



“Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books...When there are enough books available that act as both mirrors and windows for all our children, they will see that we can celebrate both our differences and our similarities, because together they are what makes us all human.” - Dr Rudine Sims Bishop

Purpose

The purpose of a Library Collection Development Code of Practice is to set out the methodology behind the choosing of resources for the library including the policy for weeding, donations and complaints. This will ensure a consistent approach for the selection of materials and to inform the school community of the policies and practices of the library.

Context

The purpose of a school library is to support its community and to reflect the values of the school through its resources.

The school's core values are as follows:

1. Know and understand each individual student
2. Help students to understand themselves and their strengths
3. Inspire students to forge a future of lifelong learning, in all its guises

In addition, there are legal aspects to the content of the school library. Article 13 of the UN Convention on the Rights of the Child is explicit when it comes to free speech and the right of access to information for children. Article 13 states that:

“1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: (a) For respect of the rights or reputations of others; or (b) For the protection of national security or of public order, or of public health or morals.”

The Equality Act 2010 adds another aspect to these requirements in the form of the Protected Characteristics. The Protected Characteristics are as follows: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The Equality Act refers to 'everyone' being equal, there is no differentiation between adult and child.

The third aspect is from the International Literacy Association. The ILA created the Children's Right to Read Policy which supports the UN Convention and highlights other issues around the importance of both reading and the children's right to share what they have read.

1. Children have the basic human right to read.
2. Children have the right to access texts in print and digital formats.
3. Children have the right to choose what they read.
4. Children have the right to read texts that mirror their experiences and languages, provide windows into the lives of others and open doors into our diverse world.
5. Children have the right to read for pleasure.
6. Children have the right to supportive reading environments with knowledgeable literacy partners.
7. Children have the right to extended times set aside for reading.
8. Children have the right to share what they learn through reading by collaborating with others locally and globally.
9. Children have the right to read as a springboard for other forms of communication, such as writing, speaking and visually representing.
10. Children have the right to benefit from the financial and material resources of governments, agencies, and organisations that support reading and reading instruction.

The school's values and the legal aspects of the rights of the child are an essential basis for the development of the library resources and providing access to students. The library's aims are based on this context.

Library Aims

1. The library aims to have a balanced range of resources which provides knowledge about all aspects of society.
2. The library promotes and encourages reading for pleasure and provides a comfortable and supportive reading environment.
3. Every student has a right to see themselves reflected in the resources that they read/listen to and have the opportunity to learn more about those who are different from themselves.

Selection Process

The resources will be selected based on the highest quality and to fill gaps within the collection. No subject will be censored but resources will be curated to provide the most balanced viewpoint. This will be maintained by annual weeding and a full review every five years including a diversity audit.

Library Resources

- Physical Books
- Ebooks/audiobooks
- Magazines
- Online databases
- Jigsaws
- Fidget Toys
- DVDs

Source Selection

When selecting new resources for the library, the following sources will be consulted:

- School Librarians and Publishers.
- Literary Review Magazines for example Books for Keeps, Pen and Inc Magazine, The School Librarian Magazine.
- Student Recommendations.
- Teachers can request anything that will support their subjects.

Weeding

Weeding will take place annually at the end of the summer term. The following will be reviewed and/or removed:

- Resources that have been damaged beyond repair.
- Fiction that has not been read for five years.
- Information books that have become factually inaccurate.
- Titles that are no longer culturally appropriate will be removed if their content no longer reflects the language of the times and has the potential to cause offense.
- Any titles that have multiple copies that are no longer needed.

Donations

- If resources are offered to the library, they need to be reviewed by the Librarian. Donations that are accepted are the exception rather than the rule.
- Non-fiction donations need to be factually accurate, relevant and in good condition before they will be considered. They must fill an information gap/enhance the collection.
- Fiction donations must be in good condition, and are only considered based on gaps in the current collection.

Restrictions

Sometimes restrictions will be put on resources. These restrictions will only be based on the emotional maturity of the reader and will always be presented as a choice. If the Librarian is concerned they will also have a conversation with the student about borrowing the resource.

- The fiction is organised by author. Within that system a book is either labelled TF or F. TF stands for Teen Fiction and F stands for Fiction. This classification is based on the age of the main character of the book. Under 18s are Teen Fiction. 18 and over is Fiction.
- If a book contains content such as sexual violence, suicide, domestic abuse AND the characters are younger than 18, it will be put in the TF section but with an age restriction at the front with Year 9+ or Year 10+. Students are encouraged to question the restrictions and any borrowing of these books by younger years will be in conversation with the Librarian.
- If a younger student is reading a book with an age restriction, the Librarian will initiate a conversation about the title.
- The Pearson Library and the Sixth Form have distinct collections. The Sixth Form is predominantly non-fiction aimed at adults. Whilst students from Year 7-11 are welcome to borrow from the Sixth Form Library, this is rare and creates a natural divide between the collections.

Complaints

Complaints about individual resources within the library collection will be acknowledged and responded to promptly. Complaints need to be considered within the context of the school's values and the legal aspects of the right of the child.

- If a member of staff receives a complaint from a parent/carer about the content of the library or an individual title, it needs to be forwarded to the Librarian and their Line Manager (Head of English).
- The title will be reviewed by the Librarian and Line Manager. The student affected will be encouraged to share their opinion of the title and any concerns that they have about it.
- The parent/carer(s) will then be contacted by the Librarian. A parent/carer is entitled to express concern about a particular title and any restrictions they wish to place as far as their child is concerned, but are not entitled to restrict access to other students.
- If there is more than one complaint about a particular title, the title will be reviewed by the Head.
- If a complaint comes from a teacher/governor/student they are encouraged to contact the Librarian directly to review a title.

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