



# SURBITON

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## Academic Integrity Policy – Senior School

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## Aims and Ethos

Surbiton High School aims to inspire, encourage and empower our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

## Our Values

### **We are compassionate:**

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

### **We are respectful:**

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

### **We are courageous:**

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

### **We are inquisitive:**

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

### **We are a community:**

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

### **United Learning and the United Church Schools' Trust**

Surbiton High School is part of United Learning and the United Church Schools' Trust. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its Framework for Excellence, which can be found at: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)



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HIGH SCHOOL

## Policy Statement

Surbiton High School provides full-time supervised education for pupils of compulsory school age (ages 4-18) and education appropriate to pupils at the EYFS, and to pupils aged 16-19. Surbiton High School promotes honesty, respect, and responsibility in all academic work. Academic integrity ensures that achievements reflect genuine effort and understanding.

Academic integrity is a cornerstone of effective education, underpinning trust between pupils, teachers, and the wider community. It safeguards the credibility of qualifications and ensures that learning outcomes accurately reflect a pupil's knowledge and skills. The Department for Education emphasises that teachers and schools must model honesty and integrity as part of professional standards, fostering a culture where pupils take a responsible and conscientious attitude to their own work and study.

Beyond compliance, academic integrity nurtures essential values: honesty, fairness, respect, and accountability. These prepare pupils for ethical behaviour in higher education and professional life. Research highlights that breaches such as plagiarism or cheating undermine learning opportunities, distort assessment, and erode trust in educational institutions. Conversely, upholding integrity encourages original thinking, respect for intellectual property, and lifelong learning, which are critical in a knowledge-based economy. Integrity is not only about avoiding misconduct but about cultivating courage and responsibility in decision-making, reinforcing the pursuit of truth and credibility in scholarship.

This policy should be read in conjunction with the following documents:

- [AI Policy](#)
- [Non Examination Assessments \(NEA\) Policy](#)

## Purpose, scope and vision

Academic integrity underpins all aspects of teaching and learning at Surbiton High School. This policy sets out clear expectations for pupils, staff, and parents in relation to classwork, homework, and formal assessments, including Non-Examined Assessments (NEA). It incorporates JCQ regulations and UK Government guidance on AI in education, recognising both the opportunities and challenges presented by technology.

It applies to all Senior School subjects, homework, projects, NEA, and public examinations. In the Prep Schools, this policy applies to homework, projects and informal and formal assessments (both online and paper-based).

Our vision is to cultivate through clear direction, support and boundaries, independent thinkers who use resources, including AI, ethically and intelligently to enhance, not replace, their learning.



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Clear boundaries prevent collusion and maintain trust in academic processes, which is vital for both school and future professional environments. With the rise of generative AI, declaring AI-assisted work is critical to preserve integrity and avoid misrepresentation. While AI can support learning, its use must be transparent and aligned with ethical standards to mitigate risks such as plagiarism and intellectual property breaches. By embedding these principles into everyday practice, Surbiton High School fosters responsibility, honesty, and accountability; values that underpin success in higher education and beyond.

## Roles & Responsibilities

Maintaining academic integrity is a shared commitment across our school community. Each group plays a vital role in creating an environment where honesty, respect, and responsibility underpin all learning and assessment. By working together, we ensure that expectations are clear and consistently upheld.

- Pupils: Uphold integrity in all academic work.
- Teachers and Educational Support Staff: Model and teach integrity through guidance and practice.
- Parents: Support the School's expectations and reinforce these values at home.

## Expectations of students

The following expectations are essential to uphold academic integrity and ensure fairness in assessment:

- In the work they submit, pupils should demonstrate independent learning and avoid practices that misrepresent their own understanding
- Students should submit original work
- Collaboration is permitted only when explicitly authorised
- Accurate citations are required for all sources
- Any AI-generated work must be declared, and should be used in accordance with the teacher's instruction

## Education & Support

Academic integrity is strengthened through proactive education and collaboration across the school community. Each group, pupils, staff, and parents, has a role in building understanding and supporting ethical practice.



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- Prep School Pupils: Prep School pupils are introduced to digital tools and AI in an age-appropriate way that promotes curiosity, safe use, and honesty. Through PSHE, computing, and classroom practice, pupils learn the importance of completing work independently, using technology as a support rather than a replacement for their own thinking.
- Senior School Pupils: From Year 7 onwards, pupils engage in PSHE and Skills Curriculum sessions focused on digital literacy, ethical AI use, and academic integrity. Year 12 pupils attend dedicated citation and referencing workshops to prepare for advanced study. These sessions equip pupils with practical skills to navigate technology responsibly and uphold honesty in all academic work.
- Staff: Teachers and educational support staff participate in ongoing CPD programmes to deepen their understanding of academic integrity and AI use in education. Training includes strategies for embedding integrity into classroom practice, detecting malpractice, and guiding pupils in responsible technology use. Staff model best practice by demonstrating accurate citation and transparent use of digital tools.
- Parents: Parents are encouraged to support the School's expectations by reinforcing these values at home. Through information evenings, newsletters, and policies, parents gain insight into the School's approach to academic integrity and ethical AI use, enabling them to monitor homework effectively and promote independent learning.

SEND and EAL support is provided throughout to ensure all pupils can access guidance and meet expectations confidently.

## AI and homework setting

Where relevant, teachers will provide clear guidance on AI use for homework and classwork using the following framework:

- **Open:** AI may be used freely with proper citation and disclosure.
- **Guided:** Limited use of specified tools only, as directed by the teacher.
- **Independent:** No AI or online tools; pupils must rely on their own notes and teacher-provided resources.

Individual departments will exercise their own subject-specific guidance on when each level applies, ensuring expectations are appropriate for the nature of the task. Pupils remain responsible for the veracity, accuracy and authenticity of all submitted work. Independent, high-quality work is expected whether AI is used or not.

## Formal Assessment & NEA

All formal assessments, whether internal school examinations or externally moderated Non-Examined Assessments (NEA), must adhere to the highest standards of academic integrity.



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- JCQ NEA Rules: Work must be authenticated by the teacher, and feedback is limited to permitted guidance. Malpractice includes plagiarism, collusion, falsification of data, and misuse of AI tools (*JCQ AI Use in Assessments*, April 2025).
- Internal Assessments: Across the academic year, all subjects will assess pupils using a variety of outputs, including but not limited to written responses, oral presentations, viva-style questioning, and practical skills demonstrations. These assessments are designed to evaluate genuine understanding and application of knowledge.
- AI Use in Formal Assessment: Unless explicitly authorised, AI tools must not be used in any formal assessment or NEA. Where permitted, pupils must provide full disclosure of AI assistance in line with JCQ requirements. Failure to do so constitutes malpractice.
- Authenticity and Responsibility: Pupils are responsible for ensuring that all submitted work is their own. Teachers will verify authenticity through JCQ-compliant processes, including signed declarations and, where appropriate, viva-style checks.

## Detection & Consequences

- Academic integrity is monitored to protect fairness and uphold standards across all assessments. Breaches are identified through plagiarism detection tools, teacher checks, and, where appropriate, viva-style verification to confirm authenticity.
- Sanctions for malpractice range from behaviour warnings (in line with the School's Behaviour and Discipline Policy) to referral to the relevant exam board, in line with JCQ regulations. Examples of malpractice include plagiarism, collusion, falsification of data, and misuse of AI tools. Consequences will be proportionate to the severity of the breach and may impact internal grades, formal qualifications, and future assessment opportunities.
- Detection measures are essential to maintain trust in the assessment process. They ensure that grades accurately reflect a pupil's own knowledge and skills, safeguard the credibility of qualifications, and uphold fairness for all learners. By combining technological tools with teacher expertise, the School reinforces its commitment to authentic learning and ethical academic practice. Please see the appendix for JCQ Malpractice and Sanctions.

## Review

Annual review by Academic Vice Principal, and Head of Exams aligned with JCQ and United Learning guidance.



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## Document Information

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