Appendix 10: Model local school safeguarding arrangements

Key Personnel

Key Personnel for School

The Designated Safeguarding Lead (DSL) is: Oliver Wilson & Sophie Dowling

Contact details:

email: oliver.wilson@jamesrennie.cumbria.sch.uk & sophie.dowling@jamesrennie.cumbria.sch.uk

Telephone: 01228 554280

The deputy DSL(s) are: Kerry Dunbobbin (Prevent Lead); Kate Braniff; Emma James (Child Exploitation Online Protection Lead); Mary Glendening

Contact details:

Email:

kerry@jamesrennie.cumbria.sch.uk

kate.braniff@jamesrennie.cumbria.sch.uk

emma.james@jamesrennie.cumbria.sch.uk

mary@jamesrennie.cumbria.sch.uk

Telephone: 01228 554280

The Head teacher / Head of School is: Kerry Dunbobbin
The Executive Head teacher is: Kris Williams

The member of SLT responsible for filtering, monitoring and Esafety is:
Kerry Dunbobbin and Oliver Wilson

Safeguarding procedure

A flow chart is attached at the end of this document that outlines the procedures staff should follow when they have safeguarding concerns.

When a member of staff has a safeguarding concern then they should contact the DSL in the first instance. If the DSL is not available, they should contact the Deputy DSL (s). Wherever possible they should do this via face-to-face contact. If a DSL is not available, then staff should telephone one of the key contacts on the Safeguarding Flowchart. Initial concerns should not be raised first via email, recording on a digital system, or by leaving a message with the school office as this may cause delays in taking the appropriate action. If a member of staff has a concern about the conduct of another member of staff they should inform the Head Teacher / Head of School or one of the DSLs if the Head is unavailable. This includes any concerns regarding the behaviour of agency staff or volunteers.

Once a member of staff has reported a safeguarding issue then the DSL will ask them to record this as a concern on the schools digital recording system. If the member of staff has made any "paper notes" these should be handed to the DSL who will scan the notes and attach them to the digital concern form. Paper copies will then be shredded to maintain confidentiality.

All concerns forms and safeguarding information is kept on the schools digital system. The DSL is alerted immediately by email any time a concern is logged or updated. All safeguarding information is only accessible to DSLs. Once a member of staff has logged a concern they will no longer be able to access the information unless this is agreed by the DSL. From time to time the DSL may be asked to share concern forms with statutory bodies. All information shared must be in compliance with GDPR and the Data Protection Act (2018).

In the event of both Designated Safeguarding Leads being absent, safeguarding responsibilities will be undertaken by the Deputy Designated Safeguarding Leads. Staff should continue to report concerns immediately and without delay to any available DSL. Where no DSL is immediately available, staff should follow the safeguarding flowchart and contact the appropriate external safeguarding agency where there is an immediate risk of harm. These contacts are displayed in all staffing areas. All actions taken must be shared with a DSL as soon as practicably possible are recorded onto CPOMs.

When and what to report

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record these concerns on an electronic cause for concern form and submit it to the DSL. They should speak to a DSL in person without delay if they believe that a child is in danger of significant imminent harm. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe.

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

Staff should recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of additional safeguarding action.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the electronic cause for concern form to record these early concerns.

If the pupil begins to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

If a pupil discloses to a member of staff;

We recognise that it takes a lot of courage for a child or young person to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that was has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- Listen to what the child has to say and allow them to speak freely
- Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- Take what the child or young person is disclosing seriously
- Ask open questions and avoid asking leading questions
- Avoid jumping to conclusions, speculation or make accusations
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.

Tell the child what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on an electronic cause for concern form in the child's own words. Staff should make this a matter of priority. It should also detail where the disclosure was made and who else was present.

Notifying parents

Schools will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or young person, or exacerbate the problem, advice will first be sought from social care.

Where there are concerns about forced marriage or so-called honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

Sharing Information

James Rennie School uses a secure digital safeguarding recording system (CPOMs) to record, store and share safeguarding information. Access is restricted to Designated Safeguarding Leads and other authorised personnel on a need-to-know basis.

Information is shared with Children's Social Care, health professionals, the police and other relevant agencies where this is necessary to safeguard and promote the welfare of children. Information sharing is undertaken in accordance with the Data Protection Act 2018, UK GDPR and

statutory safeguarding guidance. Records are transferred securely and only shared where there is a lawful basis to do so.

The school has the following arrangements in place setting out the processes and principles for sharing information within the school and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

- **Cumberland Safeguarding Children Partnership (CSCP)** – covers Cumberland Council area (Allerdale, Carlisle, Copeland)

  Website: cumberlandsafeguardingchildren.co.uk

- **Westmorland & Furness Safeguarding Children Partnership (WFSCP)** – covers Barrow, Eden, South Lakeland
  Website: wfscp.org.uk

Reporting system for pupils

Schools will ensure pupils feel safe and comfortable to come forward and report any concerns and/or allegations. The system that the school has in place to for pupils to report abuse is:

James Rennie School recognises that many of our pupils experience communication difficulties and may require additional support to express concerns.

Pupils are encouraged to share any worries with a trusted adult at any time. This may include their class teacher, teaching assistant, therapist, family support worker, pastoral staff or a member of the safeguarding team.

Staff support pupils to communicate concerns through a range of methods appropriate to individual needs, including:

- Verbal communication.
- Visual communication systems.
- Symbol-supported communication.
- Communication aids and devices.
- Talking Mats and social stories where appropriate.
- One-to-one pastoral support sessions.

Safeguarding information is regularly reinforced through PSHE, Relationships and Sex Education, online safety lessons and daily interactions with trusted adults.

Making a referral

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with local safeguarding partners' thresholds.

If a referral is needed, then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

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Where a child or young person is suffering, or is likely to suffer from harm, it is important that a referral to social care (and if appropriate the police) is made immediately.

The child or young person (subject to their age and understanding), and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If, after a referral, the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting staff

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Low level concerns

The Headteacher/Head of School will manage Low level concerns and all concerns should be reported to the Headteacher/Head of School who will determine if these concerns are at the threshold for a low level concern or need to be escalated. Having one recipient of all such concerns should allow any potential patterns of inappropriate, problematic or concerning behaviour to be identified, and ensure that no information is possibly lost.

Information about the school

James Rennie School is an outstanding special school for children and young people aged 3 to 19 with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Autism Spectrum Disorder (ASD) and associated complex needs from across North Cumbria. The school is proud to be part of the Northern Hub within Eden Academy Trust, a family of specialist schools working collaboratively to provide high-quality education, care and support for all pupils.

Communication is at the heart of everything we do. All pupils experience communication difficulties to some degree, and many are non-verbal or use alternative and augmentative communication systems. We are committed to developing each pupil's individual voice and means of expression, enabling them to participate fully, achieve exceptional progress and reach their full potential.

The school provides a highly inclusive environment where every pupil is welcomed, valued and respected. We believe that the quality of teaching and learning, together with the achievements, attitudes, personal development and wellbeing of every young person, matters.

The nature of pupils' additional needs means that they can be particularly vulnerable to abuse, neglect and exploitation. Many pupils have limited ability to recognise risk, communicate concerns or make a disclosure. Some pupils with profound and multiple learning difficulties may be wholly dependent upon adults to recognise signs that they may be at risk of harm. Consequently,

safeguarding practice at James Rennie School places a strong emphasis on professional curiosity, recognising behavioural changes, understanding non-verbal communication and maintaining vigilant multi-agency working.

The majority of pupils attend from the local authority area, although some pupils travel from neighbouring authorities. The school recognises that pupils may experience a wide range of vulnerabilities linked to their special educational needs and disabilities, family circumstances, online activity, community risks and transition into adulthood.

All safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL. On occasion, the DSL may seek advice from health professionals regarding injuries, medical presentations or other welfare concerns. Health professionals remain subject to their own safeguarding duties and may make referrals through their own safeguarding procedures where appropriate.

James Rennie School includes a sixth form provision. During the 2026-27 academic year, 11 students will be aged 18 or over. As young people approach adulthood, safeguarding responsibilities may involve both children's and adults' safeguarding processes. Local procedures for referring young adults to social care are detailed within the school's safeguarding flowchart.

In Cumbria, referrals concerning young adults aged 17½ years and above may involve Adult Social Care, the Cumbria Safeguarding Adults Board (CSAB), Transitional Safeguarding arrangements and the People in Positions of Trust (PiPoT) framework where relevant. Staff should follow school procedures and seek advice from the DSL whenever concerns arise regarding a young person's welfare, vulnerability or safety during transition to adulthood.

Further information regarding adult safeguarding referral processes is available from the Cumbria Safeguarding Adults Board:

https://cumbriasab.org.uk/how-report-abuse-adults-cumbria

Curriculum

The curriculum at James Rennie School is designed to be pupil-centred and focused on what pupils need to learn in order to achieve the greatest possible independence, wellbeing and quality of life. It builds upon the work of the Swiss Cottage School Development and Research Centre and is structured around three curriculum pathways: **Pre-Formal, Semi-Formal and Formal**.

The curriculum is designed to meet the diverse needs of pupils with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Autism Spectrum Disorder (ASD) and associated complex needs. Teachers adapt learning experiences to enable every pupil to access knowledge, develop skills and achieve meaningful progress.

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Alongside the 5-16 curriculum, James Rennie School provides specialist Early Years and Post-16 provision. The Early Years Curriculum supports pupils as they begin their educational journey and develop an understanding of themselves, others and the world around them. The Post-16 Curriculum focuses on preparation for adulthood, including independent living, community participation, employability, communication and personal development, enabling students to make successful transitions beyond school.

The curriculum includes a wide range of educational visits, community-based learning opportunities and work-related experiences. Sixth form students regularly access local colleges and community settings as part of their preparation for adulthood programmes. Staff must remain vigilant to safeguarding concerns during all off-site activities. Any safeguarding concern identified during an educational visit or community activity must be reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL and recorded in accordance with the school's safeguarding procedures.

Safeguarding is embedded throughout the curriculum and is taught explicitly through Personal, Social, Health, Economic and Citizenship Education (PSHEC), Relationships and Sex Education (RSE) and through wider curriculum opportunities. Our safeguarding curriculum is adapted to meet the learning and communication needs of all pupils and includes age and developmental-stage appropriate learning relating to:

- Personal safety and protective behaviours.
- Healthy and respectful relationships.
- Consent and personal boundaries.
- Puberty and growing up.
- Online safety.
- Bullying and prejudice-based bullying.
- Exploitation, including criminal and sexual exploitation.
- Mental health and emotional wellbeing.
- Community safety and independent living skills.
- Recognising trusted adults and seeking help.

Recognising that many pupils experience significant communication difficulties, James Rennie School places particular emphasis on ensuring that all pupils can express preferences, wishes, feelings and concerns. Pupils are supported through a range of communication approaches, including total communication strategies, augmentative and alternative communication systems, visual supports and Talking Mats. This work is delivered in partnership with the Speech and Language Therapy Team and enables pupils to communicate concerns in ways that are meaningful to them.

Pupils with more advanced communication skills are encouraged to discuss worries or concerns with any trusted adult. Staff actively promote a culture in which pupils know they will be listened to, taken seriously and supported appropriately.

Further information regarding curriculum provision can be found on the school website or obtained from the Deputy Headteacher.

E-safety

Updated September 2026

Online safety is a fundamental part of safeguarding at James Rennie School and is embedded throughout the curriculum, school culture and wider safeguarding arrangements.

Online safety education is delivered through the PSHEC curriculum and is adapted to meet the communication, cognitive and developmental needs of individual pupils. Pupils who access the internet independently are taught how to use technology safely, recognise online risks, protect personal information and seek support if they encounter something that worries them.

All pupils are supervised appropriately when accessing technology and staff carefully consider individual vulnerabilities when planning internet use.

Staff receive online safety training as part of their induction programme and through regular safeguarding updates. Training includes recognising online risks, responding to safeguarding concerns arising from technology use and understanding the school's filtering and monitoring arrangements.

James Rennie School uses **Securly** to provide filtering and monitoring across the school's network and devices. Filtering systems are designed to prevent access to harmful, inappropriate, extremist, illegal or otherwise unsuitable content and are regularly reviewed to ensure they remain effective and proportionate to pupil need.

Monitoring systems help identify safeguarding concerns by reviewing internet activity, online searches, website access and other digital behaviours. Where activity may indicate a safeguarding concern, alerts are generated and reviewed by appropriate members of the safeguarding team.

Immediate safeguarding alerts are sent to designated staff, including senior leaders and Designated Safeguarding Leads, where online activity suggests that a pupil may be at risk of harm. Such alerts are reviewed promptly and actions are taken in accordance with the school's safeguarding procedures.

Weekly monitoring reports are reviewed to identify patterns, trends and emerging concerns. Information from filtering and monitoring systems contributes to wider safeguarding assessments and may lead to additional support, intervention or referral where appropriate.

The effectiveness of filtering and monitoring arrangements is reviewed regularly by school leaders, the Trust safeguarding team and governors/trustees as part of the school's safeguarding assurance processes. Online safety arrangements also form part of safeguarding audits and self-evaluation activities.

All school-issued staff devices are protected through the Trust's agreed security and monitoring arrangements. Staff are expected to use technology in accordance with the Staff Code of Conduct, Acceptable Use Agreements and all relevant Trust policies.

The school recognises that parents and carers play a vital role in helping children and young people stay safe online. Information and guidance are provided through school communications, newsletters,

the school website, annual reviews, parents' evenings and other meetings where appropriate. Additional support and workshops may also be provided through the Family Services Team.

James Rennie School works in partnership with families to promote safe, responsible and positive use of technology both at school and at home.

Filtering and monitoring is audited annually by Kerry Dunbobbin & Oliver Wilson and included in the school's annual safeguarding audit.

Parents are informed about safety through school bulletins. Training is also provided by the Family Services Team. E-safety is also discussed at Annual Review meetings, parents evening and Child in Need meetings where appropriate.

Mobile devices

Pupils are not permitted unrestricted access to mobile phones or personal smart devices during the school day.

Where a mobile phone, tablet or similar device is required for a planned educational activity, communication need, medical need or other authorised purpose, its use must be approved and supervised by staff. For example, some pupils may require access to a device to support medical monitoring, communication or other identified needs.

Sixth Form students may bring mobile phones into school; however, these should only be accessed during agreed free periods, lunch breaks and other times authorised by staff. Mobile devices must not be used during lessons unless this forms part of an approved educational, communication or medical programme.

Where internet access is required, devices should be connected to the school's network wherever possible so that activity is subject to the school's filtering and monitoring arrangements.

Any use of mobile devices by pupils must:

- Be directly linked to a planned learning activity, communication need, medical requirement or other authorised purpose.
- Be appropriate to the pupil's age, stage of development and individual needs.
- Be supervised by staff where required.
- Utilise the school's filtering and monitoring systems where internet access is provided through the school's network.
- Comply with the school's Online Safety Policy and Acceptable Use Agreements.

James Rennie School uses **Securly** filtering and monitoring systems to help protect pupils from accessing harmful or inappropriate content and to identify potential safeguarding concerns. Alerts generated through the monitoring system are reviewed by members of the safeguarding team and acted upon where necessary in accordance with the school's safeguarding procedures.

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Staff Use of Mobile Devices

Staff may bring personal mobile devices onto school premises; however, devices should be kept on silent mode and must not be used during working time except during authorised break periods or in exceptional circumstances agreed by a member of the Senior Leadership Team.

Staff must never use personal devices to photograph, video record or audio record pupils. All photographs, recordings and educational media must be taken using school-authorised equipment and managed in accordance with the school's data protection, safeguarding and online safety procedures.

Any concerns arising from the use of mobile devices, social media or digital technology must be reported immediately to the Designated Safeguarding Lead (DSL).

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School

Reporting Safeguarding Concerns

Urgent Action Required	**Allegations against a member of staff**	**Safeguarding Concerns**
When there is sufficient evidence that there is a risk or immediate, serious harm to a pupil: i.e. a pupil who may not be safe to go home or out of the building and you feel that they may be at risk.	Also known as "Whistleblowing" – see policy. Could be a concern about any colleague, volunteer, agency staff, DSL, LAB member, Trustee etc.	• Changes in Behaviour. • Marks or bruises which are unexplained or where the explanation causes concern. • Information disclosed by a pupil. • Neglect.
Pass on your concerns <u>immediately</u> • Inform / consult the DSL immediately. This may require arranging emergency cover in class to report your concern, interrupting meetings. **This could also involve contacting the police (e.g. in cases of FGM).**	**Pass on your concerns <u>immediately</u>** • Inform the Head immediately. • If the nature of the concern makes this difficult, contact Lisa Hatcher or Andrew Sanders. • Further advice via NSPCC advice line 0808 800 5000 This may require arranging emergency cover in class to report your concern and interrupting meetings. Information may be passed on to the LADO or local safeguarding lead for education.	**Pass on your concerns as soon as possible** • Inform / consult the DSL immediately as soon as possible This means no later than lunchtime if the concern becomes apparent in the morning or by the end of the pupil's school day if the concern becomes apparent in the afternoon. You will need to fill out an online **cause for concern form** that will go directly to the DSL.

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Keep a clear record: • Thoroughly record all your concerns, actions and observations. • **Keep this safe and confidential.** • Ensure this is a factual account including timelines of all relevant events and conversations. • Reassure anyone who has made a disclosure that their concern will be taken seriously and investigated.	Keep a clear record: • Thoroughly record all your concerns, actions and observations. • **Keep this safe and confidential.** • Ensure this is a factual account including timelines of all relevant events and conversations. • Reassure anyone who has made a disclosure that their concern will be taken seriously and investigated.	Keep a clear record: • Thoroughly record all your concerns, actions and observations. • **Keep this safe and confidential.** • Ensure this is a factual account including timelines of all relevant events and conversations. • Reassure anyone who has made a disclosure that their concern will be taken seriously and investigated.

Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs):

Designated Safeguarding Lead:		
Name **Sophie Dowling**  **Oliver Wilson** 	Phone Number **01228554280**	Sophiedowling@jamesrennie.cumbria.sch.uk oliver.wilson@jamesrennie.cumbria.sch.uk dsl@jamesrennie.cumbria.sch.uk
Deputy Designated Safeguarding Leads:		
Kerry Dunbobbin		DSL

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		kerry@jamesrennie.cumbria.sch.uk
Kate Barniff 		kate.braniff@jamesrennie,cumbria.sch.uk
Mary Glendinning 		mary@jamesrennie.cumbria.sch.uk
Emma James 		emma.james@jamesrennie.cumbria.sch.uk

Eden Academy Trust Safeguarding Leads:

Contact details available from the school office.

	**Andrew Sanders** Regional Director Trust Responsibility for Safeguarding		**Lisa Hatcher** Safeguarding Officer- Eden Academy Trust Out of hours DSL
	**Mari Ladu** Trustee- Eden Academy Trust Trustee Portfolio for Safeguarding		**Susan Douglas** CEO- Eden Academy Trust
	**Carley Holliman** Deputy CEO- Eden Academy Trust		**Kris Williams** Regional Director- Eden Academy Trust

Out of Hours:

Out of Hours Designated Safeguarding Lead		
Lisa Hatcher	Contact details available from office	lisa.hatcher@theedenacademy.co.uk
DSL Trained		
Sophia Barton	Contact details available from office	sophia.barton@theedenacademy.co.uk

If you have a concern about a pupil during school time, please contact a member of the school's Safeguarding Team.

Regular Safeguarding Reporting arrangements:

Termly: Safeguarding Report to Mari Ladu and Eden Trustees
Half termly: Safeguarding Strategy Group meets
Weekly: Senior Leadership Team meeting to monitor concerns
Ongoing: Concerns reported to DSL as per safeguarding policy and protoco

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National support services:

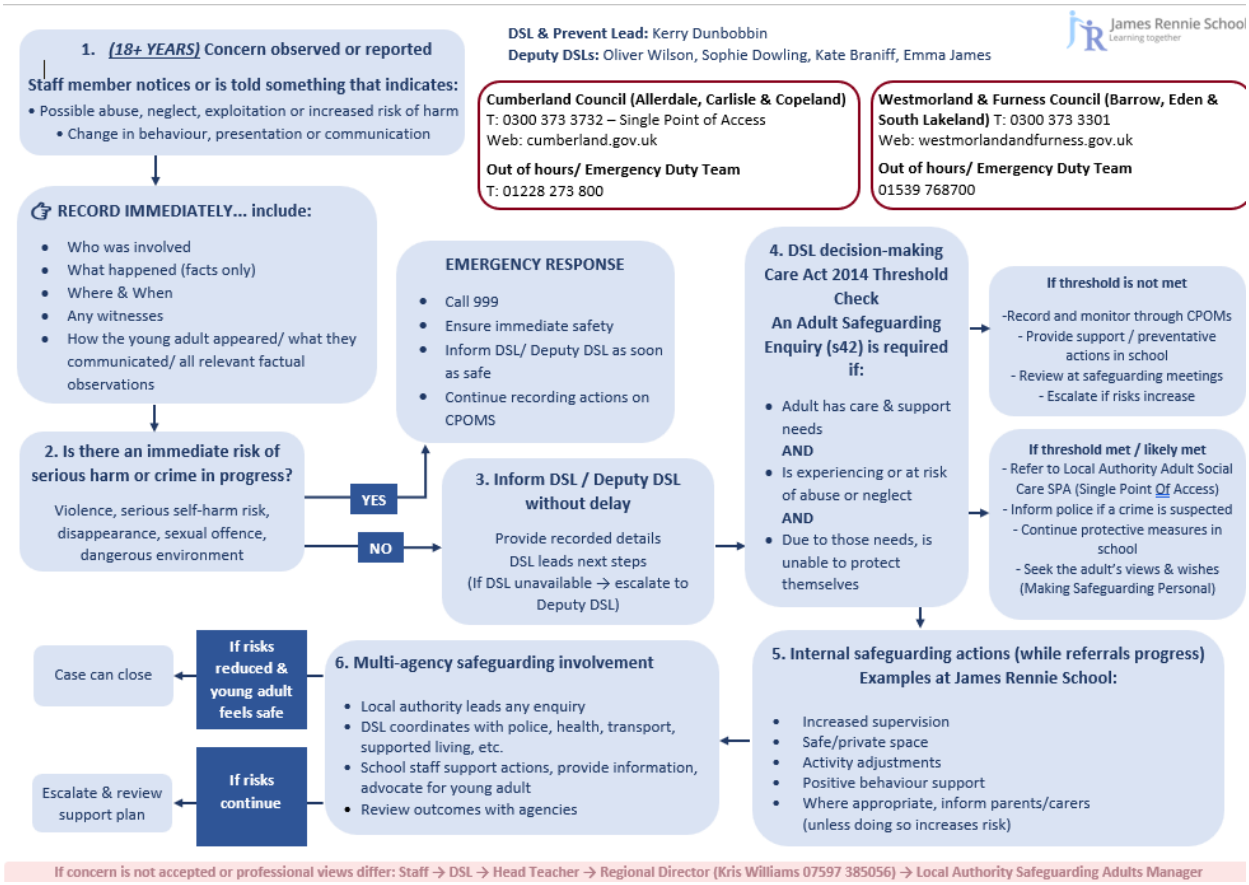
Child Line	0800 11 11	
NSPCC Helpline	0808 800 5000	help@nspcc.org.uk
NSPCC Whistleblowing Advice Line	0800 028 0285	

Local Authority Key Contacts:

Safeguarding Team Child Protection School Advisor • Local Area Designated Officer (LADO)		
Child Protection School Advisor	01228 226633	carlislelocalitybs@cumberland.gov.uk
Westmorland and Furness LADO	*Tel: 0300 303 3897*	*lado@westmorlandandfurness.gov.uk*
Cumberland	*Tel: 0300 303 3892*	*Email: lado@cumberland.gov.uk*
MASH TEAM If concerned about the welfare of a child. **(NB: If you feel a child is in imminent danger dial the Police on 999)**		
Monday to Friday 9am - 5pm	*Westmorland and Furness Tel: 0300 373 2724* *Cumberland Tel: 0333 240 1727*	*Westmorland and Furness Email: safeguarding.hub@westmorlandandfurness.gov.uk* *Cumberland Email: safeguarding.hub@cumberland.gov.uk*
Out of Hours Emergency Duty Team		
Weekends, Bank Holidays and during week 5pm-9am	*For both Cumberalnd & Westmorland and Furness*	**0300 373 2724**

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Adult Safeguarding Flow chart and contacts



Date of next review:	September 2027
Signed on behalf of the trustees:	A Sanders Andrew Sanders, Regional Director, Eden Academy Trust

Please email to Andrew to sign and copy in Lisa Hatcher