

LIBRA School

Data Usage Policy

Date	Review Date	Coordinator	Nominated Director
16.04.18	12.04.19	Kirsty Crosby	Joan Wilkes

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- EC Convention on Human Rights and Fundamental Freedoms 1950
- Rehabilitation of Offenders Act 1974
- Access to Medical Records 1988
- Data Protection Directive 95/46/EC
- Asylum and Immigration Act 1996
- Employment Rights Act 1996
- Data Protection Act 1998
- Human Rights Act 1998
- Public Interest Disclosure Act 1998
- Freedom of Information Act 2000
- Regulation of Investigatory Powers Act 2000
- Telecommunications (Lawful Business Practice) Regulations 2000
- Protection of Freedoms Act 2012
- Standards and Framework Act 1998
- Equality Act 2010
- Education & Inspections Act 2006
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe school data are valuable and can offer us opportunities to explore our strengths and weaknesses but we are aware that it must not be used to excuse poor attainment or slow progress.

We believe that all personal data covered by the Data Protection Act 1998 includes the school admission register, attendance registers, pupils' curricular records, assessment data, class lists, reports to parents, pupils' disciplinary records, school personnel files, school financial information, school strategic and school improvement plans, recorded CCTV footage, pupils' family and home contact details, records of contractors and suppliers and records of pupils entering public examinations.

We believe that in order to continue to be an improving school we need to carry on improving our understanding and use of data. We use data to evaluate the performance of this school and that it 'helps with the basic requirement to ensure that all pupils benefit from the school's commitment to the highest levels of achievement for all'.

LIBRA School

We are aware that school data not only allows us to assess pupils' progress but it also helps parents and carers make decisions about their children; it helps the Local Authority to monitor our performance and it allows school inspectors to make judgements about our effectiveness and capacity to improve.

We hold personal information relating to pupils to support pupils' learning, monitor and report on their progress, provide appropriate pastoral care and assess the quality of our services.

We will ensure that under the Data Protection Act 1998 all school personnel are able to access their personal data that is held about them. We believe it is our duty to respond to any request of access within 40 days.

We will ensure a pupil's educational records will be made available to their parents or carers on receipt of a written request within 15 school days.

We aim to fulfill our obligations under the Data Protection Act 1998 and to protect the right of school personnel and pupils to privacy in line with the Act.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Data can 'help recognise where pupils make good progress from low starting points' and it 'can also indicate where performance is not as good as it should be'. We have to understand the data available to us in order to explore our strengths and weaknesses and that data are an essential tool to raise standards and therefore improve the lives of the pupils attending this school.

We use raw and aggregated data, value added data and contextual data to measure pupils' performance but we also use data about pupils' attendance, pupils' socio-economic circumstances, about accidents, the number of racist incidents, the number of parental complaints and data about the views of pupils' and parents'.

We believe we make effective use of performance data for self-evaluation and planning for improvement but it also provides the basis for our accountability to the pupils we teach, to their parents and to the taxpayers by showing we provide good value for money.

We need to maintain a rigorous and robust system of analysis of data which underpins an efficient, effective and reflective evaluation cycle.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

LIBRA School

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To improve the understanding and use of data.
- To use data effectively in order measure pupils' performance and for self-evaluation and planning for improvement.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.
- To allow all school personnel their right to have access to their personal data.
- To allow all parents their right of access to their child's records.
- To protect all school personnel's right to privacy in line with the Data Protection Act 1998.
- To protect all pupils right to privacy in line with the Data Protection Act 1998.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Directors

The Directors have:

- appointed a member of staff to be responsible for analysing school performance data;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- the responsibility to be being accountable to pupils and parents and in providing value for money;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Manager to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;

LIBRA School

- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Directors and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- have in place a data evaluation cycle so that we know how well we are doing, what more we should aim to achieve, what we should do to make it happen and how we can measure it;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and Directors

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher;
- be responsible for the analysis and use of performance data across the school;
- manage the school's management of data, including all pupils progress, assessment and end of Foundation Phase data and end of KS2 data;
- be responsible for managing and ensuring the collection and input of all data relevant to standards across the school;
- interpret national, local and school performance data effectively to monitor standards of achievement across the school;
- use performance data to evaluate pupils' progress and, with appropriate colleagues, set targets for improvement for groups of children;
- use performance data to identify areas of strengths/weaknesses in teaching and with the Headteacher, take steps to address any weaknesses identified;
- monitor the provision for, and standards of attainment in, core subjects throughout the school, and take steps to address any weaknesses identified in core subject provision;
- ensure all teachers update pupil data in the pupil tracking system at the end of every half term or every term;
- ensure that all child protection records are stored securely and separately from pupil records and comply with data protection most records are kept until the pupil reaches at least 25 years eg bullying records;
- provide training, guidance and support to staff on the use of assessment data and have the relevant knowledge and skills to make good use of assessment data;

LIBRA School

- report to the Senior Management Team and Directors as required and advise where appropriate;
- carry any other duties as directed by the Headteacher as may from time to time be agreed in accordance with the nature of the job as described above;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;

Role of the Senior Management Team

The Senior Management Team will:

- provide resources to support this policy;
- monitor teaching and learning;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- provide rigorous and objective teacher assessment;
- undertake appropriate training;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the School Council

The School Council will be involved in:

- determining this policy with the Directors;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Directors

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school

Data Protection Principles

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Personal data must:

- be processed lawfully;
- be obtained and processed for specific and lawful purposes;
- be sufficient, appropriate and not excessive in relation to the precise purpose;
- be accurate and up to date;
- not be kept for a great length of time;
- be processed in agreement with the individual's legal rights;
- be protected against unlawful processing, accidental loss, destruction or damage;
- not be transferred outside the EU unless the rights and freedom of the individual is protected

Personal Information Relating to School Personnel

We hold the following information:

- contact details
- National Insurance numbers
- employment contracts
- remuneration details
- qualifications
- absence information

Personal Information Relating to Pupils

We hold the following information:

- contact details
- national curriculum assessment results
- attendance information
- any exclusion information
- transferring school
- ethnic group
- any special needs
- relevant medical information

Security Measures

We work in conjunction with the Local Authority Code of Practice to ensure that computers and servers comply with all up to date Government regulations and are secure with:

- anti-virus software;
- fire wall software;
- passwords

All school personnel are trained to:

- be discreet and confidential;
- consider the safe and secure positioning of computers;
- back up data;
- turn off computers when not in use;
- remember password access;

LIBRA School

- lock filing cabinets and doors to offices;
- shred confidential material;
- clear their desk before they leave school;
- not to use non-encrypted data storage devices for sensitive data;
- to use only school USB Flash Drives that comply with current encryption standards;
- not to remove or copy sensitive or personal data from the school's premises;
- not to publish any documents containing personal data on externally accessible websites;
- to securely delete sensitive or personal information from their systems once it is no longer required.

Disclosure of Data

Personal data cannot be disclosed to a third party without the consent of the individual except when it is legally required.

Requests for Access to Data

All requests from school personnel for access to their data must be made in writing on headed note paper and sent to the data controller.

Rights of Individuals

Individuals have rights to:

- know when their data is being processed, the reason it is being processed and the name of the person or organisation requesting the information;
- prevent processing which could be harmful to them or others;
- prevent the processing of their performance management records;
- go to court to prevent inaccurate data being used;
- be compensated if a data controller contravenes the Data Protection Act;
- stop data being processed for direct marketing

Individuals are not entitled to:

- copies of their references;
- information on pay reviews;
- examination results until they have been released

Grievance Procedure

Any member of the school personnel who disputes any aspect of their personal data with the Data Controller has the right to take up the matter under the school's formal grievance procedures.

Rights of Parents, Carers and Pupils

Pupil's educational records will be made available to their parents or carers on receipt of a written request within 15 school days.

Pupil's may also request (in writing) access to their educational records.

Raising Awareness of this Policy

LIBRA School

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the Parent/Carer Handbook
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as daily report cards, end of term newsletters
- information displays in the main school entrance

Training

We ensure all school staff have equal chances of training, career development and promotion.

All staff receive periodic training so that they are kept up to date with new information
All staff receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

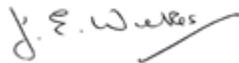
Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

▪ School Effectiveness	▪ School Improvement
▪ Self-evaluation form	▪ Teaching and Learning
▪ Monitoring and Evaluation	▪ Curriculum

Director:		Date:	16.04.18
Head Teacher:	Kirsty Crosby	Date:	16.04.18

LIBRA School

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Data Usage Policy	As mentioned above		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓

Question	Equality Groups															Conclusion												
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓					✓	
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓					✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓					✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Julie Farr	16.04.18	Joan Wilkes	16.04.18

LIBRA School

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			
• Policy in line with current legislation	✓			
• Coordinator in place	✓			
• Coordinator carries out role effectively	✓			
• Headteacher, coordinator and Directors work closely	✓			
• Policy endorsed by governing body	✓			
• Policy regularly discussed at meetings of the Senior Management Team	✓			
• School personnel aware of this policy	✓			
• School personnel comply with this policy	✓			
• Pupils aware of this policy	✓			
• Parents aware of this policy	✓			
• Visitors aware of this policy	✓			
• Local community aware of this policy			✓	
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken			✓	
• Policy referred to the School Handbook	✓			
• Policy available from the school office	✓			
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys			✓	
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			
A statement outlining the overall effectiveness of this policy				
This policy is effective and ready for purpose				