



MARISH

Academy Trust



Leadership and Professional Development Training Policy

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1. Introduction

The two key objectives of induction training and all continuing professional development across Marish Academy Trust are firstly, to improve outcomes for all children, by continuously improving the design, intent, implementation and impact of the curriculum, teaching and learning, assessment, early intervention and care guidance and support and secondly, to 'grow' future leaders for our own and other 21st Century schools and organisations.

We will achieve these twin aims by developing a whole school team of reflective practitioners who create and sustain a learning community able to respond to an ever-changing context, evolving community needs and roles and educational developments.

Leadership develops through a shared vision, which inspires and creates commitment and embraces risk and innovation. At Marish Academy Trust we believe that effective development of leaders is a key driver in school improvement which in turn raises standards, assists recruitment and retention of staff and sustains future leadership capacity.

All staff, whether teaching, trainees, support staff or governors within the Trust have an entitlement to equality of access to high quality induction and professional development. Effective Leadership and Management supports the development of systems which limit uncertainty, even out differences, and improve consistency and predictability in delivering the Trust core purpose and key development priorities.

1.1. Priorities

Our priorities within this remit are to:

- Ensure equality of access to appropriate and needs-matched Continuous Professional Development activity for all members of the Academy Trust staff team.
- Develop and empower all staff members, governors and volunteers as leaders within our "learning community"
- Marry together school priorities for improvement, national priorities and the personal and professional needs of individual staff members
- Clearly identify and plan for the delivery of the two strands of Leadership related CPD and specific CPD development priorities in the Academy Aspire Plan.
- Provide creative and varied ways of developing staff, reflecting the learning styles and circumstances of individuals, teams and the whole multi-academy trust community including, where appropriate:
 1. *Courses and conferences (e.g. Subject specific Leadership Training, Child Protection training)*
 2. *In-house training using the expertise available within the Trust (e.g. Empower to Deliver, Leadership training, modelling and coaching from 'subject specific experts')*
 3. *School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher (e.g. Lorraine Gates Reading Consultant)*
 4. *Visits to other schools to observe or participate in good and successful practice (Iqra)*
 5. *Opportunities to participate in award bearing work (International schools award)*
 6. *Research opportunities (best practice and action research in for example the nurture groups)*
 7. *Distance learning (Online MA, M'ED or SENCO course)*
 8. *Practical development opportunities (peer observations, team teaching, shadowing)*
 9. *Job enrichment opportunities (short term projects, apprenticeships or internships)*
 10. *Coaching and mentoring (especially for trainee teachers, teachers who wish to progress at an accelerated rate (fast track programme) and those involved in ITT)*
 11. *Involvement in teams, partnerships, networks (LA partnerships, SSCO and Create Development R time links)*

To develop an effective leadership and management ethos, we will promote a culture of partnership working based on the following values:

Openness	Mutual Trust
Honesty	Respect
Integrity	Equality
Fairness	Belonging
Compassion	Hard work

2. Aims

No one part of the system will succeed alone – individuals, schools, heads, local stakeholders and national organisations all have a part to play in developing Marish Academy Trust. Distributive leadership is at the heart of the Trust because:

- It is easier to retain capable, experienced leaders than recruit new ones. Efforts to retain valued experienced leaders is a key part of our strategy.
- Leadership capability only makes sense in relation to the jobs we expect leaders to do. We must understand our leadership requirements now and in the future before translating that into skills and knowledge that will deliver success.
- There are many different types of leadership roles, operating at different levels. People will have varied preferences and abilities in relation to these. We are committed to the principle of distributed leadership in our Trust and recognise a multi-track career pathway as a possibility.
- The identification of people who can professionally develop and step into leadership positions now, or who have the potential to be effective leaders in the future, is an ongoing dimension to all of our training and the Trust's overall professional development strategy.
- People learn to be leaders through a combination of formal training and on-the-job development. Structured and varied experience of actual leadership is crucial.
- We have developed and now continue to embed a leadership culture where individuals flourish built on values of accountability, respect, clarity and initiative.
- We are committed to constructing a range of bespoke programmes and processes to develop leadership, based on individual development needs, integrating these into performance management structures.

3. Outcomes

These are grouped under four headings, each of which flows from the preceding, and all of which in turn are interlinked within the framework.

i. Leadership & Management

- Senior leaders are recognised as excellent leaders in their fields.
- Senior Managers have the respect of their teams and those they work with.
- Marish Academy Trust is recognised as an exceptional Trust which consistently delivers outcomes and leaders.

ii. Direction

- There is a clear vision, setting the direction of the Trust and outlining the responsibilities of all employees in achieving it through the Schools' and Trust's Aspire and Ignite development plans.
- Strategic Leadership remains a key priority and the Trust has a Strategic Leadership Strategy (see appendix 1), which is reviewed yearly by Governors.
- Leaders at all levels and in different aspects of the Trust's work marshal their teams to deliver the aims outlined in the Aspire and Ignite Plans to reflect our constantly changing environment and the evolving needs of the community we serve.

iii. Managing Change & Improvement

- Our strategic Leadership strategy outlines how we plan ahead and manage change proactively.
- The aims of the Trust are reviewed, challenged and agreed, by all staff and governors annually.
- Ongoing work to ensure the ethos, vision and values of the trust are understood and owned by all staff continues on a yearly cycle, but is specifically focused on at bi annual visioning days and in September each year.
- There are transparent procedures in place for ensuring which aims are prioritised and the available resources are aligned to agreed priorities.

iv. Developing People & Partnerships

A staff wellbeing strategy available on the website outlines the many advantages and opportunities there are for all people working at the Trust. In consequence, staff surveys show that:

- All employees feel engaged, respected and valued.
- All employees have regular time with their line manager or mentor.
- All employees are confident and motivated to deliver the Key Trust Priorities.
- Barriers to success are identified and readily removed or circumvented.
- Opportunities exist for employees development and progression in response to individual, team or whole Trust needs through performance management.
- Employees are empowered to work with others within and beyond the Trust creatively and effectively.

4. Responsibilities

We expect all staff to:

- Support, guide and encourage each other when engaged in induction and CPD.
- Be prepared to share their learning and resources from CPD, but especially from external courses with other staff at team meetings, so all can benefit and improve practice and outcomes.
- Adhere to the teachers or senior leaders' standards as shown in Appendices 3 and 4.

All staff can expect the Academy Leadership Team and Governors to:

- Ensure there is a balance of CPD provision over the course of each year which reflects the needs of the staff team but also our ongoing commitment to developing and empowering leaders.
- Consider applications from members of staff wishing to seek financial support to attend an extended course such as a MA or MEd.
- Consider the impact on children's education and the efficient running of the Trust schools before agreeing staff member's attendance on a course of training.
- Provide high quality CPD and team building training on INSET days.
- Show commitment to research and the dissemination of effective processes and practice.
- Provide and regularly review a policy on induction and CPD, discussed with all relevant partners.

- Provide an annual performance review for all staff to discuss career and personal aspirations which includes both a pupil outcomes impact and a leadership performance management target and suggests ways of achieving these.
- Regularly discuss with staff the impact of professional development on their practice.
- Grant access to experts within the school or from elsewhere who can offer advice and guidance on professional development.
- Ensure easy access by all staff to an extensive range of current information about local consultancy, courses, high-quality school practice and other provision from higher education and commercial organisations.
- Ensure all can be rewarded for their CPD involvement with acknowledgement, celebration and professional recognition and accreditation as appropriate.
- Ensure that our expertise and leadership is shared beyond the Trust whenever possible to improve outcomes for pupils especially those within Slough or facing challenges.
- Effectively communicate to Governing Body and parents about the professional development undertaken by the Academy Trust staff team and its impact on outcomes.

5. Associated Policies

- Induction Policy

6. Revision History

Version	Date	Author(s)	Comments
1.0	29/9/2015	Associate HT	
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3.0	22/04/2020	Executive HT	
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7. Approval History

Version	Approved	Comments
1.0	SB Oct 2015	
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3.0	SB May 2020	
4.0	SB Oct 2021	
5.0	SB Jul 2022	

Appendix 1

At Marish Academy Trust our strategy for Strategic Leadership Development is to assume all stakeholders, and especially all staff and governors, have leadership potential which is worthy of development. Over time, this has created and sustained a culture of problem solving, wherein we seek solutions and skills within the team and ‘grow our own’ leaders.’

In 2021 following the launch of our strategic plan, we established a schedule of annual review by staff and leaders including governors and trustees. Initially, this had to be completed remotely because of the impact of the pandemic but in Spring 2022 we have begun to meet in person again. Our priority for summer term 22 is to revert to our previous arrangement of biannual visioning days and regular ‘Empower to deliver’ (E2D) leadership training to re-ignite further leadership development.

Fundamental to the success of this approach are several core leadership principles which have become embedded in our ethos:

1. Leadership is most effective when it is shared and distributed trustwide.
2. All adults and some children are role model leaders.
3. Leaders are accountable and responsible to each other for outcomes, duty of care to everyone and professional conduct
4. Leaders uphold the diamond rules, trust behaviours and our agreed leadership expectations.
5. Leaders are active participants in being, ‘the change we want to see’ trustwide;
6. Leaders seek feedback regularly, acknowledge their mistakes and learn from them.
7. Leaders adopt the appreciative inquiry model of change, which believes that the solution to any problem is within the capacity of our current team, we just have to unlock it.
8. Leaders acknowledge their responsibility for maintaining positive morale across the trust, only moaning ‘upwards’.
9. Leaders readily grasp opportunities to learn and develop themselves and encourage all colleagues equally to make the most of opportunities.
10. Leaders continually strive for excellence in all they do and are.

Additionally, we have developed a strategy for succession planning and capacity building at Marish Academy Trust, which ensures that all key post-holders mentor at least one and often a team of understudies, who shadow and learn from those with experience. When a vacancy arises, usually someone within the trust can take over at least part of role on a temporary basis, until a long-term replacement can be found, appointed and trained. This strategy includes an individual commitment by all leaders to:

1. Upholding the vision, values, mission and ethos of the trust
2. Being life-long learners who go the extra mile and continually seek opportunities for development, out of their comfort zone.
3. Either by joining an informal development group such as fast track, or undertaking a degree or NPQs for middle leaders or NQPH or Attachment or SENCO training or ILM, ensure you are able to maximise opportunities
4. Proactively develop new skills by volunteering for new responsibilities, or to lead or a novel initiative or by shadowing another colleague who is an expert in a particular area.
5. Continually professionally develop in the areas essential to their core role. For example, all colleagues must keep up to date with current safeguarding policy and best practice and if a teacher should be aware of national developments in terms of the curriculum and inclusion.
6. Continually and selflessly enable and facilitate the development of others, without fear or favour or reference to hierarchy, aware that the future success of the trust depends on our ability to build and sustain capacity
7. Mentor diligently at least one colleague in your area of expertise/strength as a leader, genuinely delegating authority as well as tasks.
8. Acknowledge your own mistakes and disclose them and your learning from

<p>11. Leaders all acknowledge that we are stronger together and that there is no 'I' in team.</p>	<p>them, as such self-disclosure builds trust like nothing else.</p> <p>9. Accept that in an organisation of developing leaders that mistakes will happen and that these need to be dealt with and learnt from, rather than censured.</p> <p>10. Regularly use the many opportunities for reflection that are provided in training and visioning sessions to reflect on and evaluate your own development journey and how closely it is married to the trust's key priorities.</p> <p>11. Share when you are struggling either personally or professionally</p> <p>Finally, governors and trustees need to be developed too and the focus for 2022 following the external governance review is to provide opportunities for:</p> <ul style="list-style-type: none"> • regular self-evaluation and skill audits within meetings which is followed up with training to meet identified development needs • less experienced governors to shadow and learn from those who are more experienced by being paired up on visits and projects and being asked to feedback jointly, so they develop confidence when presenting.
<p>During the course of each academic year, as part of the ongoing review of the Strategic Plan and linked to the performance management cycle, the school leadership present to trustees in this document what the leadership development priorities are. For 2022, these are: to continue to improve leadership training provision but returning to a face to face model; to replicate the successful succession planning completed recently for other senior leaders including our Trust members and to ensure new governors who have joined during the pandemic have the opportunities they need to develop through interaction with staff and other trustees.</p>	<p>So, for example, in spring 2022, we discussed the impact of what had been two key priorities for 2020 and 2021:</p> <ul style="list-style-type: none"> • seamless succession planning and appointment and induction for the Executive Lead for Facilities and Resources, so that quality provision was maintained. throughout the transition period. • seamless transition from one very experienced chair of trustees to two new co chairs. <p>The success of both these transitions had been due at least in part to the rigorous forward thinking and shadowing opportunities for the retiring and new post holders to work together. This can now be replicated across the trust for other leaders.</p>
<p>At the same time the school leadership will also outline specific leadership priorities that need addressing during the next year: for example in 2022 how we intend to improve strategic leadership, succession planning and in person training over the</p>	<p>So, for example, in Spring 2022 we have reported to governors on the ongoing work we have been doing to enhance the leadership of the curriculum its intent, implementation and impact over the last 18 months.</p>

<p>course of the next calendar year. This will include what plans are in place to achieve this and what the predicted outcome will be.</p> <p>In 2022/23, we will address our Ofsted targets around leadership of the foundation curriculum to ensure that subject leaders develop their subject and pedagogical content knowledge, so that they can support staff to implement the curriculum more effectively.</p>	<p>Visits from Ofsted and former HMIs over the same period have highlighted the progress of subject teams particularly the core subjects. Some of the foundation subjects still require further refining around the key content that needs to be taught to enable pupils to make links between concepts so they build systematically.</p>
<p>Throughout the academic year, the governing body will review its own effectiveness using a number of tools provided in the DFE governance framework. This has included an external governance review this year, by an external advisor as well as governors all completing the self-evaluation questionnaire available online.</p> <p>This has identified a need for governors to come into school more regularly so that they can interact with a wider variety of staff and stakeholders.</p> <p>Going forward a formal review of governance will be commissioned at least every third year as recommended by the Academy Trust Handbook</p>	<p>From September 2019 we have also reported on the effectiveness of the audit committee and more detailed internal scrutiny of our audit processes in accordance with new requirements in the Academies Financial Handbook 2019 and 2020 and now the Academy Trust Handbook 2021.</p> <p>Ongoing reviews from both our external and internal auditors during 2020, 2021 and 2022 have provided the trustees with assurance that our internal processes are compliant, robust and transparent. Continually improving practices and rigorous reporting to trustees reflect a strong financial and leadership development trajectory. However, external pressures are increasingly challenging, with a bankrupt LA and economic pressures nationally as well as an inclusion crisis and it is imperative that developing and maintaining the Trust's Strategic Leadership must remain a key priority.</p>
<p>At every governing body meeting during the academic year, there is a least one presentation relating to strategic leadership, whether this be training for governors related to their statutory responsibilities, evaluation of performance management processes, recruitment to leadership posts, visioning day sessions, succession planning discussions or subject/curriculum/inclusion/attendance/safeguarding leadership items.</p>	<p>This regular involvement of governors in the strategic leadership of the trust ensures that each meeting's minutes reflect their contributions and impact over time</p> <p>Additional sources of evidence of the governors' corporate leadership impact can be found in the minutes of the audit committee which meets at least six times each academic year and the management account check meetings held with the chair in the intervening months.</p>

Appendix 2

TEACHERS' STANDARDS (From September 2012)

PREAMBLE Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 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
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 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
- demonstrate a critical 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 teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- 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
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate 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
- 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
- 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.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 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 classrooms and around the school, in accordance with the school's behaviour policy
- 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 in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Appendix 3

Standards for Senior leaders at Marish Academy Trust

- 1. All senior leaders will work as a team to shape the future by:**
 - Ensuring the vision for the Academy Trust is clearly articulated, shared, understood and acted upon effectively by all.
 - Working within the Trust community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement across the Trust.
 - Demonstrating the vision and values in everyday work and practice.
 - Motivating and working with others to create a shared culture and positive climate.
 - Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
 - Ensuring that strategic planning takes account of the diversity, values and experience of the Trust and community at large.

- 2. All senior leaders will support the leadership of teaching and learning by:**
 - Ensuring a consistent and continuous Trust-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
 - Maintaining learning at the centre of strategic planning and resource management.
 - Enabling the ALT and SLTs of all Trust schools to develop creative, responsive and effective approaches to learning and teaching.
 - Promoting a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
 - Demonstrating and articulating high expectations and setting stretching targets for the whole Trust community.
 - Enabling the SLTs of each Trust school to work together to design and implement strategies which secure high standards of behaviour and attendance.
 - Facilitating the SLTs of each Trust school to work together to design, organise and implement a diverse, flexible and creative curriculum and also to ensure that an effective assessment framework is implemented.
 - Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
 - Checking that the ALT and the SLT of each Trust school regularly monitors evaluates and reviews classroom practice and promotes improvement strategies continually.
 - Challenging underperformance at all levels an effective corrective action and follow-up.

- 3. All senior leaders will develop themselves and lead others by:**
 - Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
 - Supporting the establishment of a collaborative learning culture within the Trust and actively engaging with other Trust schools and beyond to build effective learning communities.
 - Ensuring that ALT and each Trust school's SLT develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
 - Securing effective planning, allocation, support and evaluation of work undertaken by teams and individuals, they line manage, ensuring clear delegation of tasks and devolution of responsibilities.
 - Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
 - Working with others to develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
 - Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
 - Managing own workload and that of others to allow an appropriate work/life balance.

- 4. All senior leaders will support those responsible for managing the organisation by:**
 - Supporting the creation of an organisational structure which reflects the Trust's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
 - Checking that clear, evidence-based improvement plans and policies for the development of The Trust and its facilities are designed, implemented and regularly reviewed.
 - Reminding the leadership team that as far as possible, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.

- Taking an appropriate role within the leadership team, according to their professional responsibility in the effective and efficient management of the Trust's financial and human resources to achieve the Trust's educational goals and priorities.
- Working with ALT and the SLT of each Trust school to recruit, retain and deploy staff appropriately and contribute towards the management of their workload to achieve the vision and goals of the Trust.
- Works with ALT to ensure the implementation of successful performance management processes with all staff
- Working with ALT to ensure the school environment efficiently and effectively organised to ensure that it meets the needs of the curriculum and health and safety regulations.
- Taking part in holding the leadership to account for ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Using and integrating a range of technologies effectively and efficiently to manage the Trust and the schools.

5. **All senior leaders will work together to secure accountability by:**

- Fulfilling commitments arising from own contractual accountability.
- Working with others to develop and nurture a Trust- wide ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Checking with ALT that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Developing and presenting a coherent, understandable and accurate account of the trust and each school's performance to a range of audiences including governors, parents and carers.
- Reflecting continually on personal contribution to Trust/school achievements and taking account of feedback from others.

6. **All senior leaders will support and strengthen the community by working together to:**

- Build a Trust/school culture and curriculum which takes account of the richness and diversity of the Trust's communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the trust to enhance and enrich each school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools within the Trust and beyond and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.