

Moving between education settings is a hurdle in every pupil's life as friendships & staff change & learning environments, organisations & buildings are replaced.

Pupils move for various reasons e.g. moving house, transfer to a special school, fleeing domestic abuse, eviction, family breakdown, debts, changed immigration status, becoming a 'looked after child', needing residential mental health care/education.

They may arrive mid-term, have no friends, fear bullying, and have had previous moves, and need support to settle & learn.

If 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.

Communicate 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 (including phone calls) should be recorded on the pupil's individual safeguarding file.

Schools can choose when to admit a pupil if this choice 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 their consent you should:

- 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

Useful links:

- [Schools & Childcare, Sheffield City Council](#)
- ['Between the Cracks Report' RSA, 2013](#)
- ['Young Person N' Learning brief](#)

Top Tips:

- Prepare the pupil for the change if possible
- Maintain routines & consistent responses
- Involve **all** parents, carers and those with parental responsibility unless there is a good reason not to
- Identify support and changed behaviour
- Share initial safeguarding information quickly by phone between the DSL/D at each setting
- Ensure there is a process for appropriately sharing relevant information received after a pupil has left the setting
- Remember, a child is anyone under **18** years

Admission forms should include:

- Pupil's details e.g. name, 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/or safeguarding/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 '**Safeguarding Files**' can be found on the Safeguarding Sheffield Children website here: [Education Policies & Procedures](#)