ECT Mentors and ECTs support during induction

1. Mentor/s may use this during observations and when gathering evidence against standards. Also, they may use this to plan support for ECTs
2. ECT/s may use this when working with the teachers’ standards, to aid own reflections and gather evidence for assessments

***Please note suggestions here are aimed to guide you and are not exhaustive.***

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| **Teacher STANDARDS: –TS1. Set high expectations which inspire, motivate and challenge pupils.** | |
| * Establish a safe and stimulating environment for pupils, rooted in mutual respect. **Links to standards:** 4 (promote love of learning) and 7 (behaviour management) * Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions. **Links to standard:** 5 (adapt teaching) * Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. **Links to standard:** Part 2 (personal and conduct) | |
| **What will the mentors be looking for:** | **Evidence presented by ECT for this standard may include:** |
| * How the ECT has contributed to ensuring the classroom is a stimulating environment. * What the ECT has learned from the school’s health and safety policy. How this is evident in the ECT’s practice. How the ECT ensures pupils are aware. * How the ECT has ensured tasks are relevant and engaging. * How the ECT has used their knowledge of the pupils to plan to challenge and support. * How the ECT seeks to ensure pupils feel comfortable in lessons and able to contribute. * How the ECT fosters effective collaboration in their classroom. * How the ECT seeks to be a positive role model in class and the wider school. * How the ECT seeks to enact the school’s policies on inclusion and behaviour | * **Lesson plans** show   + Appropriate learning objectives that stretch and challenge all pupils. Activities are relevant to the expected outcome of the lesson.   + Where appropriate planning includes **risk assessment.**   + **Health and Safety risk communicated to the pupils.**   + Use of quality resources that stimulate interest in pupils. * **Lesson observations** show that   + Learning objectives and success criteria are communicated to pupils.   + Pupils are aware of the purpose of the lesson and are on task.   + Planning is timed/paced lessons.   + ECT communicates high expectations to learners.   + ECT uses strategies such as praise, questioning or intervention which help promote and maintain a purposeful learning environment.   + ECT promotes fair and trusting interactions amongst pupils.   + ECT demonstrate enthusiasm for subject.   + ECT challenges inappropriate behaviour, sexist, racist, homophobic, or inappropriate personal comments.   + ECT communicates respectfully with pupils. * **Evidence of seating plan and classroom rules.** * **Annotated school behaviour policy** * **ECT is punctual, well presented, and smart.** |

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| **TEACHER STANDARDS: –TS2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS.** | |
| * Be accountable for pupils’ attainment, progress, and outcomes. * Be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these. **Links to standards:** 4 (structured lessons) and 6 (use of assessment) * Guide pupils to reflect on the progress they have made and their emerging needs. **Links to standard:** 6 (self and peer assessment) * Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching. **Links to standard:** 5 (adapt teaching) * Encourage pupils to take a responsible and conscientious attitude to their own work and study. | |
| **What will the mentor be looking for:** | **Evidence presented by ECT for this standard may include:** |
| * The ECT is aware of actual and expected outcomes for the pupils. * How the ECT seeks to use assessment to move pupils’ learning forward. * The ECT has used self and peer assessment. How effective this is. * How the ECT uses questioning to help him/her focus teaching for different pupils. Questions are planned and used appropriately. * The ECT can explain the impact they have had on pupil achievement. * How the ECT has planned for progression within the relevant programme of study, in the core areas and foundation subjects. * The strategies the ECT has used to scaffold learning effectively. * The ECT can explain why they have identified particular learning objectives for particular lessons/schemes of work. If this reflects prior attainment, appropriate challenge, awareness of wider factors that may influence learning. * How the ECT has sought to encourage pupils to take responsibility for their work. | * **Lesson Plans** show   + Lessons build on learners’ prior knowledge, achievement, and experience.   + Opportunities to work independently to demonstrate and apply their knowledge, understanding and skills.   + Use of data/assessments to inform planning of a sequence of lessons.   + Lessons meet the needs of all groups (EAL, SEN, Most Able, etc.)   + Evidence of how pedagogical knowledge informs planning. * **Lesson observations and evidence in pupil books** show   + ECT demonstrates an understanding of learning theories and pedagogies. Able to articulatescaffolding strategies.   + Formative assessment used to establish existing knowledge at start of topic/lesson   + Teaching demonstrates a personalised learning approach.   + Questioning builds on answers given and pupils are asked to explain their thinking and reflect on their learning.   + Effective plenary structure to review learning.   + Use of AFL strategies, pupil self-assessment and peer assessment   + Pupils encouraged to set own targets for learning   + Monitoring and assessment over time – recording pupil progress.   + Consistent marking with feedback including guidance on how to move the work to the next level.   + Pupils are provided with an opportunity to develop their work before it is assessed again. Evidence in books show the progress from the initial work and the final work.   + Targets and objectives for pupils changed as they progressed over time. |

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| **TEACHER STANDARDS: –TS3. Demonstrate good subject and curriculum knowledge** | |
| * Have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils’ interest in the subject and address misunderstandings. **Links to standards :**2(promote good progress and 4 (foster curiosity) * Demonstrate an understanding of developments in the subject and curriculum areas and promote the value of scholarship. * Demonstrate an understanding of and take responsibility for, promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teachers’ specialist subject. **Links to standard:** 2 (promote progress) * If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. * If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | |
| **What will the mentors be looking for:** | **Evidence presented by ECT for this standard may include:** |
| * The ECT has secure knowledge and makes effective use of it in the classroom. (Primary ECT demonstrates an understanding across the full range of non-core subjects). * The ECT demonstrates secure knowledge and understanding of relevant curricula, framework, National Curriculum, and general teaching requirements relating to inclusion, use of language, use of ICT and health and safety. * The ECT demonstrate secure knowledge/understanding of relevant school polices. * To what extent the ECT is aware of pedagogy related to phase/subject. * How the ECT plans to tackle misconceptions. * The ECT uses questions effectively to promote reflection and critical thinking, check understanding to ensure all pupils have made the expected progress. * To what extent the ECT fosters pupils’ appreciation on the subject being taught. * The ECT is aware of the difference between Standard English and dialect. * They know when and how to use this in their teaching. * How the ECT plans to develop pupils’ language through teaching reading, writing, speaking, and listening. * The ECT (primary plans and is able to teach phonemes accurately and understands how pupils make progress in phonics. * The ECT is able to explain the role of phonics in the teaching of reading * The ECT uses appropriate vocabulary for developing mathematic understanding. * To what extent the ECT seeks to use stimulating and engaging resources to teach number | * **Evidence of**   + Subject knowledge audit/personal targets for subject knowledge.   + Minutes of meeting with mentor that focussed on subject knowledge.   + Lesson plans in with subject-specific target.   + Involvement in phase/departmental curriculum planning.   + CPD/INSET log of training opportunities with annotated handouts.   + Annotated research on the subject area.   + Minutes of meeting with an appropriate colleague (e.g. SENCO) to learn more about specific strategies. * **Lesson plans**   + Demonstrate secure knowledge and understanding of teaching.   + Requirements from NC programmes of study.   + Use of guided reading, text analysis and subject specific language.   + Demonstrate awareness of conventions across the curriculum. * **Lesson observations show the ECT**   + Demonstrate a secure pedagogical knowledge and understanding in the subject area(s).   + Understands how to scaffold a pupils’ learning.   + Knows common misconceptions and shows how to deal with them.   + Demonstrates confidence in answering pupils’ questions.   + Effective use of assessments.   + Able to explain the broad principles of the use of systematic synthetic phonics   + Use systematic synthetic phonics with one-to-one learners (SEN, dyslexic pupils etc.)   + Articulates various methodologies to pupils in class, small group and one to one learner where appropriate.   + Can articulate an understanding of basic mathematical learning strategies for learners (primary ECTs). |

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| **TEACHER STANDARDS: –TS4. Plan and teach well structure lessons** | |
| * Impart knowledge and develop understanding through effective use of lesson time. **Links to standards:** 2 (promote progress) and 3 (accurate subject knowledge) * Promote a love of learning and children’s intellectual curiosity. **Links to standard:** 3 (foster interest) * Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. * Reflect systematically on the effectiveness of lessons and approaches to teaching. **Links to standards:** 2 (promote progress) and 6 (assessment) * Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). **Links to standard:** 2 (set high expectations) | |
| **What will the mentor be looking for:** | **Evidence presented by ECT for this standard may include:** |
| * The ECT ensures pupils make progress in understanding key concepts and skills in the subject area being taught they are understanding progression. They can sequence activities to secure progression. * The ECT is able to plan and justify a sequence of lessons/medium term plan. * To what extent the ECT is able to ensure pupils are engaged in activities. * The ECT is able to explain key content clearly and accessibly. * How the ECT communicates enthusiasm/passion for what is being learned. * The ECT uses a variety of teaching and learning strategies to stimulate learning. * The ECT plans homework as integral part of the medium-term planning. * The homework is appropriate to the needs and abilities of the pupils. The ECT follows up and uses the homework. * The ECT has had opportunities to extend classroom learning with out of school learning. If not, they can suggest ways in which this might happen in relation to their own teaching. * The ECT routinely evaluates their own teaching. How has this informed subsequent planning? * The ECT has had the opportunity to contribute to phase/departmental level curriculum planning. | * **Lesson observations show**   + The ECT activity promotes pupil-pupil and pupil-teacher dialogue.   + Explanations to pupils are clear and well structured.   + Lessons are timed and timings are shared with the pupils.   + Pupil voice comments indicate positive responses to teaching and learning in trainee’s lessons.   + Pupils are engaged in their learning during lessons.   + Pupils demonstrate eagerness to articulate their learning.   + Pupils ask interesting questions related to lesson content.   + Challenge is appropriate to the age and ability of the learners in the class. * **Lesson plans**   + Are in line with the National Curriculum programme of study.   + Are sufficiently detailed to allow for personalised learning opportunities for all pupils. The level of challenge is appropriate to the age and ability of the learner in the class.   + Students work marked with opportunities for students to respond to marking.   + Homework is appropriate, assessed and recorded.   + Assessment and marking in line with the school/department policy. * **Evidence of**   + Prior attainment data within lesson plans or lesson evaluations to explain teaching approaches used.   + Video lesson and review with mentor and/or other ECT.   + Observations of other teachers’ lessons with reflective notes.   + Evidence of reflection upon lessons delivered/notes for improvement.   + Contributions to phase/department planning or schemes of work/resources and ideas.   + ECT takes account of the role of parents and carers in supporting learners when setting homework. |

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| **TEACHER STANDARDS: –TS5. Adapt teaching to respond to the strengths and needs of all pupils** | |
| * Know when and how to differential appropriately, using approaches which enable pupils to be taught effectively * Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. **Links to standards**: 1 (challenge) and 2 (promote progress) * Demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development. **Links to standards:** 2 (promote progress) and 7 (appropriate behaviour management) * Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. **Links to standard:** 2 (promote progress) | |
| **What will the mentor be looking for:** | **Evidence presented by ECT for this standard may include:** |
| * How the ECT’s planning refers to all pupils’ learning needs. They know what their pupils already know and are able to do. ECT is aware of IEPs language assessments etc. * Learning objectives reflect the needs and abilities of the class. How pupils know what is expected of them. * How the ECT uses children’s prior knowledge in her/his teaching. * The ECT is able to explain how particular lessons provide appropriate challenge and support. How the ECT uses a variety of strategies for differentiation. They can explain why specific strategies are being used. * The ECT explains relevant factors that might inhibit learning for the pupils being taught. They can devise strategies to overcome these factors. * The ECT’s lesson plans/medium term plans incorporate appropriate models of progression. * When evaluating lessons, the ECT is aware of the level of engagement and attainment of different groups and individuals. * How the ECT seeks to actively engage all pupils in the learning. | * **Lesson plans and lesson observations show that the ECT**   + Uses differentiation to support learners’ varying needs.   + Plans lessons to incorporate different learning styles.   + Plans for use of support staff.   + Uses a number of differentiation strategies.   + Uses prior attainment data to inform differentiation.   + Lesson planning addresses the development of PSHE skills.   + Evidence of use of SEN register in planning.   + When interacting with pupils ECT shows sensitivity to social background ethnicity and religious beliefs. * **Evidence of**    + Shadowing of subject teacher/a form tutor.   + An understanding of the role of extended services.   + Attending SEN pupil review meeting.   + Articulating the needs of different pupils’ groups i.e. SEN, EA MAGT and how their needs are met.   + Selection of resources, examples, analogies which promote inclusion e.g. culture/gender.   + Account taken of different abilities and backgrounds.   + Reference to pupils’ individual learning plans, targets, and records of progress.   + Meeting with the SENCO and EAL co-ordinator or TAs to discuss ways of supporting relevant pupils.   + Annotated school policies and handbook.   + Use student progress data to set pupil targets.   + Extension tasks for Most Able pupils. |

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| **TEACHER STANDARDS: –TS6. Make accurate and productive use of assessment** | |
| * Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. **Links to standard:** 3 **(**understand curriculum) * Make use of formative and summative assessment to secure pupils’ progress. * Use relevant data to monitor progress, set targets and plan subsequent lessons. **Links to standards:** 2 (build on prior knowledge) and 5 (adapt teaching) * Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | |
| **What will the mentors be looking for:** | **Evidence Presented by ECT for this standard may include:** |
| * The ECT understands the statutory assessment requirements in their phase/ subject/context. * How the ECT uses assessment guidance/frameworks/specifications to help them in their planning. How they incorporate this into their teaching. * What the ECT has learned from marking and moderation experience. How this informs their practice. * The ECT keeps detailed and up to date records of assessment. How the ECT uses this information to inform planning, teaching and assessment. * Books are regularly marked. The marking supports progress and pupils have opportunities to engage with and respond to marking comments. * The ECT uses a variety of formative assessment strategies. The ECT can justify why specific strategies are being used. * How the ECT uses assessment to form a picture of pupils’ learning. How the ECT uses this information within lessons and to review plans between lessons. * The ECT builds in opportunities for peer and self-assessment. The ECT enables pupils to effectively reflect on learning and progress. How they ensure pupils know what success looks like. * The ECT make use of appropriate support to set appropriate targets and monitor progress. | * **Evidence of**    + Marking work collaboratively with other teachers.   + Use of relevant exemplification materials re. assessment.   + An awareness of how to moderate and interpret assessment.   + Annotated school policy on assessment and recording procedures.   + Annotated research/notes on the topic of assessment for learning.   + Meeting with mentor on marking criteria/meeting with assessment lead.   + A knowledge of the range of national and local performance data, and an understanding of how to access such data.   + Monitoring and assessment over time/recording pupil progress.   + Understanding of data analysis to inform planning. * **Pupils’ books**   + Pupils’ work marked using the appropriate assessment criteria. Where appropriate, guidance given to pupils on the next steps.   + Pupils being able to state their prior assessment data and target grades and are able to explain what they need to do to meet their target. * **Lesson plan and observations show**   + Lesson plans taking into account assessment criteria/reference to assessment requirements made within planning and teaching.   + Use of performance data in lesson plans and within assessment, including records to identify any SEN/EAL/MAGT.   + End of topic activity that gives students an opportunity to be measured against stated assessment strategies in lesson planning, e.g. peer assessment, self-assessment, formal assessments, questioning, etc.   + Effective use of oral feedback to support, develop and stretch learning outcomes within a lesson.   + Employs effective plenary to review learning.   + Plans the use of appropriate (personalised) tasks/activities.   + Involve pupils in target setting.   + Reflective evaluations of the impact of the different assessment strategies used within lessons. |

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| **TEACHER STANDARDS: –TS7. Manage behaviour effectively to ensure a good and safe learning environment** | |
| * Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classroom and around the school, in accordance with the school’s behaviour policy **links to standards:** 1 (model behaviour) and 8 (contribute to ethos) * Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly * Manage classes effectively, using approaches which are appropriate to pupils’ needs and in order to involve and motivate them. **Links to standards:** 4(plan effectively) and 5 (adapt teaching) * Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | |
| **What will the mentor be looking for:** | **Evidence presented by ECT for this standard may include:** |
| * How the ECT uses the school’s policy on behaviour. How the ECT uses school systems to follow up behaviour issues e.g. rewards, sanctions, etc. * The ECT uses a variety of behaviour management strategies in their teaching. * What the ECT perceives as the main behaviour challenges in their teaching. What they are doing to address these. * To what extent the ECT establishes consistent and effective systems. In which areas the ECT has made progress. Areas needing further development. * What strategies the ECT uses to establish good relationships with pupils. To what extent these have been successful. * To what extent the ECT considers classroom management issues when planning learning activities, organising groups and selecting resources. * How the ECT deals with challenging incidents. * To what extent the ECT provides clear instructions in class relating to their expectations of pupil behaviour. * The ECT follows up instructions with positive reinforcement to promote a positive classroom ethos. * How well the ECT works with other adults to promote good behaviour e.g. staff/parents. | * **Lesson plan and observations show**   + ECT makes reference to positive relationships within the classroom.   + Lesson plans, observations, and pupil progress show ECT motivates and engages learners.   + Seating plans which show careful consideration of the grouping of pupils.   + A range of behaviour management strategies are used:     - Pupils settled from the start of the lesson     - ECT varies tone of voice and uses non-verbal communication     - Positive rewards being given to students (merits, etc.) though these should make it clear what the reward has been given for.     - Sanctions being taken in line with school behaviour policy.     - Practical activities are appropriate and managed effectively   + ECT gives clear instructions.   + ECT sets high expectations and enforces these consistently through effective communication to pupils.   + Pupils contribute positively within class through lesson observations or evidence of peer evaluation tasks.   + Task set match the learners’ ability range. Learning extended for different groups within the class.   + Activities have been designed to develop specific values, attitudes, or behaviours n class.   + Positive relationships with pupils through participation in extra-curricular activities. * **Other evidence:**   + Appropriate professional relationships.   + Annotated school policies (behaviour) /CPD notes on behaviour management/lesson observations of experienced teachers. |

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| **TEACHER STANDARDS: –TS8. Fulfil wider professional responsibilities** | |
| * Make a positive contribution to the wider life and ethos of the school. **Links to standard:** 1 (model behaviour) * Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * Deploy support staff effectively. **Links to standard:** 2 (promote progress) * Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. **Links to standard:** 2 (be accountable for pupils’ attainment) * Communicate effectively with parents with regards to pupils’ achievement and well-being | |
| **What will the mentors be looking for:** | **Evidence presented by ECT for this standard may include:** |
| * How the ECT has participated in the wider life of the school, beyond classroom teaching. * The ECT is aware of other colleagues in the school who can support them. * They know when it is appropriate to approach them and what support they can offer. * The ECT understands how the school supports individuals with SEN, EAL or other additional needs. They are aware of pupils who are ‘at-risk’. * To what extent the ECT is able to establish positive working relationships with support staff, other teachers and senior teachers. * How successfully the ECT has integrated themselves into staff teams in the school. * How well the ECT engages in mentoring and coaching (with mentor, etc.). How they manage feedback. Can they use feedback to make progress? * What action the ECT takes to improve their teaching e.g. accessing CPD. * What the ECT understands about the role of parents in the phase they are teaching. The extent they are able to identify challenges and further opportunities to engage positively with parents. * The ECT has attended parent’s evenings and has prepared progress reports for pupils. Can the ECT reflect on these experiences to identify suggestions for good practice? | * **Evidence of:**   + Attendance at staff and other meetings, INSET and CPD.   + Meeting with/support re extra-curricular activities/trips.   + Contributions to the work of colleagues both inside and outside the classroom, e.g. year group/phase/department etc.   + Relevant school policies being employed accurately and consistently.   + Meeting with SENCO to gain an insight into the pupils they teach.   + Know the named child protection person within the school and follows policy relating to child protection.   + The ECT has received and then made use of feedback from others.   + The ECT has observed more experienced colleagues and reflected on the experience. * **Meeting/discussions with mentor and other colleagues:**   + An awareness of the roles of other professionals within schools, e.g. educational psychologists, school business managers, etc.   + An awareness of how ECT could contribute to the effectiveness of professionals working in other sectors of children’s services.   + An awareness of the contributions that all parents and carers can make.   + A knowledge of the statutory rights of parents and carers.   + Sensitivity with regard to ethnic, cultural and religious factors when communicating with parents and carers.   + Goals and targets that ECT has set for themself.   + The ECT can identify the skills, techniques and approaches to teaching that are successful, and those that are not. * **Lesson observations**   + Effective use of other adults in the work of the classroom.   + The ECT uses learning from CPD and the feedback from mentor and colleagues to improve practice. |

**PART 2 – Personal and professional conduct**

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| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by | |
| * Having clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy. **Links to standard: 1** (Establish a safe and stimulating environment) * Having high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly. **Links to** **standard: 1** (Establish a safe and stimulating environment) * Managing classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. **Links to standards: 4** (Promote a love of learning and children’s intellectual curiosity) **and 3** (foster interest) * Maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary. **Links to standards: 1** (Set goals that stretch and challenge pupils), **2** (Encourage pupils to take a responsible and conscientious attitude) **and 8**. | |
| What will the mentor be looking for: | Examples of evidence ECT may present: |
| * How far the ECT gives and receives mutual respect by appropriate dress and speech. * In what way the ECT has ensured that appropriate distance is maintained with pupils including awareness of social media. * How effectively the ECT has followed pupil well-being and protection policies and procedures when faced with incidents of danger, intolerance, or prejudice, including the use of social media. * How the ECT has set a positive classroom environment in which pupil are enabled to achieve. * The ECT is consistently positive and professional will all. * While upholding British values, the ECT has kept their own views to themself. * How far the ECT’s lessons include support for the school’s values and ethos. * The ECT’s attendance and punctuality have given pupils and appropriate role model. When late or absent the ECT has complied with procedures. * The ECT has fulfilled the requirements of their contract of employment. | Evidence must come from   * Lesson observations, work scrutiny and learning walks * Minutes of meetings, discussions with tutor/headteacher * Involvement with citizenship/assemblies/ form time/CPD * DBS   Evidence of:   * Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position. * Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions. * Showing tolerance of and respect for the rights of others. * Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. * Ensuring that personal beliefs are not expressed win ways which exploit pupil’s vulnerability or might lead them to break the law. * Punctuality in the morning, meetings and other. * Application of school’s policies/statutory requirement accurately and consistently. |