting directly from a text or other academic source without reference (where material is taken directly from a text of other source the cited material should normally be demarcated with quotation marks and the source should be cited).
- The use of essays from essay banks, either downloaded from the internet or obtained from other sources such as essay mills
- Presenting the ideas of others including tutors or parents
- Presenting another's designs or concepts as your own
- Continued instances of what was initially regarded as poor academic practice or minor plagiarism despite warnings having been given to the student concerned
- Collusion between two or more students.

9 What happens when academic dishonesty is suspected?

- The Head of Department will discuss directly with the student to determine the facts of the case and to establish the nature of the matter.
- When the authenticity of a piece of work is called into question, the onus is on the student to verify the work at the request of the Head of Department/teacher by producing all preparatory work and evidence. The Head of Department/teacher may also check the student's understanding verbally.
- The Head of Department will inform the Head of Year that a case of academic dishonesty is suspected.

- In cases where academic dishonesty is suspected and is related to exams or non-examined assessment, the Head of Department must inform the Deputy Head (Academic) immediately before speaking with the student.

10 Consequences of Academic Dishonesty

Academic dishonesty compromises the integrity of the educational process. All forms of academic dishonesty are treated seriously, or dependent on the nature of the incident, severely and will be addressed in accordance with each schools' Behaviour, Rewards and Sanctions policy ([Habs' Boys'/Habs' Girls'](#)). However, circumstances, age and nature of offences will vary, and discretion lies with the Deputy Head (Academic), within this context. Records of plagiarism stay on a student's file throughout their time at Haberdashers' Elstree Schools. Breaches of our academic integrity policy will elicit repercussions, which may encompass:

- No mark being awarded for the assignment or piece of work suspected.
- The need for the student to repeat the whole assignment.

Notification by letter to parents/guardians by the Deputy Head (Academic).

- Completion of an after-school detention, as per the sanctions policy.

Second (and any additional repeat) offence:

Deputy Head (Academic) will convene a meeting with the student's parents or guardians and the relevant Head of Department. Possible suspension as determined by the Deputy Head (Academic), and Headmistress/Headmaster.

11 Malpractice in Public Examinations

If academic dishonesty is suspected in publicly examined work or coursework that will contribute towards a qualification, Haberdashers' Elstree Schools adhere to the JCQ guidance on plagiarism. Under the terms of the candidate authentication statement, the school has a duty to notify the awarding body of a breach in exam regulations. One or more of the following penalties will be attributed:

- The piece of work in question will be awarded zero marks
- You may be disqualified from the component of the exam series in question
- You may be disqualified from the whole subject in that exam series
- You may be disqualified from all subjects and barred from entering again for a period of time.

It is at the discretion of the awarding body which of the above is applied.

This policy is subject to periodic review and may be revised as required. Students and parents are urged to acquaint themselves with this policy and engage in a discourse about academic integrity within the school community.

Appendix A: AI Use and Misuse

1 Introduction

This appendix supplements the existing Habs' Elstree Academic Integrity policy and provides clarity about appropriate and inappropriate student AI use for students completing academic work. It includes guidance on the associated risks and potential consequences of using AI in both internal and public examinations and assessments. Students, parents, caregivers, and teaching staff must familiarise themselves with this appendix and ensure all students understand and adhere to its principles and guidance, in order to maintain academic integrity at Habs' Elstree. As AI, educational standards and guidelines evolve, this document will be regularly monitored and updated to serve as a useful frame of reference for all stakeholders.

For guidance on the safe and appropriate use of technology for purposes other than academic work, please refer to the Schools' [Acceptable Use](#) policy and each school's respective Safeguarding policy.

- [Habs' Boys' Safeguarding Policy](#)
- [Habs' Girls' Safeguarding Policy](#)

2 What Is AI?

Artificial Intelligence (AI) refers to the development of computer systems that can perform tasks typically requiring human intelligence. These tasks include problem-solving, learning, reasoning, perception, language understanding, and decision-making. AI systems can process data, adapt to new information, and improve their performance over time. AI is increasingly integrated into various aspects of our lives, including education.

AI is evolving rapidly and can take many forms. When used well, AI can be a powerful tool to support student learning but understanding its nuances and risks within education is essential for informed and ethical use.

2.1 Narrow AI

Narrow AI refers to AI systems designed to perform specific tasks. Unlike Generative AI, which possesses human-like cognitive abilities across a wide range of domains, narrow AI excels at a particular job or set of related tasks. For instance, an AI chatbot that assists with language learning or a recommendation system that suggests relevant books fall under this category. Popular examples of Narrow AI include:

- **Personal Assistants** (Siri, Alexa, Google Assistant): use AI to understand and respond to voice commands.
- **Personalised learning platforms** (CENTURY, Khan Academy, Duolingo): use AI to target strengths, areas for development and next steps based on an individual learner's input.
- **Educational Assistants** (Grammarly, Wolfram Alpha, Google Translate): support humans in specific learning processes such as writing, problem solving, language translation etc.

2.2 Generative AI

Generative AI (GenAI) refers to technology that creates new content based on large volumes of data. Tools like Microsoft Copilot, ChatGPT, Perplexity, Claude and Google Bard are examples of generative AI built on large language models (LLMs). These tools can answer questions, complete written tasks, and respond in a human-like manner. Other forms of generative AI can produce audio, code, images, text, and simulations, some examples include Midjourney, Dall-E, HeyGen.

3 Acceptable Use of AI for Students

Habs' Elstree schools align with UNESCO guidelines that underscore the importance of defining and enforcing age limits for the use of General Artificial Intelligence (GenAI). Recognising that many GenAI applications are primarily designed for adult users and may pose significant risks to children, including exposure to inappropriate content and potential manipulation, age restrictions are strongly recommended for general-purpose AI technologies to safeguard children's rights and well-being. Therefore, Habs' students must be **at least 13 years old to interact with GenAI** and those under 18 should only use GenAI if parental consent has been granted.

At Habs' Elstree, we want to encourage our students (over 13), as active participants in this digital age, to interact with and harness AI tools to enhance their learning experiences safely and responsibly. However, striking a balance between innovation and ethical boundaries is crucial.

These are some of the ways in which AI could be used to support and innovate a students' learning process:

- **Enhancing Understanding:** AI tools can provide additional explanations, examples, or simulations to aid comprehension of complex topics, which can also be beneficial as revision aids.
- **Improving Efficiency:** AI can automate repetitive tasks such as proofreading, organising information, or creating revision materials, allowing students to focus on deeper learning.
- **Personalised Learning:** AI-driven educational platforms such as CENTURY, can adapt to individual learning styles and pace, providing personalised recommendations and targeted practice exercises to support learning and revision.
- **Time Management:** AI-powered revision timetables or scheduling apps can help students efficiently allocate time for studying various subjects or topics.
- **Collaboration:** AI-based tools for collaborative editing or peer review can facilitate group projects and peer learning, enabling students to exchange feedback and ideas more effectively.
- **Access to Resources:** AI can assist students in accessing a wide range of educational resources, including digital libraries, online courses, and research databases, enhancing their learning opportunities.
- **Adaptive Assessments:** AI-based assessment tools (e.g. Quizizz, Quizlet) can provide adaptive quizzes or tests to support student revision. By tailoring questions to an individual student's skill level and targeting areas of weakness, it can offer valuable feedback for improvement

4 Student Generative AI Use: Guiding Principles

- Students over 13 years old, who are considering using AI to support their learning (with their teacher's and parents' permission) should first understand that:
 - Large language models (LLMs) such as MS Copilot and ChatGPT, have a tendency to generate incorrect information and provide fake citations, these are commonly known as 'hallucinations'.
 - Code generation models tend to produce inaccurate outputs.
 - Image generation models can produce biased or offensive products.
- Students must check and verify ideas and answers against reputable source materials.
- Individual students will be responsible for any content they submit, regardless of whether it is their own original content or was produced by AI.
- Students must acknowledge any use of AI in their academic work and indicate what parts of assignments were their own authentic writing and what was generated by AI.
- Students may not submit any work generated by an AI program as their own.
- The submission of AI-generated answers constitutes plagiarism and will be treated as malpractice as stated in the Academic Integrity Policy
- Habs Elstree Schools reserve the right to use AI plagiarism detectors and academic judgment to identify unacknowledged uses of AI.

5 Acknowledging AI Use

Students must understand how to reference all sources used in their academic work to ensure honesty and transparency. Students must explicitly acknowledge the use of AI in their work and demonstrate how it has been used. This enables teachers and assessors to evaluate the appropriateness of AI usage in the context of the assessment.

In cases where AI tools do not offer source details, students must independently verify the AI generated content and reference the sources used. Given that AI-generated content undergoes different levels of academic scrutiny compared to traditional published sources, transparency regarding its use is paramount.

5.1 AI Source Attribution

When AI tools serve as information sources in work set by teachers, students must:

- acknowledge the AI source by name and include the date the content was generated (e.g., "ChatGPT 3.5, January 25, 2024").
- retain a non-editable copy of the question(s) and AI-generated content (e.g. a screenshot).

When referencing AI tools as a source of information in public assessed work, students must:

- specify the name of the AI source and include the date the content was generated e.g. "ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024"
- Students must retain a copy of their questions/prompt and the AI-generated content in a non-editable format, such as a screenshot, along with a brief explanation of its usage.

This documentation must be submitted with the assessment work to enable teachers and assessors to review the work, assess the AI-generated content, and evaluate its integration. Failure to submit this documentation may lead to suspicions of AI tool usage, prompting the

teacher/assessor to consult the institution's malpractice policy for further steps to verify the authenticity of the work. Additional guidance on addressing plagiarism concerns related to AI usage can be found in the [JCQ Plagiarism in Assessments](#) guidance document.

Further guidance on referencing and AI acknowledgment in assessments can be found in the [JCQ Plagiarism in Assessments](#) and the [JCQ AI Use in Assessments](#) guidance documents.

6 Risks of Students using Generative AI in Academic Work

Plagiarism and Cheating

Generative AI tools can generate content, including essays, reports, and answers to questions. Students might be tempted to use these tools to plagiarise or submit work that isn't genuinely their own. This would undermine academic integrity, may result in serious consequences for the individuals and prevent students from developing critical thinking and research skills.

Misleading or Incorrect Information:

Generative AI models learn from existing data, which may contain biases or inaccuracies. Students might unknowingly rely on incorrect information generated by AI tools, affecting their learning outcomes. Critical thinking is essential to verify and evaluate information, especially when using AI-generated content.

Diminished Creativity:

Relying solely on AI-generated content can hinder students' creativity. AI cannot replicate the original thinking, problem-solving, and unique expression developed authentic human creativity. Students should balance AI assistance with their own creative efforts.

Weakened Analytical Thinking:

AI tools provide quick solutions, but students need to engage in analytical thinking. Understanding concepts deeply, connecting ideas, and solving complex problems require active mental processes. Overreliance on AI might hinder students' ability to think critically and ultimately 'steal the struggle', which is invaluable in authentic learning process.

Ethical Considerations:

Students need to understand the ethical implications of using AI, particularly those related to privacy, bias, and fairness in AI algorithms. Responsible AI use involves considering the impact on individuals and society.

7 What is AI misuse?

Habs Elstree Schools are committed to maintaining fairness and academic integrity. It is crucial for students to understand that AI misconduct not only undermines the principles of academic integrity, but it also jeopardises their own learning and future prospects. Students are strongly encouraged to use AI responsibly and seek guidance from teachers when unsure

about the appropriate use of AI in their academic work. It is our collective responsibility to ensure that technology enhances the learning experience while maintaining the highest standards of ethics and fairness. Students are expected to use AI tools and resources responsibly and in accordance with this policy.

All student work submitted for marking, including assignments set by teachers and coursework for public examinations, must be the students' own. This means ensuring that the final product is expressed in their own words, without direct copying or paraphrasing from external sources, including AI tools. The content should reflect their independent effort.

Students who misuse AI, resulting in work that is not their own, commit malpractice. Severe sanctions will apply in line with the schools' Academic Integrity Policy. If the AI-generated work contributes towards a public examination, the school may be unable to submit student work to exam boards due to AI-generated content concerns.

Examples of AI misuse include, but are not limited to:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own;
- Copying or paraphrasing whole responses of AI-generated content;
- Using AI to complete parts of the assessment so that the work does not reflect the student's own thinking, work, analysis, evaluation or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information;
- Incomplete or poor acknowledgement of AI tools;
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Important Considerations:

- **Impact on Grades:** Students should be aware that relying heavily on AI for assessments may affect their final marks if the work does not genuinely reflect their own understanding and effort.
- **Authenticity Concerns:** If there are doubts about the authenticity of a student's work, teachers may inquire about specific details within the assessment.
- **Guidance and Awareness:** Teachers across departments should discuss AI use and establish guidelines for managing students' AI usage. The school will educate students about appropriate and inappropriate AI use, associated risks, and potential consequences in qualification assessments.
- **Emphasising Independence:** Students must understand the significance of submitting their independent work, based on their own research and effort. Parents and caregivers should also be aware of the risks of malpractice related to AI use (see Academic Integrity Policy and JCQ plagiarism in assessments guidelines for more information).

8 Consequences of AI Misuse

Student AI misconduct could have serious consequences, including but not limited to:

- Any plagiarism or other forms of malpractice will be dealt with under the Academic Integrity Policy
- AI privileges may be curtailed, even when allowed in coursework.

- When it relates to non-examination assessments (NEA), students will be required to sign candidate declarations, and any suspected misuse of AI will be reported to the relevant awarding body.
- All cases of proven or suspected academic misconduct in public assessments will be referred to the Deputy Head (Academic), the Exams Officer and the examining body. Subsequent actions will be taken in line with the JCQ's 'AI Use in Assessments' policy.

9 Responsibilities of Students

Familiarity: Students are responsible for familiarising themselves with the principles and guidelines of the academic integrity policy and any additional guidelines provided by their subject teacher or tutor.

Original Work: Students are responsible for producing original work that accurately represents their own efforts, ideas, and understanding, while properly acknowledging the contributions of others.

Citation and Referencing: Students are responsible for properly citing and referencing all sources used in their academic work, following the appropriate citation guidelines.

Ethical Conduct: Students are responsible for maintaining ethical conduct in all academic activities and interactions, including examinations, coursework, assignments, research, and collaborative projects.

10 Responsibilities of Teaching Staff

Habs' Elstree Teaching staff should:

- accept only genuinely student-authored work;
- understand what AI is, how it can be used, and its potential risks;
- familiarise themselves with JCQ (Joint Council for Qualifications) guidance on AI use in assessments;
- discuss and understand how their department plans to approach cases of suspected AI misuse;
- emphasise the importance of students submitting independent work;
- explain the risks of AI misuse and potential consequences to their students;
- ensure students are aware of malpractice related to AI use;
- be vigilant for signs of AI misuse in student work;
- ask questions to verify authenticity when concerns arise;
- report any suspected cases of AI misuse;
- collaborate with colleagues to establish consistent practices.;
- discuss AI acceptable use within their department and agree on approaches to share this with students.

By using AI technologies provided by Habs' Elstree, students and staff acknowledge their understanding of, and commitment to abide by these AI acceptable use guidelines.