

WORLD ACADEMY OF TIRANA



Behaviour Policy

Approved by:	Mirlinda Boshnjaku	Date: 07/09/2025
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IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand



our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities

IB's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

WAT's Mission Statement

The mission of the World Academy of Tirana (WAT) is to cultivate internationally minded students who connect their acquired knowledge to action in the real world. Our goal is to inspire children to become active, compassionate, lifelong learners who can relate harmoniously with other people and cultures.

As an IB school, WAT's Vision, Mission and Values are closely aligned with the IB Learner Profile and provide a framework of values to which we aspire as a community. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities



Introduction

Our philosophy is to take affirmative action to foster a supportive, inclusive environment. WAT aims to ensure a secure, safe learning environment. The Code of Conduct for Parents, Teachers, Students and Staff is an agreement about our beliefs about how we communicate, learn and thrive as members of an IB driven, diverse community.

Guidelines

The following WAT guidelines are designed to support the achievement of this expectation. This expectation and these guidelines will be articulated in terms that are appropriate to each student's developmental level.

- Parents, staff members and students will actively promote and support the school in the community - locally, nationally or internationally - highlighting the school's positive attributes, and reserving issues of concern for resolution through proper processes.
- Parents, teachers, staff and students will respect and comply with all school policies, as determined by the Senior Leadership Team, Board, and Government of Albania.
- Parents, teachers, students and staff will encourage students to comply with attendance and punctuality requirements.
- Parents, teachers, staff and students will actively attempt to resolve issues of concern by engaging in appropriate interactions with the relevant people.

All interactions shall:

- assume positive intent
- have the goal of achieving outcomes mutually acceptable to the parties concerned
- be conducted in a calm and reasonable manner
- be issue-based, avoiding personal conflicts
- give due consideration to the points of view of all parties concerned
- respect the principle of the best interest of the child

An appropriate time and place will be mutually arranged for discussing issues that are sensitive, contentious and confidential, or in need of prolonged consideration.

In the event of a parent, teacher, student or staff member being dissatisfied with the manner in which an interaction is conducted, an appointment will be made with a member of the pedagogical leadership or senior leadership team for further discussion to reconcile the problem and/or decide upon next steps.

Written records of meetings with students and parents will be maintained so that ongoing issues can be followed up and agreements can be reviewed.

Student behaviour records should be noted on Managebac for appropriate follow up.

Responding to Infractions of Behavioural Expectations WAT will maintain a Level System for handling infractions of behavioural expectations of students. It will be at the discretion of the WAT administration to determine how students will receive consequences, and whether alternative approaches will be necessary (such as Response to Intervention (RTI), coaching one-on-one through deficient life skills, or sessions with the school counsellor).





Procedures in place to support communication

- A tailored induction process is provided for all students and staff at the beginning of each academic year and on entry to the school.
- Clear expectations and consequences are delivered during induction and are reflected in classroom displays. This supports an environment which values good behaviour, the health, safety and security of all members of WAT.
- At home: school agreement involving staff, students and parents which sets out the expectations of the school and the responsibilities of all parties to work together.
- Consistency of practice is supported by a homeroom structure.
- Moreover, the school will provide links, both academic and pastoral, for parents to keep them informed and up to date with any communication and concerns relating to their child.
- Communication between staff and parents is regular through our school management system (ManageBac), e-mail and phone.

Behavioural Expectation System

- Consequences of responding to infractions of Behavioural Expectations.
- **NB:** *Consequences may be adjusted for students with documented learning disabilities or an established IEP. In such cases, any consequences/actions should be communicated to the School Counsellor.*
- In addition, the below list of behavioural issues is not intended to be comprehensive but a representation of the types of behaviours classified at each level.

Behaviour: Level 1

- Violation of essential agreements in any school-related setting: classroom, playground, lunchroom, bathroom, hallway, field trip, cafeteria, bistro, stairwells, etc.
- Running in the hallways, classroom or library

Who gets involved:

- Member of staff who witnessed the behaviour, homeroom teacher.

Process:

- Level 1 behaviours are to be handled by the member of staff who witnessed the behaviour.
- The child will be spoken to respectfully or receive consequences according to the teacher's classroom management system.
- These behaviours are always to be addressed immediately. The "verbal warning" is the first step of response.

Consequence:

- Verbal warning referring to essential agreements
- At the teacher's discretion, infraction recorded on Managebac

Behaviour: Level 2

- Multiple Level 1 behaviours
- Inappropriate language (any and all)
- Physical aggression (pushing, shoving, pinching, etc.) and rough play
- Defiance, disrespect, challenges to authority, non-compliance
- Harassment, teasing, taunting (physical or verbal)
- Disruption, excessive talking, note passing
- Repeatedly late to, or not prepared for, class (see Attendance policy)
- Inappropriate use of technology (see IT policy)
- Lying, sleeping in class, or truancy.

Who gets involved:

- Homeroom teacher, Subject teachers, Parents

Process:

- **Step 1:** Level 2 behaviours are first handled by the member of staff who witnessed the behaviour.
- **Step 2:** The infraction is logged on ManageBac as a *Behaviour Note*, visible to parents and determination of consequences is made by the teacher. This may include the ones written below.
- **Step 3:** The student will meet with their homeroom teacher, immediately or as soon as possible, after the incident for a discussion.
 - **Note:** *The student must have the right to be heard and to explain (comment: this is necessary when a certain behaviour of the student is reaction against a bully: punishing the victim for such reaction, re-victimizes the student; being at least the opportunity to be heard, it will give the student a certain level of relief. The right to be heard is a basic principle when a measure is taken against an individual by an authority).*
- **Step 4:**
 - Homeroom teachers will monitor student behaviour on ManageBac and meet students individually about repeated offences.
 - At the discretion of the Homeroom teacher, a student could be placed on a *Behavioural Contract* (see options below). If a student's behaviour is an issue in more than one subject, this should be considered and parents informed.
 - Note that at any time during this process, the Homeroom Teacher should be prepared to request a parent meeting if it is believed such a meeting can resolve an ongoing issue early in development or support the child in question or the community as a whole.

Consequence:

- Verbal / Written reflection or apology
 - In Primary, students complete a Behaviour Reflection Sheet under supervision of Homeroom Teacher.
 - In Secondary, *Reflection Room*: reflection written under supervision (with preassigned teacher). Students will complete a [Behaviour Reflection Sheet](#)
- Restorative tasks

- Homeroom comments on school reports
- Behaviour Contract Options: [Behavioural contract](#) / [Student Behaviour Tracking Form](#)

Behaviour: Level 3

- Multiple Level 2 behaviours
- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Fighting (defined as actions that leave marks or require first aid)
- Bullying that causes another student emotional or physical harm (including cyberbullying off hours)
- Cheating, forgery, academic misconduct (collusion etc.), or theft
- Intentional property damage
- Endangering the safety of self or others
- Use or possession of tobacco and tobacco-related products at school
- Unauthorised audio or video recording or photographing

Who gets involved:

- Senior Leadership Team, Programme Coordinator, Pastoral Coordinator, SEND
- In cases of cheating, forgery, academic misconduct (collusion etc.), please involve the relevant IB Coordinator

Process:

- **Step 1:**
 - Level 3 behaviours must be referred to the Programme Coordinator immediately or another member of the SLT if the Programme Coordinator is unavailable.
 - The teacher(s) who witnessed the incident will immediately report the incident on ManageBac and fill in the Incident Report Form
 - When referring a student with multiple Level 2 infractions, the Homeroom teacher must provide documentation of previous infractions and consequences taken. This document should demonstrate a graduated increase in consequences determined for similar behavioural infractions and the impacts of the consequences on the child's behavior.
 - Issues concerning a safeguarding issue as defined by the school's safeguarding policy, should be immediately referred to the Designated Safeguarding Lead
- In cases of 'cheating, forgery, academic misconduct (collusion etc.)', please involve the relevant IB Coordinator and follow the steps described in the *WAT Academic Honesty Policy*
- **Step 2:**
 - The Program Coordinator will review information and investigate issues brought to their attention and determine the appropriate consequence.
 - The Program Coordinator may elect to reach out the SEN Department if they believe a behavioural issue may be the result of a special education need.
 - The SEN Department may assess available information and if warranted contact the child's family to discuss additional opportunities for support.
- Offending student(s) will be not rejoin or return to their class until the matter has been addressed.

Consequence:

- Loss of privileges (sports, field trips, extracurriculars)
- In-school suspension (removal from classes for a period of time)
- Out-of-school suspension (sending home from school for a period of time to be set in consultation with Programme Principals).
- Probation
- Behaviour Contract Options: [Behavioural contract](#) / [Student Behaviour Tracking Form](#)

Behaviour: Level 4

- Multiple Level 3 behaviours
- Arson on school property or to the property of WAT community members out of school
- Use or possession of alcohol at school
- Use or possession of non-prescribed drugs at school
- Use or possession of weapons at school or out of school
- All behaviour that is commonly characterised as criminal behaviour
- Inappropriate sexual behaviour

Who gets Involved:

- SLT (Academic Director, Programme Coordinators, Head of Pastoral, Head of Administration, Head of School) and Parents, Disciplinary Committee

Process

- **Step 1:** Level 4 behaviours must be referred to the SLT immediately.
 - When referring a student with multiple Level 3 infractions, the Programme Coordinator must provide documentation of previous infractions and consequences taken by both the Coordinator as well as Homeroom Teachers and Subject Teachers. This document should demonstrate a graduated increase in consequences determined for similar behavioural infractions and the impacts of the consequences on the child's behaviour.
- **Step 2:** The teacher(s) who witnesses the incident will immediately complete an Incident report and fill in the Incident Report Form
- **Step 3:** The offending student will be removed from class immediately. Parents will be called to take the student home with immediate effect. If the incident involves a weapon, in accordance with Albanian law, the police will be immediately called when the child involved is 14 years of age or older.
- **Step 4:** The SLT will meet to review the incident and perform investigation as necessary. Authorities may be contacted if there is the potential that a criminal act has been committed.

In the event expulsion may be a consequence for severe infractions, the Discipline Committee may be called to review an incident and proposed consequences.

Consequence:

- Parents called into school
- Student sent home

- Out-of-school suspension
- Expulsion from school, at the discretion of the SLT



Community Declaration Form

Declaration of Teachers

As a teacher, I have read and understood the **School Behaviour Policy**. I agree to implement the policy in my specific subject area.

Signature of Teacher

Date

Declaration of Student

As a principled student, I have read and understood the **School Behaviour Policy**. I agree to comply with the content of this Policy with the help of my parents, teachers and peers.

Signature of Student

Date

Declaration of Parents/Guardians

As a parent/guardian, I have read and understood the **School Behaviour Policy**. I agree to uphold the contents of this Policy by working with the school in supporting my child in his/her efforts to become a principled student by respecting and modelling what has been written in this policy.

Signature of Parent/Guardian

Date



WAT Statement on Bullying and Cyber-bullying

Our philosophy is to take affirmative action to foster a supportive, inclusive environment. WAT aims to ensure a secure, safe learning environment. Thus, WAT responds to student bullying with a framework of rules and policies where students can feel confident to express themselves and where everyone feels safe.

Bullying is defined as unwanted, deliberate behaviour that involves a real or perceived power imbalance. This behaviour may be a singular incident or repeated over time (or has the potential for repetition).

Bullying and harassment can take various forms:

- **Physical** (including, but not limited to hitting, kicking, spitting, pushing, taking or damaging the personal belongings of another member of the WAT community, either at school or out of school);
- **Verbal** (including, but not limited to, taunting, malicious teasing, name calling, making threats);
- **Psychological** (including, but not limited to spreading false rumors; manipulating social relationships, engaging in social exclusion, extortion or intimidation);
- **Internet or cyber-bullying** (including, but not limited to: use of instant messaging [IM], e-mail, social media (e.g. Facebook, Instagram), chat rooms, and text messaging that is used to bully, harass, belittle or embarrass another student, and when such Behaviour causes emotional distress to another member of the WAT community, interferes with the operation of the school, or infringes upon the general health, safety and well-being of students;
- **Hazing** (including but not limited to various forms of bullying and harassment of a student by other students to pledge or initiate the student into an affiliation with a school- or student-related organization or team).

Examples of bullying and harassment include, but are not limited to:

- Unwanted teasing
- Threats, taunts and intimidation by words and/or gestures
- Physical violence and/or attacks
- Extortion
- Sexual, religious, or racial harassment
- Public humiliation
- Destruction of school/personal property
- Theft of money and/or personal possessions
- Rumours or spreading of falsehoods
- Stalking
- Social exclusion, including incitement and/or coercion
- Cyberstalking or engaging in conduct to communicate, or cause to be communicated, words, images or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim
- Cyberbullying or the wilful, hostile or repeated harassment and intimidation of a person through the use of digital technologies, including but not limited to: email, blogs, chat rooms, texts, social networking websites (Instagram, Facebook, etc.) and instant messaging; use of cameras or camera phones to take embarrassing photographs of students, staff or members of the WAT



community, and posting them online; sending abusive or threatening texts or instant messages; or using websites to circulate gossip and rumours to other students.

Useful Forms

- [Behaviour Reflection Sheet](#)
- [Behavioural contract](#)
- [Student Behaviour Tracking Form](#)