

Beckfoot Thorton Library

Resource Collection Policy

Library Mission Statement

“A school library is a school’s physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students’ information-to-knowledge journey and to their personal, social, and cultural growth.”

International Federation of Library Associations and Institutions. 2015. IFLA School Library Guidelines

It is the library’s aim to support the school mission intents, and to meet the current *and emerging* needs of our students, through the following areas of focus:

Reading and literacy

- Promote and facilitate reading for pleasure (RfP).
- Support reading instruction and the improvement of literacy.

Curriculum support and enquiry-based learning

- Provide resources to support the school curriculum.
- Provide opportunities for enquiry-based learning, and the development of Information Literacy Skills.

Personal development

- Provide a safe and enriching environment for students to access at social times.
- Offer opportunities for personal development and student leadership.
- Promote culture, diversity, and inclusion.



Choosing Library Resources with reference to the Equality Act 2010, and with respect to student need, and the curriculum.

The [Equality Act of 2010](#) sets out several protected characteristics that apply to all schools. These characteristics are as follows:

- Sex
- Disability
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment

The library aims to provide equal opportunities for students within a broad, balanced curriculum, which does not discriminate against them because of gender, race, sexuality, religious beliefs, or ethnic origin. Central to this aim being fulfilled is the requirement that all resources should be assessed with respect to their suitability to contribute to the equal opportunities policy.

We endeavour to ensure that our resources:

- Meet the current and emerging needs of all students.
- Reflect the interests of all students.
- Value equally the experiences of all students.
- Portray a world view as seen from diverse cultural perspectives and thereby communicate how it may feel to be of another gender/sexual orientation or ethnic/cultural group.
- Are factually accurate and use up-to-date text and illustrations which avoid caricature.
- Do not stereotype individuals, genders, or groups.
- Do not equate either gender or any race with being dominant or subservient.
- Show the achievements and attributes of different genders and diverse cultures both past and present.
- Allow students from all cultural/ethnic groups/gender identities to find characters with which they can identify.
- Accurately reflect the multicultural population of Britain today.

In addition, the library staff contribute to Beckfoot Thornton's equal opportunities policies by:

- Using all appropriate opportunities to challenge prejudice as it arises and delivering a consistent approach to any incidents of racism, sexism, or other prejudice, as agreed in the Beckfoot Thornton School Behaviour Policy.
- Recognising the contributions which have been made by diverse cultures. We adopt the view that sees cultural and gender diversity as a positive advantage.
- Being prepared to contact Beckfoot Trust colleagues and expert agencies outside school for advice about choice of texts and resources in general.

Resources containing potentially sensitive material.

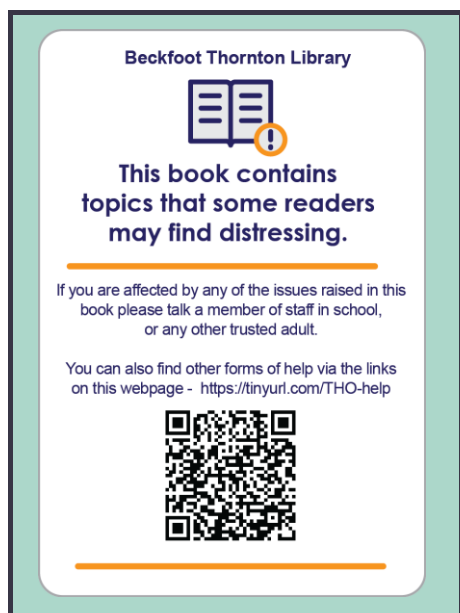
The library serves students between Years 7 and 11, books suitable for all these ages are available to read and borrow. Where a book is known to contain topics, language and themes that are more mature, it will be labelled as '13+' and given a corresponding loan category. These books are freely available for students aged 13 years and over to borrow. Students below 13 years of age are able to borrow these books with parental permission.

At all times the library and its staff operate within, and adhere, to the broader frameworks of Beckfoot Thornton School's safeguarding policies, and the statutory guidance set out by the Department for Education's [Keeping Children Safe in Education](#).



Sensitive or potentially distressing topics in narrative texts.

Content warnings are added to resources when known about, particularly where topics such as violence, sexual violence, self-harm, and suicide, are covered. Using an alert generated by the Library Management Service (LMS), staff will warn the student of the issue but not prevent them from borrowing a resource. Help will be provided should the student wish to choose a different resource. To support students accessing such texts, book plate labels, informing about content and signposting support if needed will be displayed in the books.



Content Warning Book Plate: Sensitive/distressing topics in fiction.

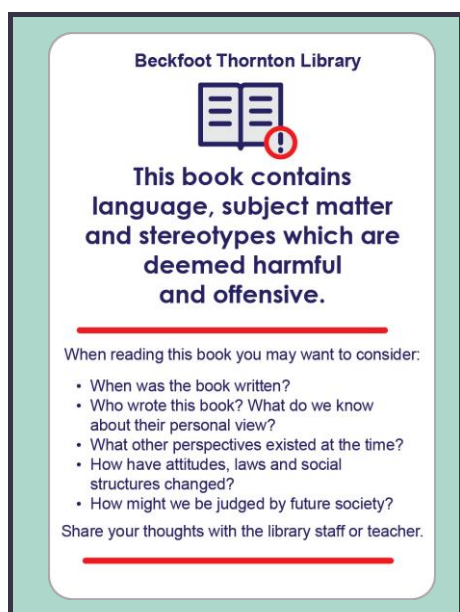
To be used where resources, such as Young Adult novels, deal with or contain topics such as violence, racism, suicide/self-harm, abuse, grief etc.

Displayed inside the front cover of a book, next to library issue date stamp, for the purpose of:

- Informing readers that a book deals with potentially upsetting or triggering topics.
- Reminding readers that school staff/other trusted adults can be approached for support.
- Signposting readers to verified services/websites offering support via a curated webpage.

Outdated language and historical prejudice in classic novels.

It is understood that the library includes classic novels which can feature outdated language or class ideas. It should be appreciated that these are 'of their day', and that classic books should be taken on their own literary merit and not excluded from the library. To support students accessing such texts, book plate labels, informing about content and prompting thoughtful engagement, are placed in the resources.



Content Warning: Outdated language/historical prejudice in classic texts.

To be used where resources, such as pre-20th Century novels, contain language, subject matter, ideas, or stereotypes which can be deemed to be harmful and/or offensive.

Displayed inside the front cover of the book, next to library issue date stamp, for the purpose of:

- Informing readers that a book deals with potentially upsetting or offensive content.
- Prompting readers to consider the original context in which the text was written.
- Encouraging readers to discuss their thoughts with a member of staff.

Managing, and promoting access to, library resources.

An up-to-date catalogue must be kept enabling stock to be checked regularly. Resources containing potentially sensitive material, where known about, will be appropriately amended on the LMS. The library catalogue should allow for easy searching for diverse and inclusive resources by students, and this should be pointed out to them in Library lessons.

Book displays in the library, and around school, should reflect the diversity of the student body – e.g., Black History Month and Pride Week. All students should feel included in the library and feel safe when borrowing any resources.

Donated resources

The library welcomes donations of resources; however, where this occurs items will be reviewed by the library staff before being added to the collection, to check suitability, relevance and potential need. Donated resources deemed unsuitable or surplus to current and emerging needs may be redistributed, donated to charity, or recycled responsibly as appropriate.

Challenges

Parents who wish to challenge the book stock may ask that their own children should not borrow certain resources, in conversation with the Head of Year and/or Senior Leadership Team. The borrower record will be marked up accordingly on the Library Management System. However, they may not prevent any other person from borrowing from or browsing resources freely in the library, as this would contravene the Equality Act and would violate the protected characteristics of others.

Where potentially problematic material in a resource is flagged by person other than a member of library staff, this will be reviewed at department meetings and amended as is deemed appropriate.

The professional Librarian should adhere to our professional body, CILIP's, [Intellectual Freedom, Freedom of Access to Information and Freedom of Expression for Librarians and Information Professionals Policy](#). They should abide by the ethical code of CILIP as well as consulting the school policies and safeguarding lead in their school when dealing with censorship difficulties. In addition, we also follow the joint CILIP and School Library Association's policy on [censorship and intellectual freedom](#).

At all times, Beckfoot Trust and Beckfoot Thornton school policies should be consulted alongside this policy, and in doubt, the Designated Safeguarding Lead should be involved with any queries.

