



SAFEGUARDING POLICY

Safeguarding Policy for the Protection of
Children and Vulnerable Adults.

CREATE Paisley, FYF Charity Hub, 25 St James Street, Paisley PA3 2HQ

Updated: May 2025

Most recent board review: 27 May 2025

Table of Contents

INTRODUCTION AND COMMITMENT TO SAFEGUARDING	3
ORGANISATIONAL DETAILS	4
DEFINITIONS	5
RESPONDING TO ALLEGATIONS OF ABUSE	7
Guidelines for responding to a child who may have been abused	8
Dealing With Allegations of Physical Injury, Neglect or Emotional Abuse	8
Dealing With Allegations of Sexual Abuse	8
Dealing With Allegations of Abuse Against Workers With Young People	8
Guidelines for dealing with vulnerable adults	8
Sharing information on vulnerable adults	9
PREVENTION OF ABUSE	11
Recruitment of Staff & Volunteers	
Responding to new or updated disclosures	11
Management of Workers	12
Record Keeping	12
Raise a Concern	13
Team Meetings	13
APPENDIX 1: 'SAFE & SECURE' – SAFEGUARDING STANDARDS	14
Standard 1: Safeguarding Policy	14
Standard 2: Developing Safeguarding Awareness Training	14
Standard 3: Safer Recruitment	14
Standard 4: Management of Workers	14
Standard 5: Working Safely	14
Standard 6: Communicating Effectively	14
Standard 7: Responding to Concerns	14
Standard 8: Pastoral Care	14
Standard 9: Managing those who Pose a Risk	14
Standard 10: Working in Partnership	14
APPENDIX 2: CATEGORIES OF ABUSE & NEGLECT	15
Categories of Abuse & Neglect - Children	15
Categories of Abuse & Neglect - Vulnerable Adults	19
APPENDIX 3: SIGNS OF POSSIBLE ABUSE IN CHILDREN	20
Physical	20
Sexual	20
Emotional	20
Neglect	20
APPENDIX 4 - OTHER TYPES OF ABUSE	21
APPENDIX 5: EFFECTIVE LISTENING	23
APPENDIX 6: DIGITAL SAFEGUARDING	24
Part One: Online safety policy statement	24
Part Two: Photography & filming policy statement	26
APPENDIX 7: SAFEGUARDING IN PARTNERSHIP WORKING	29
Partnership working in schools	29
Partnership working in community settings	30

INTRODUCTION AND COMMITMENT TO SAFEGUARDING

CREATE Paisley (CREATE) is an arts charity working with young people in Renfrewshire to support good mental health through creativity, that aims to see 'young people transformed through creativity, community, confidence and finding their voice'. Developed by young people, for young people in Paisley, CREATE was initially a weekly volunteer-led evening drop-in, growing significantly over the last 15 years, becoming a SCIO, and expanding into Linwood and Johnstone, and now providing outreach in Renfrewshire's secondary schools.

CREATE fully recognises its responsibilities for the protection of children and vulnerable adults. This policy applies to ALL staff and volunteers recruited for or involved in any work with children and young people.

CREATE and all its appointed staff and volunteers believe that children and young people have a right to be protected from physical, sexual or emotional abuse, and neglect. The welfare of the child or young person is the underpinning principle guiding this policy.

CREATE will protect children and young people by:

- Having a recruitment and selection policy
- Resource/provide access to appropriate Safeguarding Training
- Carrying out PVG checks on all those in positions of trust within CREATE, even where the role doesn't involve any direct contact with children or protected adults, including Trustees of the Organisation.
- Repeating PVG checks every 3 years (as a maximum) for staff and volunteers; and every 5 years for trustees
- Designing the work with children, young people and vulnerable groups in mind
- Carrying out a risk assessment on all activities
- Listening to all concerns about the welfare and safety of children and vulnerable adults and taking action as appropriate
- Delivery of safeguarding training for all staff and volunteers on an annual basis
- Reviewing our safeguarding policy and procedures every year and making changes if necessary

CREATE is an inclusive group and by the very nature of its work, has a responsibility to ensure that every child, young person, or vulnerable adult in its care has a safe environment to learn and develop, no matter their race, colour, gender, religion, disability or financial circumstances. Where there are language barriers it will also seek support to ensure every child or young person has the same opportunities

ORGANISATIONAL DETAILS

Name of organisation:	CREATE Paisley (also known as CREATE)
Address:	FYF Charity Hub, 25 St James Street. PA3 2HQ
Website:	www.createpaisley.org.uk
Email:	info@createpaisley.org.uk
Charity Number:	SC043437
Insurance provider:	Victor Insurance UK

DEFINITIONS

<p>Disclosure Scotland</p>	<p>CREATE Paisley is a registered body with Disclosure Scotland, the agency in Scotland established to provide registered organisations with criminal history information on individuals applying for or holding relevant posts.</p>
<p>Regulated Roles / Regulated Work</p>	<p>It is a legal requirement for individuals to be a member of the PVG Scheme when carrying out a regulated role with children, protected adults, or both. Organisations must ensure that individuals who are to carry out a regulated role (paid or voluntary) have PVG scheme membership from 1st April 2025 onwards. From this date, 'regulated work' will be replaced by 'regulated roles'. It is expected that roles which were included under regulated work, will also be regulated roles. However, the introduction of 'regulated roles' will also bring new roles into the PVG scheme that were not eligible before the 1st April 2025. Examples include, football agents, talent scouts, hypnotherapists and certain hospital or hospice-based roles.</p> <p>All staff, trustees, and volunteers in a regulated role must join the PVG Scheme and renew their membership at least every five years in accordance with the legislation.</p> <p>Activities as part of a person's normal duties, which indicate they are doing regulated work with children, include:</p> <ul style="list-style-type: none"> ● Being in sole charge of children. ● Caring for children. ● Providing advice or guidance to children. ● Teaching, instructing, training or supervising children. ● Unsupervised contact with children. ● Holding a position of responsibility in an organisation which has as one of its main purposes the provision of benefits for or to children (this includes trustees of Create Paisley)
<p>Protected adult</p>	<p>The Act, defines 'adults at risk' as individuals, aged 16 years or over, who:</p> <ul style="list-style-type: none"> ● are unable to safeguard themselves, their property, rights or other interests; ● are at risk of harm; and ● because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than others who are not so affected. <p>The presence of a particular condition does not automatically mean an adult is an "adult at risk". Someone could have a disability but be able to safeguard their well-being etc. It is important to stress that all three elements of this definition must be met. It is the whole of an adult's particular circumstances which can combine to make them more susceptible to harm than others.</p> <p>It will depend on the exact circumstance whether a person aged 16-18 will be considered a child at risk or an adult at risk. An adult is someone over 18 (unless specific legislation states otherwise). Over the years, there have been a number of pieces of legislation dealing with adults of different ages and circumstances. It follows that some adults, because of circumstance or particular vulnerability or risk, may be in need of protection.</p>

PVG Scheme Record	A PVG Scheme Record or Scheme Record Update replaces an Enhanced Disclosure Certificate. CREATE Paisley will apply via Volunteer Scotland for a PVG Scheme Record or Scheme Record Update for posts which are Regulated Roles with children and/or protected adults. The record will contain details of both spent and unspent convictions. In addition, it will show any information from local police records considered by the Chief Constable to be relevant to the position being sought.
Level 2 Disclosure Check	A Level 2 Disclosure Check will be obtained in respect of posts or roles which do not constitute regulated roles with children and/or adults. A Level 2 Disclosure Check contains information on unspent convictions.
Spent and Unspent Convictions	Sentences of more than 2½ years (30 months) can never become 'spent'. Other sentences become spent after fixed periods from the date of conviction. For a custodial sentence, the length of time actually served is irrelevant – the rehabilitation period is decided by the original sentence and commences on the date of conviction. With a PVG Scheme Record, all convictions will be shown, whether the relevant rehabilitation period has been spent or not.
Lead Signatory and Counter-Signatory	Member of staff or board trustee who is authorised to request and receive Disclosure and criminal history information on behalf of CREATE Paisley.
NSPCC	The UK's leading children's charity. CREATE staff undergo NSPCC training, and use NSPCC helplines if in need of specialist support or advice.

RESPONDING TO ALLEGATIONS OF ABUSE

Under no circumstances should a worker carry out their own investigation into an allegation or suspicion of abuse. In all cases of alleged abuse, follow the procedure as below:

1. The person in receipt of allegations or suspicions of abuse should report concerns as soon as possible to one of the **Safeguarding Team**, individuals known as **Safeguarding Coordinators**.

Within CREATE, those individuals are as follows:

Jonathan Lloyd <i>Chief Executive</i>	Samantha Roberts <i>Youth Development Manager</i>	David McGregor <i>Trustee</i>
---	---	---

2. In the event that the **Safeguarding Coordinators** are not present at the activity, are unable to be contacted, or are implicated/involved in the report then the report should be made to the event or activity coordinator who will inform the **Safeguarding Team**, or the appropriate person in the situation.

3. Whilst allegations or suspicions of abuse will normally be reported to the **Safeguarding Coordinators**, the absence of the **Safeguarding Coordinators** should not delay referral to Social Services, the Police or taking advice from NSPCC.

4. The **Safeguarding Coordinators** are appointed by the Board of Trustees to act on their behalf in dealing with allegations of suspicions of neglect or abuse, including referring the matter on to the statutory authorities when required. The Board of Trustees will support the named Safeguarding Team in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a 'need to know' basis.

5. Following receipt of serious safeguarding concerns about a young person, or vulnerable adult, the **Safeguarding Coordinator** should contact Renfrewshire Social Work Services:

<p>Social Work General - 0300 300 1199 Social Work Evenings / Weekends - 0300 343 1505 Police Scotland - 101 NSPCC Helpline - 0808 800 5000 / help@nspcc.org.uk</p>
--

It is, of course, the right of any individual as a citizen to make a direct referral to the safeguarding agencies or seek advice from NSPCC, although the Board of Trustees expect that workers will follow this procedure. If, however, the individual with the concern feels that the Safeguarding Team have not responded appropriately, or where they have a disagreement with the Safeguarding Team as to the appropriateness of a referral, they are free to contact an outside agency directly. The board is committed to effective safeguarding and the protection of all those who are vulnerable.

The role of the **Safeguarding Team** is to collate and clarify the precise details of the allegation or suspicion and determine next steps, which may involve passing this information onto statutory agencies who have a legal duty to investigate.

Guidelines for responding to a child who may have been abused

- Don't ask questions – instead listen carefully to them
- Don't make promises you may not be able to keep e.g. not telling anyone else
- Accept what you hear without passing judgement or investigating
- Tell the individual what you are going to do
- Make careful notes (i.e. what was said and in what circumstances) as soon as possible, preferably within an hour.
- Include dates and times and keep notes safely.
- Contact the **Safeguarding Team** or the coordinator of your activity.

Dealing With Allegations of Physical Injury, Neglect or Emotional Abuse

If a child has a physical injury, a symptom of neglect or where there are concerns about emotional abuse, the **Safeguarding Coordinator** will:

- Receive advice from Children's Social Services (or NSPCC) for advice. In cases of deliberate injury, if concerned about a child's safety or if a child is afraid to return home, the co-ordinator will take action to report the concern;
- Usually, not tell the parents or carers unless advised to do so, having contacted Children's Social Services (or NSPCC);
- Seek medical help if needed urgently, informing the doctor of any suspicions;
- For lesser concerns, (e.g. poor parenting), encourage parent/carer to seek help, but not if this places the child at risk of harm;
- Where the parent/carer is unwilling to seek help, offer to accompany them. In cases of real concern, if they still fail to act, contact Children's Social Services (or NSPCC) direct for advice; and
- Seek and follow advice given by NSPCC (who will confirm their advice in writing) if unsure whether or not to refer a case to Children's Social Services.

Dealing With Allegations of Sexual Abuse

In the event of allegations or suspicions of sexual abuse, the **Safeguarding Coordinator** will:

- Contact the Children's Social Services Department or Police Child Protection Team directly (or NSPCC if unsure). They will NOT speak to the parent/carer or anyone else.
- Seek and follow the advice given by NSPCC if for any reason they are unsure whether or not to contact Children's Social Services/Police. NSPCC will confirm its advice in writing for future reference.

Dealing With Allegations of Abuse Against Workers With Young People

If an accusation is made against a worker (whether a volunteer or paid member of staff) whilst following the procedure outlined above, the Safeguarding Team will without delay inform a member of the Board of Trustees.

Guidelines for dealing with vulnerable adults

The legislation around vulnerable adults recognises that adults make choices that may mean that one part of our well-being suffers at the expense of another – for example we move away from friends and family to take a better job. Similarly, adults can choose to risk their personal safety; for example, to provide care to a partner with dementia who becomes abusive when they are disorientated and anxious.

It is important to recognise that none of us can make these choices for another adult. If we are supporting someone to make choices about their own safety we need to understand 'what matters' to them and what outcomes they want to achieve from any actions agencies take to help them to protect themselves.

The concept of 'Person-Centred Safeguarding' means engaging the individual in a conversation about how best to respond to their situation. This should always be in a way that enhances their

involvement, choice and control, as well as improving their quality of life, well-being and safety. In short, organisations should work to support adults to achieve the outcomes they want for themselves. Practically speaking, the individual's views, wishes, feelings and beliefs must be taken into account when decisions are made about how to support them to be safe. Working with the person will mean that actions taken help to find the solution that is right for them. Treating people with respect, enhancing their dignity and supporting their ability to make decisions also helps promote people's sense of self-worth and supports recovery from abuse.

CREATE Paisley commits to following these good practice guidelines around work with vulnerable adults, ensuring that they are safe from harm, but also recognising the need to allow individual choice, and to share information wisely and appropriately, where there has been permission to do so, or where there are mitigating circumstances where this is not appropriate.

The Act's (Adult Support and Protection Act 2007) principles are:

Any intervention in an individual's affairs should provide benefit to the individual and should be the least restrictive option of those that are available which will meet the purpose of the intervention.

This is supported by a set of guiding principles which, together with the overarching principle, must be taken account of when performing functions under Part 1 of the Act. These are:

- The wishes and feelings of the adult at risk (past and present);
- The views of other significant individuals, such as the adult's nearest relative; their primary carer, guardian, or attorney; or any other person with an interest in the adult's well-being or property;
- The importance of the adult taking an active part in the performance of the function under the Act;
- Providing the adult with the relevant information and support to enable them to participate as fully as possible;
- The importance of ensuring that the adult is not treated less favourably than another adult in a comparable situation; and
- The adult's abilities, background and characteristics (including their age, sex, sexual orientation, gender, religious persuasion, racial origin, ethnic group and cultural and linguistic heritage).

Sharing information on vulnerable adults

Sharing information, with the right people, is central to good practice in safeguarding adults. However, information sharing must only ever be with those with a 'need to know'. This does NOT automatically include the person's spouse, partner, adult, child, unpaid or paid carer. Information should only be shared with family and friends and/or carers with the consent of the adult or if the adult does not have the capacity to make that decision and family/ friends/ carers need to know in order to help keep the person safe.

Data protection legislation allows information sharing within an organisation. For example:

- Anyone who has a concern about harm can make a report to the Safeguarding Coordinator
- Case management meetings can take place to agree to coordinate actions by the organisation

There are also many situations in which it is perfectly legal to share information about adult safeguarding concerns outside the organisation.

However, the adult may not always want information to be shared. This may be because they fear repercussions from the person causing harm or are scared that they will lose control of their situation to statutory bodies or because they feel stupid or embarrassed. Their wishes should be respected unless there are overriding reasons for sharing information.

The circumstances when we need to share information without the adult's consent include those where:

- It is not safe to contact the adult to gain their consent – i.e. it might put them or the person making contact at further risk.
- You believe they or someone else is at risk, including children.
- You believe the adult is being coerced or is under duress.
- It is necessary to contact the police to prevent a crime, or to report that a serious crime has been committed.
- We have a legal obligation to do so
- The adult does not have the mental capacity to consent to information being shared about them.
- The person causing harm has care and support needs.

When information is shared without the consent of the adult this must be explained to them, when it is safe to do so, and any further actions should still fully include them.

If you are in doubt as to whether to share information you can seek advice from the organisations listed previously (e.g. Renfrewshire Social Work Services).

PREVENTION OF ABUSE

Recruitment of Staff & Volunteers

It is important that a wide range of mechanisms and understood practices are in place surrounding the safe recruitment of staff and volunteers. This is an essential element in our safeguarding arrangements but also in best practice of managing and caring for those who work with us. Safer recruitment practices will assist us in ensuring that we have the opportunity to prevent those we would not want working with children and vulnerable adults from doing so at the earliest point.

The Chief Executive (with oversight of the Board of Trustees) is responsible for ensuring that all workers will be appointed, trained, supported and supervised in accordance with guidance on safer recruitment.

This includes aiming to ensure that:

There is an agreed Job Role/Description and person specification for all positions.

Those who wish to work with the organisation will either submit a formal job application (in the case of staff) or (in the case of volunteers) approach the Chief Executive or our Youth Development Managers who will:

- Interview all prospective volunteer/staff members to ensure that they are a suitable candidate for the work;
- Ensure that records of the application process are retained, in line with our data protection and retention policies;
- Request and follow up on two written references, which should be documented;
- Ensure that a programme of ongoing review and supervision is in place, and that any necessary period of probation is communicated clearly;
- A suitable training programme (induction, safeguarding, and others) is identified and provided on an individual basis, and this training programme is subject to ongoing review;
- Qualifications, where relevant, have been verified;
- A Disclosure Scotland PVG check has been conducted with all volunteers and staff who are assisting the project in a role of direct contact and care with children, young people or vulnerable adults on more than an occasional basis; and also trustees
- Volunteers are given access to Safeguarding Policies and other important documents in order that they are kept up-to-date with relevant procedures.

Responding to New or Updated Disclosures

If a new or updated disclosure indicates relevant safeguarding concerns (for example, a newly recorded conviction or an individual being barred from regulated roles), CREATE will:

Conduct an Immediate Risk Assessment

- The Safeguarding Coordinator (or Safeguarding Trustee) will promptly evaluate the nature and seriousness of the new information.
- This process will consider the individual's role, the level of contact with children or vulnerable adults, and any other factors that may increase potential risks.

Implement Interim Safeguards

- Where the risk assessment identifies a need for further protective measures,

CREATE may temporarily adjust the individual's duties to reduce or remove direct contact with vulnerable groups.

- In serious cases (e.g. a formal bar on PVG membership), immediate suspension from duties may be required.

Follow Internal Safeguarding Procedures

- The new disclosure information will be handled in accordance with our existing policies, ensuring confidentiality and respect for the individual's rights while prioritising the safety of all service users.
- Any concerns or allegations of abuse arising from the disclosure will be addressed in line with our standard safeguarding protocols and reported to the appropriate authorities where necessary.

By taking these prompt and proportionate steps, we ensure the continued protection of children, young people, and vulnerable adults under our care.

Management of Workers

CREATE's Board of Trustees and Chief Executive are committed to supporting all workers and ensuring they receive support and supervision within the roles that they are allocated. All workers will be provided with access to necessary documents.

All workers, paid or voluntary, who are working with children, young people or protected adults will be provided with appropriate training and given the opportunity to develop their skills as well as feel supported by the organisation. When this happens, workers will be more inclined to express concerns over issues that arise and it will also help us to ensure a high level of care, professionalism and expertise towards those being cared for.

CREATE will provide **Safeguarding Training** with the NSPCC for new workers, in addition to refresher training for those staff who require updates on a regular basis.

CREATE commits to ensuring all workers are appropriately supervised (where possible by a named member of the staff team who is in regular contact with the worker) so that concerns or issues may be raised; work related, or personal. Where supervision with a named individual is not possible, or impractical, group supervision may be used as an alternative as this can maximise resources and allows for the sharing of issues and concerns. It will be normal practice that during this supervision, that the supervisor will be aware of each worker's working and personal relationships with young people in their care.

It is expected that each supervisor will take time to observe the member of staff or volunteer whilst he/she/they is working with young people. Ideally, supervisors should keep a brief written record of each supervision meeting and any things of note which are observed.

Record Keeping

CREATE will ensure that an appropriate record of recruitments and management of volunteers and staff is kept. This will be kept in accordance with Data Protection requirements, and any information kept on any given individual should be made available to that individual upon request.

The record will include the volunteer/staff member's name, address, contact details, date on which the volunteer/staff member commenced working or volunteering alongside relevant information pertaining to their attendance, duties, job role, supervision schedule and individual training or miscellaneous requirements within the position held.

Raise a Concern

If there are any serious issues about the way CREATE is run, which neither the Chief Executive nor the trustees have been able to address, anyone with a relevant concern can submit a 'Raise a Concern' form to OSCR. For more details:

<https://www.oscr.org.uk/about-charities/raise-a-concern/>

Team Meetings

The management recognises the importance of teams meeting together. These should be convened on a regular basis and should provide an opportunity for ideas and issues to be aired, concerns expressed and feedback given.

APPENDIX 1: 'SAFE & SECURE' – SAFEGUARDING STANDARDS

Standard 1: Safeguarding Policy

Every organisation open to, or likely to have contact with children, young people and vulnerable adults should adopt a formal, working safeguarding policy.

Standard 2: Developing Safeguarding Awareness Training

Every organisation in contact with children, young people and vulnerable adults must develop awareness of safeguarding issues and provide appropriate training.

Standard 3: Safer Recruitment

Every organisation open to children, young people and vulnerable adults should adopt a formal recruitment policy for all workers, both paid and voluntary.

Standard 4: Management of Workers

In every organisation that is open to, or where services are provided for children, young people and vulnerable adults, all workers, paid and voluntary, should be appropriately managed, supervised and supported.

Standard 5: Working Safely

All organisations involved with children, young people or vulnerable adults must ensure they adopt safe working practice in every area.

Standard 6: Communicating Effectively

The organisation should ensure that all those involved with children, young people and vulnerable adults know how to communicate effectively and relate to those with whom they come in contact.

Standard 7: Responding to Concerns

Every organisation that is in contact with, or provides services for children, young people or vulnerable adults must be able to respond appropriately to concerns or allegations of abuse.

Standard 8: Pastoral Care

Every organisation that is open to, or provides activities for children, young people and adults, should ensure pastoral care and support is available to all those affected by abuse.

Standard 9: Managing those who Pose a Risk

Organisations must have strategies in place to supervise and manage individuals who pose a risk, have committed, or have been accused of, sexual or other crimes against children, young people and adults.

Standard 10: Working in Partnership

Organisations involved with children, young people and vulnerable adults in specialised areas, culturally diverse settings or through partner organisations or agencies must ensure appropriate safeguarding policies and procedures are in place. See Appendix 7 - 'Safeguarding in Partnership Working' - for more details.

APPENDIX 2: CATEGORIES OF ABUSE & NEGLECT (NSPCC)

Categories of Abuse & Neglect - Children

Any child or young person can experience abuse or neglect. They may experience harm in a family environment, or in an institution or community setting such as a school or sports club. They may know the person who is abusing them or, more rarely, experience abuse from a stranger. Abuse can happen in person or online, or through a combination of the two. Children can also experience more than one type of abuse, and this can have serious and long-lasting impacts on their lives. The following definitions show some of the ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child.

Physical abuse

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).

Sexual abuse

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging or forcing a child to watch or hear sexual acts
- making a child masturbate while others watch
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.
- meeting a child following online sexual grooming with the intent of abusing them.

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has

stopped. Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

Emotional abuse

Emotional abuse involves:

- humiliating, putting down or regularly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognising their individuality
- not allowing a child to have friends or develop socially
- pushing a child too hard or not recognising their limitations
- manipulating a child
- exposing a child to distressing events or interactions
- persistently ignoring a child
- being cold and emotionally unavailable during interactions with a child
- not being positive or encouraging to a child or praising their achievements and successes.

Neglect

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- providing adequate food, clothing or shelter
- supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers)
- making sure the child receives appropriate health and/or dental care
- making sure the child receives a suitable education
- meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Harmful Sexual Behaviour (HSB)

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards. HSB can include: using sexually explicit words and phrases; inappropriate touching; using sexual violence or threats; sexual activity with other children or adults. Sexual behaviour between children is considered

harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled.

Domestic abuse

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

Bullying and cyberbullying

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. Bullying includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls.

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices.

Online bullying can also be known as cyberbullying. Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Child trafficking and modern slavery

Child trafficking is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Children may be trafficked for: child sexual exploitation; benefit fraud; forced marriage; domestic servitude such as cleaning, childcare, cooking; forced labour in factories or agriculture; criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft.

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer

physical and emotional neglect. Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network might not be directly involved in trafficking a child but play a part in other ways, such as falsifying documents, bribery, owning or renting premises or money laundering. Child trafficking can also be organised by individuals and the children's own families. Traffickers trick, force or persuade children to leave their homes. They use grooming techniques to gain the trust of a child, family or community. Although these are methods used by traffickers, coercion, violence or threats don't need to be proven in cases of child trafficking - a child cannot legally consent to their exploitation so child trafficking only requires evidence of movement and exploitation. Modern slavery is another term which may be used in relation to child trafficking. Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking (HM Government, 2014).

Female Genital Mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies. It may be carried out when a child is new-born, during childhood or adolescence, just before marriage or during pregnancy (Home Office et al, 2016). FGM is child abuse. There are no medical reasons to carry out FGM. It's dangerous and a criminal offence.

Categories of Abuse - Vulnerable Adults

Safeguarding duties apply when an adult is at risk of harm, and an adult is at risk of harm, if:

1. another person's conduct is causing (or is likely to cause) the adult to be harmed, or
2. the adult is engaging (or is likely to engage) in conduct which causes (or is likely to cause) self-harm

The following definitions show some of the ways in which abuse may be experienced by an adult but are not exhaustive, as the individual circumstances of abuse will vary.

Physical abuse

Including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

Psychological abuse

Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion or coercive control, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Sexual abuse

Including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

Financial or material abuse

Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Domestic violence

Including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence.

Modern slavery

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Discriminatory abuse

Including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

Neglect and acts of omission

Including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Self-neglect

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Incidents of abuse may be one-off or multiple and affect one person or more.

APPENDIX 3: SIGNS OF POSSIBLE ABUSE IN CHILDREN

The following signs could be indicators that abuse has taken place but should be considered on a case for case basis, in context of the child's whole life. In all cases, be aware of any changes in these indicators.

Physical

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games, etc
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation
- Cuts/scratches/substance abuse

Sexual

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia, restrained eating, body dissatisfaction, bingeing, purging and overeating

Emotional

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.
- Depression, aggression, extreme anxiety.
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

Neglect

- Under nourishment
- Failure to grow
- Constant hunger
- Stealing or gorging food
- Untreated illnesses
- Inadequate care, etc

For indicators of other types of abuse and neglect, please refer to this NSPCC resource 'Definitions and signs of child abuse':

<https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf>

APPENDIX 4 - OTHER TYPES OF ABUSE

In addition to the above forms of abuse, recognised in law, we aim to also recognise other sorts of abuse which may be present in the context in which CREATE Paisley operates. Recent guidance recommends that we should be vigilant in recognising the types of abuse noted below. CREATE Paisley commits to making our staff/volunteers aware of, acting on (within our guidelines), and responding to the following types of abuse:

Peer on peer abuse

We aim to be aware that children and young people can abuse others of their own age (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- gender based violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Serious Violence

New guidance from the Home Office suggests that projects should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

(Further guidance is available from Home Office around youth violence and gang involvement and, while largely aimed at schools, is useful in our context of working.)

Spiritual and Organisational Abuse

Spiritual abuse is not covered by the statutory definitions but is of concern both within and outside faith communities.

In recent years the concept of Spiritual Abuse and Organisational Abuse has become a topic that has gained greater understanding amongst those in wider work with communities. Some aspects of this type of abuse can be recognised under the four categories of abuse, such as emotional abuse, or physical abuse.

A number of definitions have been given Spiritual Abuse in an attempt to adequately describe what often amounts to an abuse of trust and power to the detriment of others. Within faith communities, harm can be caused by inappropriate use of religious belief or practice. This can include misuse of the authority of leadership or penitential discipline, oppressive teaching, obstructive or forced healing and deliverance ministries or rituals, any of which may result in protected groups experiencing physical, emotional or sexual harm.

Similarly, Organisational Abuse can stem from an abuse of power. Sometimes associated with schools, institutions and pupil referral units as well as wider community work, this kind of abuse comes directly from those who should be providing a safe and nurturing environment. Some of

the most vulnerable young people are affected by organisational abuse and feel let down by the system. Careful supervision, mentoring and guidance issued to all of those entrusted with the care of those in charge of vulnerable groups should help to prevent harm occurring in this way.

It is also worth noting that conversely, other forms of harm may also include the denial of children, young people or vulnerable adults to explore their right of faith, spirituality or otherwise. CREATE aims to tackle all instances of abuse of power. We will take all due care and precaution to ensure that such abuse does not take place within our activities and services.

This area of safeguarding applies to all those CREATE Paisley works with; including young people, volunteers, staff members, etc.

APPENDIX 5: EFFECTIVE LISTENING

Ensure the physical environment is welcoming, giving opportunity for the young person or vulnerable person to talk in private, but making sure others are aware that the conversation is taking place. Give time to listen in a quiet but visible place, avoid isolated situations out of reach.

Helpful Tips

- Do not interrupt; It is especially important to allow time and space for the person to talk
- Do not be judgmental; show acceptance of what they say (even if the story sounds unlikely) by reflecting back words or short phrases they have used
- Try to remain calm, even if on the inside you are feeling something different
- Be honest and don't make promises you can't keep regarding confidentiality
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen
- Be genuine and sincere – not someone 'just playing a role'.
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille, etc
- Find out if anyone else has been told or if another agency might be involved
- Accurately record the incident as soon as possible after the conversation, taking care to sign and date it. Keep it in a safe place.
- Recognise the importance of listening

Helpful Responses

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

Unhelpful Responses

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- How? Why? When? Who? Where?
- I am shocked, don't tell anyone else
- Start telling them about your experiences or what they should do

APPENDIX 6: DIGITAL SAFEGUARDING

PART ONE: Online safety policy statement

Purpose of this policy statement

CREATE Paisley works with children and young people as part of its activities. The purpose of this policy statement is to:

- ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices

The policy statement applies to all staff, volunteers, children and young people and anyone involved in CREATE Paisley's activities.

We believe that:

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times

We recognise that:

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using CREATE Paisley's network and devices
- working in partnership with children, young people, their parents, carers and partner organisations is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse

We will seek to keep children and young people safe by:

- ensuring digital safeguarding is part of our Safeguarding Coordinators' remit
- providing clear and specific directions to staff and volunteers on how to behave online
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others

- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person
- reviewing and updating the security of our information systems regularly
- ensuring that usernames, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images and videos of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety, including awareness of resources and support for young people (e.g Report Remove; Childline)
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation
- only use work accounts or profiles when communicating with young people online, never our personal accounts or profiles

If online abuse occurs, we will respond to it by:

- following our safeguarding procedures in place for responding to abuse (i.e to treat online abuse with same seriousness as other forms of abuse)
- providing support and training for staff and volunteers on dealing with all forms of abuse, including bullying or cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- signpost young people to appropriate channels to report the abuse, for example the police or NSPCC's Report Remove tool (see Useful Links and Resources)
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term

PART TWO: Photography & filming policy statement

Purpose of this policy statement

CREATE Paisley works with children and young people as part of its activities. The purpose of this policy statement is to:

- protect children and young people who take part in CREATE Paisley's services, events and activities, specifically those where photographs and videos may be taken
- set out the overarching principles that guide our approach to photographs/videos being taken of children and young people during our events and activities
- to ensure that we operate in line with our values and within the law when creating, using and sharing images of children and young people

This policy statement applies to all staff, volunteers and other adults associated with CREATE Paisley.

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people and to take, share and use images of children safely.

We recognise that:

- sharing photographs and films of our activities can help us celebrate the successes and achievements of our children and young people, provide a record of our activities and raise awareness of our organisation
- the welfare of the children and young people taking part in our activities is paramount
- children, their parents and carers have a right to decide whether their images are taken and how these may be used, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- consent to take images of children is only meaningful when children, their parents and carers understand how the images will be used and stored, and are fully aware of the potential risks associated with the use and distribution of these images
- there are potential risks associated with sharing images of children online

We will seek to keep children and young people safe by:

- always asking for written consent from a child and their parents or carers before taking and using a child's image
- always explaining what images will be used for, how they will be stored and what potential risks are associated with sharing images of children
- making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published
- not using or changing the names of children whose images are being used in our published material whenever possible (and only using first names if we do need to identify them)

- never publishing personal information about individual children; disguising any identifying information (e.g the name of their school or a school uniform with a logo)
- ensuring staff use CREATE equipment (phones, tablets, cameras) when taking photographs of / filming children and young people
- ensuring CREATE staff only use their own phones to take photographs of young people's artwork (not of the young people themselves)
- reducing the risk of images being copied and used inappropriately by:
- only using images of children in appropriate clothing (including safety wear if necessary)
- avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused
- using images that positively reflect young people's involvement in the activity

We will also develop a procedure for reporting the abuse or misuse of images of children as part of our child protection procedures. We will ensure everyone involved in our organisation knows the procedures to follow to keep children safe.

Photography and/or filming for CREATE Paisley's use

We recognise that our group leaders may use photography and filming as an aid in activities such as music or drama. However, this should only be done with CREATE Paisley's permission and using our equipment. Children, young people, parents and carers must also be made aware that photography and filming is part of the programme and give written consent. If we hire a photographer or filmmaker for one of our events, we will seek to keep children and young people safe by:

- providing the photographer with a clear brief about appropriate content and behaviour
- ensuring the photographer wears identification at all times
- informing children, their parents and carers that a photographer will be at the event and ensuring they give written consent to images which feature their child being taken and shared
- not allowing the photographer to have unsupervised access to children
- not allowing the photographer to carry out sessions outside the event or at a child's home
- reporting concerns regarding inappropriate or intrusive photography following our child protection procedures

Photography and/or filming for wider use

If people such as local journalists, professional photographers (not hired by CREATE Paisley) or students wish to record one of our events and share the images professionally or in the wider world, they should seek permission in advance. They should provide:

- the name and address of the person using the camera
- the names of children they wish to take images of (if possible)
- the reason for taking the images and/or what the images will be used for
- a signed declaration that the information provided is valid and that the images will only be used for the reasons given

CREATE Paisley will verify these details and decide whether to grant permission for photographs/films to be taken. We will seek consent from the children who are the intended subjects of the images and their parents and inform the photographer of anyone who does not give consent.

At the event we will inform children, parents and carers that an external photographer is present and ensure the photographer is easily identifiable, for example by issuing them with a coloured identification badge.

If consent to take photographs is not given

If children, parents and/or carers do not consent to photographs being taken, we will respect their wishes. We will agree in advance how they would like to be identified so the photographer knows not to take pictures of them, and ensure this is done in a way that does not single out the child or make them feel isolated.

We will not exclude a child from an activity because we don't have consent to take their photo.

Storing images

We will store photographs and videos of children securely, in accordance with our safeguarding policy and data protection law. We will keep electronic images in a protected folder with restricted access. We will never store images of children on unencrypted portable equipment such as laptops, memory sticks and mobile phones.

CREATE Paisley does not permit staff and volunteers to use any personal equipment to take photos and recordings of children or young people. Only cameras or devices belonging to CREATE Paisley should be used.

Useful Links & Resources

Childline	0800 1111	For any child or young person who needs confidential help or advice. Calls are free.
Childline online advice	https://www.childline.org.uk/get-support/	Online support.
Report Remove - guidance	https://learning.nspcc.org.uk/research-resources/report-remove/	A tool developed by NSPCC and Internet Watch Foundation (IWF) to help take down nude or sexual images. N.b Create staff should never view the image.
Report Remove - for young people	https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/	For young people to access the Report Remove tool.

APPENDIX 7: SAFEGUARDING IN PARTNERSHIP WORKING

At CREATE Paisley, we recognise the importance of effective partnership working to safeguard the welfare of children and young people. Therefore, a copy of our safeguarding policy and procedures relating to safeguarding when working in partnership is discussed in advance with our partners. This appendix outlines the procedures that CREATE Paisley follows when responding to safeguarding concerns while collaborating with schools and community partners.

Partnership Selection

When establishing partnerships, we will conduct thorough due diligence checks on potential partners to assess their commitment to child protection and safeguarding. This includes reviewing their policies, procedures, and practices regarding safeguarding and PVG checks.

Partnership Agreements

Prior to entering into partnerships, we will develop partnership agreements that clearly outline the roles, responsibilities, and expectations regarding child protection and safeguarding.

Where we work with schools, the partnership agreement refers to CREATE Paisley operating under schools' Safeguarding policies, whilst also maintaining our obligation and duty to ensure the safety of children and young people involved. These agreements outline clear procedures for raising concerns and reporting on them.

1a. Partnership Working with Schools: Dealing with a concern/safeguarding issue

- When collaborating with schools, CREATE Paisley has a key contact within the school's staff team. This key contact serves as the primary point of contact for reporting any safeguarding concerns identified during programme delivery.
- If a safeguarding concern arises during a session, CREATE Paisley staff or volunteers will promptly report the concern to the designated key contact within the school.

1b. Partnership Working in Schools: Following up with a concern

It is the responsibility of the School to ensure that all safeguarding procedures are followed when a CREATE Paisley staff member, volunteer, or staff of any other organisation involved in the delivery of the Programme reports a child protection concern and/or a child welfare issue.

- In the event of a reported child protection concern, a CREATE Paisley staff member will contact the School within 48 hours to determine the action the school's Designated Safeguarding Lead intends to take.
- CREATE Staff should record concerns and update CREATE's Safeguarding Coordinator with any follow up action the school has taken.
- In the rare instance that School procedures have not been followed, or CREATE Staff/Safeguarding are not satisfied with the action taken, and CREATE Paisley remains concerned about the child, we will attempt to resolve the matter with the School initially.

- CREATE reserves the right to take further action if concerns persist. In such cases, the staff member will discuss the issue with CREATE Paisley's Safeguarding Coordinator, and potentially pass the concern onto the Police or Social Work.
- Additionally, CREATE reserves the right to report the school to Children's Services at Renfrewshire Council. See table below for the contact details for Children's Services at Renfrewshire Council

2. Partnership Working in community settings

When collaborating with community organisations or agencies, CREATE Paisley ensures clear communication channels for addressing safeguarding concerns and takes the following steps to ensure the safety and welfare of children and young people are paramount:

2a. When CREATE is leading a session

- If CREATE Paisley leads a session in a community setting, any safeguarding concerns identified during the session will be addressed in adherence to CREATE's Safeguarding Policy.
- Staff should inform community partners' staff of concerns raised during the session debrief
- Community partners' staff are encouraged to follow up, and information about the actions taken regarding a safeguarding or welfare concern will be shared.

2b. When community partners are leading a session

It is the responsibility of the community partner to ensure that all safeguarding procedures are followed when a CREATE Paisley staff member, volunteer, or staff of any other organisation involved in the delivery of the programme reports a child protection concern and/or a child welfare issue.

- In the rare instance that community partner procedures have not been followed, or the community partner fails to take action, and CREATE Paisley remains concerned about the child, we will attempt to resolve the matter with the community partner initially.
- CREATE reserves the right to take further action if concerns persist. This may include discussing the issue with CREATE Paisley's Safeguarding Coordinator and potentially passing the concern onto the Police or Social Work.
- Additionally, CREATE reserves the right to report the concern to the Office of the Scottish Charity Regulator (OSCR) if appropriate steps have not been taken or if misconduct has occurred, and the issue has not been resolved by the charity's trustees

3. Reporting and Documentation

- Safeguarding concerns reported while working in partnership with schools or community partners will be documented according to CREATE Paisley's safeguarding policies and procedures.
- Documentation may include details of the concern, actions taken, communications with key contacts, and any follow-up required.

- All safeguarding records will be maintained securely and in accordance with data protection regulations, ensuring confidentiality and privacy for individuals involved.
- Safeguarding leads play a critical role in ensuring the well-being of children and young people by facilitating the sharing of pertinent information with other relevant agencies. This may include communicating with entities such as school guidance counsellors, school support staff, and Child and Adolescent Mental Health Services (CAMHS) to ensure that appropriate support and interventions are provided when needed

Useful Contact Information

Children's Services at Renfrewshire Council	0300 300 0170	For raising concerns about a school/and or teacher.
OSCR	01382 220446/ https://www.oscr.org.uk/concern-fo rm/	For raising concerns about a charity
NSPCC whistleblowing	Call 0800 028 0285	Advice and support with reporting staff, your own organisation or partner organisations