

Unified Academic Commitment Policy

Clarity / Discipline / Partnership

THE BENHALE STANDARD

Academic commitment is not a compliance checklist—it is a **culture of excellence**. The student will rise to the level the teacher sets and the willingness of the student to apply himself / herself. And together, we set the bar high—not only to meet curriculum standards, but to build lifelong learners, disciplined minds, and courageous thinkers of the 21st century.

Teachers / Parents / Students – This policy must be signed as an acknowledgement of acceptance. Please read attentively and sign. Return the signed document to the Administration Office.

Authored by: HR Ruth
Approved by: R Becker
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Purpose

At BenHale Academy, **academic excellence is not to be viewed as a “nice to have” but rather an essential AND vital skill of the 21st century.** It is the shared responsibility of the teacher, (in our case, the Edu-Coach), the student, and the parent to uphold a disciplined learning culture where each child is expected to work to their full potential. We believe that true academic growth is not accidental—it is the result of daily commitment, high expectations, mutual accountability, and meaningful collaboration between school and home.

EDUCOACH COMMITMENT

As a BenHale Edu-Coach, I commit to:

- Start and end every lesson on time, fully prepared.
- Where feasible, prioritise **student-centred learning** through discussion (Harkness approach), micro-groups, and problem-solving.
- Design and issue accurate, well-timed and on time, termly study packs and formal tasks.
- Uphold the 60% pass mark standard for Math in grades 3, 6 and 9 and the 50% pass mark standard in languages and sciences across the grades with intervention plans where needed.
- Maintain marking accuracy, timeous communication, and consistent classroom management.
- Always uphold and model academic discipline.
- Monitor deadlines. Manage tasks to be done at school in class. Deal with late submissions proactively by notifying parents of late submissions and the consequences thereof.
- Integrate the effective use of AI in an ethical manner to support and enhance learning.
- Participate in the early detection and resolution of academic concerns through Scholastic Interventions and meetings with parents proactively.
- Ensure that students remain at school till the last day of school with valid and meaningful work till the last day of school.

Edu-Coach Name: _____

Signature: _____





STUDENT COMMITMENT

As a BenHale student, I commit to:

- Arrive at every class prepared and ready to engage.
- View school as a place to learn and grow and not a place to misbehave.
- Log in daily to Google Classroom, track my tasks, and meet every due date.
- Contribute positively to collaborative discussions and group work.
- Ensure my work is my best effort—neatly presented, complete, and on time.
- Respect my peers, my learning environment, and the standards of academic conduct.
- Accept responsibility for my learning, growth, and deadlines.
- Ask for help early when I feel stuck.
- Not using a cell phone during class time
- Use AI only when instructed and in an ethical manner to support my learning and not as a tool to cheat or do my work for me!
- Ensure I come to school till the very last day of the Term.
- Do my very best to work hard and apply myself to the very last day of each term so that I can enjoy a well-deserved break.

Student Name: _____

Student Signature: _____



PARENT COMMITMENT

As a BenHale parent, I commit to:

- Stay informed by accepting Google Classroom invitations and reviewing weekly summaries.
- Reinforce the importance of punctuality, attendance, and full-term learning.
- Ensure my child has an **excellent attendance** record till the last day of each term as an **important life skill**.
- Hold my child accountable for task completion and work ethic.
- Partner with teachers in addressing concerns early—before they escalate.
- Support the school's policy that **convenience never comes before excellence and we always praise progress over results**.
- Support the school's no cell phone policy and hold your child accountable for that.

Parent/s Name/s: _____

Parent/s Signature/s: _____



INTERVENTION PROCESS

Should any student fail to meet academic expectations, the following steps apply:

1. **Intervention 1:** A formal reminder to the student via private audience meeting
2. **Intervention 2:** A first formal communication with the parent via private audience meeting.
3. **Intervention 3:** A second formal communication with the parent via private audience meeting and first detention for the student.
4. **Intervention 4:** A third formal communication with the parent via private audience meeting and second detention for the student.
5. **Final Step:** Should intervention efforts fail from the parent or students' side after the third formal parent meeting, the student will stay after school or attend a fixed weekly session until all missing work is done. A lack of academic application or the unwillingness to do schoolwork can also result in the loss of privileges such as sport or extra-murals or Friday fun initiatives.
6. **Restorative Step:** The student will explain in writing or in a short meeting **why they chose not to work** and how their refusal impacts others (peers, teacher, parents). Then he/she will set their own mini goal with the teacher's oversight.

