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## **NESİBE AYDIN EDUCATIONAL INSTITUTIONS**

### **STUDENT CODE OF CONDUCT POLICY**

#### **Part One**

#### **General Provisions**

This part sets out the purpose, scope, legal basis, and key definitions of the Student Code of Conduct Policy. It establishes the general framework of the policy in line with the Ministry of National Education regulations and the values of the IB programmes, including respect, responsibility, academic integrity, and a safe and inclusive learning environment.

#### **ITEM 1- Purpose**

(1) The purpose of this policy is to regulate the procedures, rules and principles regarding the reward, discipline, and dress code of the students of Nesibe Aydın Educational Institutions. This policy also supports the values of the International Baccalaureate (IB) by promoting respect, responsibility, academic integrity, and a safe learning environment aligned with the IB Learner Profile.

#### **ITEM 2- Scope**

(1) This Policy covers the procedures, rules and principles regarding the reward, discipline and dress code of students enrolled in schools within Nesibe Aydın Educational Institutions. This policy applies to all students enrolled in Nesibe Aydın Educational Institutions, including those participating in international programmes such as the Cambridge IGCSE and the IB Diploma Programme.

### **ITEM 3- Basis**

(1) This Policy has been prepared based on the Ministry of National Education Primary and Secondary Education Institutions Regulations and the Ministry of National Education Private Education Institutions Regulations.

### **ITEM 4- Definitions**

(1) In this policy

- a) **Unit:** Institutional kindergartens, primary schools, secondary schools, and high schools,
- b) **Unit directors:** Principals of kindergartens, primary schools, secondary schools, and high schools affiliated to the institution,
- c) **Board:** Student Behaviour Assessment Board in secondary school, Reward and Discipline Board in high school,
- d) **Portal:** The electronic environment where the information of the students and employees of Nesibe Aydın Schools is stored,
- e) **Parent:** The student's parents or the person for whom the student is legally responsible,

## **Part Two**

### **Rules**

This part sets out the general rules, expectations, and responsibilities that students are required to follow in school life. It outlines standards related to conduct, attendance, academic integrity, respectful behaviour, the use of school facilities, and attitudes that support learning and positive participation in the school community.

### **ITEM 5- GENERAL RULES**

(1) Students of Nesibe Aydın Schools are expected to demonstrate the following behaviours and responsibilities:

- a) Arriving on time for ceremonies, classes, study sessions, and clubs, and avoiding unnecessary absence,

- b)** Behaving in a manner appropriate to the functioning of ceremonies, classes, study sessions, and clubs,
- c)** Demonstrating respectful attitudes and behaviours towards teachers, administrators, and peers inside and outside the school,
- d)** Protecting the property of the school and others,
- e)** Fulfilling assigned tasks on time,
- f)** Avoiding violence and refraining from using inappropriate language,
- g)** Not bringing cutting or piercing tools, alcohol, or tobacco products to school,
- h)** Complying with the dress code,
- i)** Not using mobile phones and other electronic devices at school except as authorised,
- j)** Complying with the school's Academic Integrity Policy by avoiding plagiarism, collusion, cheating, or any form of academic misconduct in assignments, projects, or examinations,
- k)** Complying with other rules and explanations communicated to them, as well as the general moral and social etiquette of the community,
- l)** Demonstrating attitudes aligned with the IB Learner Profile, such as being respectful, open-minded, principled, and caring towards others in the school community,
  - m)** Contributing positively to the school and the wider community through service activities and collaborative initiatives in line with the values of the IB programmes,
- m)** Showing curiosity and initiative in learning by asking questions, engaging in inquiry, and seeking reliable information from a range of sources,
- n)** Managing time, deadlines, and academic responsibilities responsibly; coming prepared for lessons, meeting agreed deadlines, and using planners or other organisational tools when needed
- o)** Using feedback constructively, reflecting on strengths and areas for growth, and setting goals for improvement,
- p)** Listening respectfully to different viewpoints, engaging in reasoned dialogue, and expressing disagreement without disrespect,
- q)** Using digital tools, online platforms, and artificial intelligence ethically and safely, in line with the school's Academic Integrity Policy and teacher guidance,
- r)** Working independently when required and collaboratively when appropriate, while taking responsibility for both personal learning and the success of the group,
- s)** Maintaining a healthy balance between academic effort, well-being, and respectful participation in school life.

## **ITEM 6- CLASS RULES**

- (1) Students of Nesibe Aydın Schools shall comply with the following rules in the classroom:
- a) Students raise their hands to speak in class.
  - b) Students comply with the seating arrangement in the classroom and do not move their desks unless they have permission.
  - c) Students help their teachers, peers, and school staff to keep the classroom clean and tidy.
  - d) Students treat their peers respectfully and support them in their work when appropriate.
  - e) Students protect classroom materials and do not damage any items in the classroom.

## **ITEM 7- GROUP WORK RULES**

- (1) Students of Nesibe Aydın Schools shall comply with the following rules during group work:
- a) Students participate actively and fairly in group tasks, listen carefully to one another, and encourage all members to contribute.
  - b) Students share responsibilities equitably, complete the part assigned to them on time, and support the group in meeting agreed goals.
  - c) Students discuss different ideas respectfully, use evidence when defending a point of view, and resolve disagreements through dialogue rather than conflict.
  - d) Students distinguish clearly between legitimate collaboration and unacceptable copying or collusion; individual work must remain individual.
  - e) Students acknowledge the ideas, words, data, and products of others properly and follow teacher guidance during collaborative tasks.
  - f) Students use collaborative time productively, stay focused on the task, and avoid excluding, silencing, or distracting other group members.
  - g) Students reflect on both the quality of the final product and the effectiveness of the group process in order to improve future learning.

## **ITEM 8- CAFETERIA RULES**

- (1) Students of Nesibe Aydın Schools shall comply with the following rules in the school cafeteria:
- a) Students line up with their friends at the entrance of the cafeteria.

- b) Students do not discriminate against food and do not waste food.
- c) Students use forks, spoons, and knives appropriately.
- d) Students eat quietly and speak respectfully with the friend sitting next to them.
- e) After finishing their meal, students collect their plates, place them in the appropriate area, and leave the dining hall without running. Kindergarten and primary school students enter and leave the dining hall with their class teachers.

#### **ITEM 9- TOILET RULES**

- (1)** Students of Nesibe Aydın Schools shall use the toilets in accordance with the following rules:
- a) Students flush the toilet after use and leave it as they would wish to find it.
  - b) Students wash their hands when leaving the toilet.
  - c) Students switch off the lights when leaving the toilet if no one else is inside.
  - d) Students throw rubbish in the rubbish bin.
  - e) Students do not disturb other students while they are using the toilet.

#### **ITEM 10 - CORRIDOR, FREE TIME SPACES AND PLAYGROUND RULES**

- (1)** Students of Nesibe Aydın Schools shall comply with the following rules in corridors, indoor or outdoor sports fields, and other free movement areas of the school during recess or free time:
- a) Students use the student lockers in the corridor properly.
  - b) Students walk in the corridor and do not run.
  - c) Students speak in an appropriate tone of voice in the corridor and do not disturb others by speaking loudly.
  - d) Students do not damage toys, tools, equipment, or educational materials in any area of the school. Students do not shout in playgrounds and do not use inappropriate language towards their peers.
  - e) In case of any dispute in playgrounds, students apply to the relevant vice principal or the teacher on duty.
  - f) Students play carefully so as not to harm themselves or others during active games.
  - g) Students return to class when the school bell rings or when the teacher on duty gives a warning.

- h) Students do not wander around the school unsupervised during extracurricular activities such as problem solving hours (PS), free work hours (FWH), or club activities, and they do not leave the place where they are expected to work.
- i) When going to the infirmary, students obtain an infirmary pass from the vice principal.

#### **ITEM 11- RULES REGARDING SCHOOL BUSES**

**(1)** Students of Nesibe Aydın Schools who use the school buses shall comply with the following rules:

- a) Students go to the bus areas carefully and without running. Kindergarten and primary school students in Grades 1, 2, and 3 board the buses under the supervision of their teachers.
- b) Students sit in seats appropriate to their age group. The front and back parts of the buses are reserved for students in Grade 6 and above, while the middle part is reserved for younger students in Grade 5 and below.
- c) Students do not bring food or drinks onto the bus.
- d) Students fasten their seat belts as soon as they get on the bus.
- e) Students read, talk to friends, or listen to music on the bus without disturbing others.
- f) Students may talk to other students on the bus, but they may not use inappropriate language.
- g) After boarding the bus, students remain seated until it is time to get off and do not stand up while the bus is moving.
- h) Students comply with the warnings and directions of the bus supervisor.
- i) When getting off the bus, students do so carefully under the guidance of the bus supervisor.
- j) After getting off the bus, students check their surroundings and move carefully in the direction they need to go without running.

#### **ITEM 12 - DRESS AND GROOMING RULES**

**(1)** Students of Nesibe Aydın Schools shall comply with the following dress and grooming rules:

- a) Students wear only the school uniform at school.
- b) Students keep their clothes clean and tidy.
- c) Students wear clean shoes and do not wear sandal-style shoes.
- d) Students wear school sportswear and trainers only during physical education classes and, if necessary, during club hours.

- e) Only kindergarten and primary school students may come to school in sportswear on days when they have physical education classes.
- f) Female students keep their hair neat and tied when appropriate.
- g) Male students keep their hair above the ears and collar, and sideburns no longer than the middle of the ear.
- h) Female students wear white, navy blue, grey, or pistachio green socks; male students wear dark-coloured socks.
- i) Students do not wear jewellery such as earrings, necklaces, bracelets, or rings at school.
- j) Female students do not wear make-up and do not dye their hair.
- k) Girls' skirt length shall be at knee level.

### **ITEM 13 - PEER BULLYING**

- (1)** Nesibe Aydın Schools maintain a safe and inclusive learning environment. Any form of bullying, including physical, verbal, social, cyber or discriminatory behaviour, is strictly prohibited. Students are expected to act with empathy, respect and responsibility towards others.

### **ITEM 14 - MOBILE PHONE POLICY**

- (1)** Nesibe Aydın Schools students shall abide by the following mobile phone usage rules.
- a)** Students who must bring their mobile phones to school for any reason are obliged to hand them over to the relevant official at the place indicated by the school administration and in a closed manner to be picked up at the end of the school day.
  - b)** Within the boundaries of the school and classrooms, students may use their mobile phones only during course activities, under the control of the teacher and as a teaching tool. Any use other than for this purpose is not permitted.

### Part Three

#### Steps to Follow When Negative Behaviors are Observed

This part explains the procedures to be followed when inappropriate or harmful behaviour is observed. It outlines the school's supportive, restorative, and, where necessary, disciplinary response in accordance with the relevant Ministry of National Education regulations and school procedures.

#### ITEM 15- DISCIPLINARY PROCEDURES

(1) The school prioritises a restorative and educational approach to discipline. Students are encouraged to reflect on their behaviour, understand its impact on others, repair harm where possible, and take responsibility for improvement. When a negative behaviour of Nesibe Aydın Schools students is observed, the following steps are followed according to the school level and the seriousness of the incident.

#### For Kindergarten, Primary School and Middle School:

- a) **Verbal Warning and Reflection:** The teacher meets the student, explains why the behaviour is inappropriate, clarifies the expected behaviour, and records the concern in the portal when required. The student may be observed by the counselling teacher, guidance counsellor and assistant principals, and guidance is provided to prevent repetition.
- b) **Guidance and Student Contract:** If the behaviour is repeated, the student meets the guidance teacher/counsellor and relevant school leader. A behaviour contract or written commitment may be prepared, and the follow-up process is recorded.
- c) **Parent Meeting:** If similar behaviour continues, the parent is invited to school. The deputy principal, counsellor and class teacher meet with the parent and agree on supportive measures to prevent recurrence. The meeting is documented in the portal.
- d) **Referral to the Relevant Board:** If the behaviour continues despite these measures, the student is referred with written records to the relevant student behaviour assessment board, and further action is taken in line with the applicable Ministry of National Education regulations for that school level.

**For High School:**

- a) **Immediate Intervention and Documentation:** The teacher or school leader intervenes promptly, secures safety, records the incident and informs the relevant vice principal, counsellor or guidance service as appropriate.
- a) **Restorative Meeting and Parent Communication:** When appropriate, a restorative conversation is held with the student, and the parent is informed. Guidance, monitoring and behaviour support measures may be initiated before or alongside formal disciplinary procedures.
- b) **Formal Referral under the Ministry of National Education Secondary Education Institutions Regulation:** Behaviours that fall within the scope of disciplinary action are referred to the School Student Reward and Discipline Board with written evidence, statements and relevant records.
- c) **Board Review and Proportionate Decision:** The board evaluates the nature of the incident, the student's age and best interests, the seriousness and repetition of the behaviour, previous records, and the views of relevant staff and parents where needed. Decisions are taken with attention to confidentiality, fairness and proportionality.
- d) **Possible Disciplinary Outcomes for High School Students:** In line with the applicable regulation, the process may result in reprimand, short-term suspension from school, change of school, or removal from formal education, subject to the relevant approval procedures.
- e) **Follow-up after the Decision:** The school provides guidance, monitoring and, where appropriate, reintegration support so that the student can improve behaviour, rebuild trust and continue learning responsibly.

**Important Note:** In cases involving violence, serious threats, bullying, discrimination, harassment, possession of prohibited items, serious academic misconduct, major safety concerns, or other urgent situations requiring immediate action, the school may bypass the preliminary supportive steps and begin the process directly at the formal referral stage in accordance with the applicable legislation.

#### **Part Four**

#### **Student Recognition and Awards**

This part sets out the school's approach to recognising and rewarding positive conduct, academic effort, responsibility, leadership, service, and exemplary attitudes. It reflects both the Ministry of National

Education regulations and the values of the IB Diploma Programme by acknowledging students' positive contributions to school life and the wider community.

#### **ITEM 16 - STUDENT RECOGNITION AND AWARDS**

- (1) In addition to addressing inappropriate behaviour, the school values and recognises positive conduct, academic effort, responsibility, leadership, service, and exemplary attitudes. High school students may be considered for official recognition and awards in accordance with the applicable Ministry of National Education Secondary Education Institutions Regulation, including certificates such as appreciation, achievement, honour, and outstanding achievement, where applicable. The school may also recognise contributions that reflect the values of the IB Diploma Programme, such as principled behaviour, open-mindedness, collaboration, inquiry, reflection, and service.
- (2) The school may recognise students who demonstrate consistent effort and achievement in academic work, exemplary behaviour, responsible participation in school life, and positive contributions to the school and wider community. Recognition may also be given for leadership, social responsibility, service activities, scientific or artistic engagement, and conduct that contributes to a safe, respectful, and inclusive learning environment.
- (3) Awards and recognition shall be granted in line with the relevant legal provisions, school procedures, and the student's overall conduct, attendance, and eligibility status. The school may present such recognition through certificates, public acknowledgement, ceremonies, honour lists, or other appropriate means.

#### **Part Five**

#### **Inclusive School Culture and Student Well-being**

This part sets out the school's commitment to diversity, inclusion, mutual respect, student well-being, and a safe learning environment. It emphasizes the importance of balance, resilience, respectful relationships, and positive participation in school life in line with the values of the IB programmes.

#### **ITEM 17– Respect for Diversity**

- (1) Students respect cultural, linguistic and individual differences and contribute to a school culture that values diversity, inclusion and international mindedness. They are expected to appreciate multiple

perspectives, use respectful language, and participate in learning environments where every member of the community feels safe, heard and valued.

### **ITEM 18 – Student Well-being**

- (1) The school supports students’ emotional, social and academic well-being through guidance services, counselling and positive behaviour support systems. Students are also encouraged to develop balance, resilience, self-management and reflective habits in line with the expectations of the IB Diploma Programme.

## **Part six**

### **Relationship with Other Policies**

This part explains how the Student Code of Conduct Policy is implemented in conjunction with other core school policies in order to ensure consistency, fairness, student support, and alignment with the values of the IB programmes and national regulations.

### **ITEM 19 – RELATIONSHIP WITH OTHER POLICIES**

- (1) This policy is implemented in conjunction with other core institutional policies in order to ensure a coherent and holistic approach to student behaviour, well-being, inclusion, academic integrity, and learning.
- a) **Academic Honesty Policy:** When a student behaviour concern involves plagiarism, collusion, cheating, duplication of work, misuse of artificial intelligence tools, or any other form of academic misconduct, the procedures, definitions, responsibilities, and consequences set out in the Academic Honesty Policy shall also apply.
  - b) **Assessment Policy:** When a behaviour concern occurs in relation to classroom assessments, mock examinations, internal assessments, the Extended Essay, Theory of Knowledge, or IB examinations, the relevant provisions of the Assessment Policy shall also apply. In cases involving examination misconduct, unauthorized materials or devices, malpractice, or breaches of assessment security, the school shall also follow applicable IB assessment procedures.
  - c) **Inclusion Policy:** When a student’s behaviour, participation, or well-being may be connected to individual learning needs, medical conditions, psychological or emotional circumstances, or required

access arrangements, the Inclusion Policy shall guide the school's response, support measures, confidentiality procedures, and reasonable accommodations.

- d) **Language Policy:** When behaviour concerns involve the use of disrespectful, discriminatory, or exclusionary language, intercultural misunderstanding, multilingual communication, or language-related barriers to participation, the Language Policy shall also be taken into account in order to ensure respectful communication, equitable access, and international-mindedness.
- e) **Admission Policy:** Where relevant, information gathered through admission, transition, or transfer processes may be considered in line with the Admission Policy in order to support appropriate placement, language support, inclusion planning, and continuity of student support.
- (2) In the event of overlap between this policy and another institutional policy, the school shall apply the provisions together in a fair, proportionate, and educational manner, while also observing the relevant Ministry of National Education regulations and, where applicable, IB requirements.

## **Part Seven**

### **Final Provisions**

This part sets out the final provisions relating to the implementation, enforcement, and execution of the policy. It clarifies the authority responsible for applying the policy and confirms the procedures for its entry into force.

#### **ITEM 20 – Enforcement**

- (1) This Policy enters into force on the day it is approved by the Nesibe Aydın Schools Board of Directors and published on the Portal. It is revised annually by unit managers, vice principals and members of the disciplinary board.

#### **ITEM 21 – Execution**

- (1) The provisions of this Policy are executed by the unit managers and the General Manager on behalf of Nesibe Aydın Schools.

## References

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