

Moving between education settings, e.g. early years, between primary school, to a secondary or FE College is a hurdle in every pupil's life.

Friendships & staff change & learning environments, organisations & buildings replaced.

Pupils may also move for other reasons e.g. moving house, a disabled pupil transferring to a special school, fleeing domestic abuse, eviction, family breakdown, debts, changed immigration status, becoming a 'looked after child'.

They may arrive mid-term, have no friends, fear bullying, and have had previous moves. This can affect their ability to settle & learn & they may need a lot of support.

Where a pupil has safeguarding issues, you will need discussions, meetings plans and reviews between the Designated Safeguarding Lead/Deputy (DSL/D) and other involved agencies.

All safeguarding information must be **clearly & quickly** communicated between DSL/D's at the previous and next setting, particularly if this is an unplanned move.

This can be done by:

- **Telephone discussion** – **do not assume** that the previous setting knows where the pupil has moved to – if you know a pupil is starting with you, you **must** ring the previous setting to check if the pupil has any safeguarding needs
- **Face to face meetings** – to allow staff to thoroughly share information about a pupil's background, current situation or future risks
- **Secure electronic transfer** – allowing easy and quick transfer of sensitive information between settings

All discussions should be recorded on the pupil's individual safeguarding file.

Schools can choose when to admit a pupil as long as this is reasonable.

Transgender pupils may move to a new setting as a fresh start. Information about status is 'sensitive personal data' and explicit consent is required before it can be processed. With consent:

- Identify a staff member in the new setting who will support the transgender student
- Ensure the new setting has prepared for the needs of the student in line with this policy
- For more information see the document '**Transgender Students**' on the Safeguarding Sheffield Children website: [Education Setting's Policies, Procedures and Guidance](#)

Top Tips:

- Prepare the pupil for the change if possible
- Maintain routines & consistent responses
- Involve parents and carers where appropriate
- Identify support and changed behaviour
- Share initial safeguarding information quickly by phone between the DSL/D at each setting

Admission forms should include:

- Pupils name, their chosen gender, date of birth
- Name, address & emergency contact number of parents & adults with parental responsibility
- Where the pupil normally resides
- Date of admission
- Details of last education setting attended

A pupil is the responsibility of the education setting from the first day that they **have agreed or have been notified**, that the pupil will attend.

The document: [Every Pupil Matters at...](#) provides a useful summary of a pupil's emotional, physical & social development.

A paper or electronic safeguarding file should be created for every pupil who has a Family Common Assessment, 'Child in Need' status and safeguarding or child protection concerns.

- Paper files - transfer **only** by signed for/special delivery post or hand-deliver to the named DSL/D or Head, in the first week at the new setting
- If any sensitive information is transferred electronically it must be done safely & securely & meet data protection security transfer requirements.
- The guidance '**Recording & File Transfer**' can be found on the Safeguarding Sheffield Children website here: [Education Setting's Policies, Procedures and Guidance](#)

Useful links:

- [Schools & Childcare, Sheffield City Council](#)
- ['Between the Cracks Report' RSA, 2013](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2016](#)