

## Royal Alexandra and Albert School



### Senior Library Policies and Operational Procedures

#### Mission Statement

Royal Alexandra and Albert School's Senior Library provides a welcoming and inclusive environment, committed to ensuring that students are exposed to diverse materials and ideas, to inspire curiosity and an appetite for reading. Students are provided with the opportunity to learn literacy skills and guided to become proficient and ethical users of information in order to support both in-school learning and to foster an ongoing appreciation of independent thinking for life.

#### Purpose, aims and values

The Senior Library's purpose is to support the development of literacy and information skills (consolidating teaching and learning curricula), by facilitating reading for pleasure as well as independent and teacher-led research. The library operates alongside all faculties, to ensure that reading and information needs are met, either departmentally, online, or in the library.

The Senior Library acts to support literacy in all its forms, based on the premise that a 'reading person is a thinking person', and starting from a position that reading for pleasure facilitates reading skill. To this end, the library provides materials and support for 'Accelerated Reader', a reading programme aimed at encouraging children to read at their level, improve their level, and become proficient readers. For Years 7, 8 and 9, emphasis is placed on reading for pleasure and interest, with the underlying aim of developing essential literacy skills. By Year 10, the emphasis shifts to a focus on materials that support or extend subject teaching and learning, and the provision of opportunities to practise research skills, including referencing, and using online resources. Sixth Form students are provided with the opportunity to learn appropriate research and referencing skills in preparation for further study, and support is given to those engaging with the Extended Project Qualification.

The library will

- support reading for pleasure and progress on *Accelerated Reader* by providing access to a variety of materials and formats
- support the curriculum by providing relevant, timely and up-to-date resources across a variety of formats, on the advice of departmental staff
- provide resources to support each pupil as a person including information on mental health, home and personal concerns and to assist with life decisions, such as careers and further education information

- provide resources to help with studying and information literacy, and provide opportunities to engage with digital literacy skills.
- support independent research by providing access to materials outside of lesson time, largely via online access to suitable materials.

## **Policies**

### **Resource Selection and Collection Management Policy**

#### **Selection and acquisition**

Library materials are acquired by library staff in collaboration with the English department and other teachers where curriculum or subject knowledge is necessary to making informed choices. While cognizance is taken of current suggested standards (by both School Library Association and CILIP) regarding the split between fiction and non-fiction provision, the increasing use of online resources for factual information allows the library more discretion in how the budget is allocated, and greater opportunities to make use of online resources in servicing the users' needs.

The library seeks to provide materials that will enhance cognitive development, inspire empathy, and generate an enduring enjoyment of reading, both for pleasure and information. Library materials should challenge and extend reading skill, introduce students to new experiences and formats, and expose students to an array of thinking which promotes understanding of diversity, equity and inclusion.

This implies that acquisition processes will

- cater to a diversity of reading levels to suit different abilities
- identify cooperative collection development arrangements such as resource sharing for both hard copy and e-resources to ensure equitable access
- affirm the value of intellectual freedom and the recognition of opposing points of view
- incorporate accurate and authentic factual content from authoritative sources
- seek materials that earn favourable reviews in standard reviewing sources or recommendations based on preview and examination of materials by trained experts
- source materials that support and enrich the curriculum and students' personal interests and learning
- include materials that take a global perspective and promote a range of viewpoints, even where opinions may be controversial, to enable students to develop necessary critical thinking skills to become discriminating users of information
- Include a variety of resources in both physical and virtual formats including print and non-print items, e-books, and graphic novels

### **Age-appropriate material**

Selection criteria aim to ensure that materials chosen are appropriate for the subject area and for the age, emotional development, ability level, as well as social and intellectual development of the students for whom the materials are purchased. However, it must be noted that it is not possible for staff to have read every item in the collection. Accelerated Reader gradings are currently used to provide 'content advisory' notifications on the inside cover of books, however, this term references wide-ranging content. Regarding Upper Years (UY or 14+) texts and 'content advisory' notifications, alerts can be placed on student accounts to restrict borrowing should parents request this for their child. As every family is unique in their approach to what they would like to allow their child to access, it is often useful for families who wish to restrict their child's exposure to a range of ideas, to have these discussions at home, thus empowering their child to make appropriate choices without impacting the rights of other people to choose their unique world view either. Parents who wish to formally restrict their child's reading should notify the librarian in writing, via an email, with explicit instructions as to the type of content to be restricted, as well as the content 'age' bracket, i.e. MY (Middle Years) or MY+ (Middle Years Plus). This information will then be logged against the child's borrower account to facilitate management of the restrictions. The library does not purchase items which are nationally banned, restricted or to which any other legal limits may be applied.

### **Disagreements regarding selection and provision of resources**

The library will consider information or suggestions from parents and users, but retains the right to judge materials according to the policy above, additionally underpinning these with viewpoints derived from the school's Christian ethos, and the Ofsted framework regarding the upholding of British values. Where a student or a parent would like to disagree with selection choices, they are free to initiate a discussion regarding their views with the librarian in the first instance. If their concerns are not resolved by reference to the policy values, or by the decision-making rationale of the selection staff, their concerns will be escalated to Faculty Leadership for further evaluation.

### **Code of Conduct (Behaviour Policy)**

When in the library, pupils are expected to behave in a manner appropriate to operational protocol and to abide by Whole School Policies with particular reference to those related to behaviour, equality and the use of ICT. Students are reminded that at any time, there may be more than one user group present in the library and that its nature as an inclusive, co-operative space is to be respected so that all users have the benefit of the library's facilities.

In the event of inappropriate behaviours, the following sanctions will be applied in line with Whole School Behaviour Policy:

- Verbal 'Reset': a reminder of expectations and standards; explanation of why behaviours and conduct need to be improved; fresh start.

- 'Reprimand': behaviour point allocated; explanation of why behaviours and conduct need to be improved; sanction and contact home to follow.

- 'Remove': 'Standards On Call Requested': in collaborative discussion with the staff member, the student will either: return to lesson, 'Faculty Parking' or 'Reflection Room.'

## **Loan Policy**

All pupils may borrow two books (and one of these must be catalogued as Accelerated Reader). Further borrowing is at the discretion of the library staff.

Items can be borrowed for 2 weeks initially, and can be renewed as required, unless there is a request for the item.

All staff may borrow items for 2 weeks, and can renew as necessary.

Certain in demand items may have reduced borrowing periods at the librarian's discretion.

Overdue notices are sent weekly by email. If the book cannot be found, a replacement or a contribution towards a new book will be charged. The contribution is fixed at £7 (2025), and will be billed via an emailed notice, to the parents' designated primary email address. Combination reminder invoices will be sent to parents after at least 3 reminders have been emailed to pupils and generated no response. Parents should pay for missing books on Wisepay, on the 'lost books' tab.

The library reserves the right to restrict the issue of further books to students who have missing or long overdue books outstanding.

Pupils or their parents may also be asked to replace books that are severely rain, water or food damaged, torn, muddied, or otherwise rendered unsuitable to be re-issued, at the discretion of the librarian.

## **Operational Information**

### **Location and Opening Hours**

The library is located on the top floor of the main building, and is open from 8:30am until 4:00pm Monday to Friday. It is open during break and lunch, and for half an hour after school to provide access outside of lesson times.

### **Library Staff**

The Librarian works 35 hours per week, term time only, from 8:30am to 4:00pm, Monday to Friday.

### **Facilities**

The library provides a functional space, divided into two 'rooms', separated by the librarian's office, where desktop access to the LMS is located. It has access to a small store/work room with storage racks and shelves. The non-fiction room has sets of desks and tables which seat

up to 30 students. The fiction section has a table and several chairs for individual or small groups to read or study. Either area can be booked for reading or research, for language tutoring and *Academic/ Standards and Inclusion* 1:1 sessions, by emailing the Library. The library is open at break, lunch and after school until 16H00: during these open times, students are permitted to read in silence in the 'fiction room', or to use the computers in the 'non-fiction room', engage in social activities such as games, or simply be chatting to friends. There is no compulsory silent zone in the non-fiction section during the 'free' open sessions.

The library currently has a photocopier and six desktops for student use.

### **Withdrawing of resources**

Library staff will continually monitor the value and condition of resources in the library, and dispose of materials which are

- damaged and deemed not cost effective to repair
- old, irrelevant, or outdated
- unused or no longer appropriate

Where possible, 'Withdrawn' books will be made available to others, including staff, parents or students, or alternatively, disposed of as paper waste. While it is preferable to generate some income from withdrawn materials, this is not always possible, and books disposed of via paper waste will be regarded as the output of 'fair use'.

### **Stocktaking**

In general, the cost and benefit of library wide stocktaking is not considered to be a priority, particularly since there is not much that can be done to retrieve missing resources. While every effort will be made to monitor and manage the library book stock, some shrinkage is inevitable and will be factored into the budget appropriately.

### **Gifts and donations**

While gifts and donations of either money or materials are always gratefully received, the library will determine if the items fit within the acquisition process described, and will add value to the library within its working framework. Faculty Leadership will be informed of donations and cross-reference with Whole School Gifts/Bribery Policy.

### **Annual Documentation**

The library staff will produce the following annual documents:

*Annual Review* to describe how the library has worked to achieve its aims and fulfil its mission. This should include statistics relative to use, resource acquisition and impact measures if available.

*Library Development Plan* for the year ahead, to provide an outline framework of goals and activities, to which the review can be mapped on completion of the year. At this point, it is desirable to also work on a library development plan that looks ahead over 3-5 years, to lay out important action that should be taken in order for the library to maintain a high-quality

service. It should identify potential weaknesses and how they can be managed. Areas for development should link into the development plan of the school as a whole.

### **Professional guidelines**

RAAS is a member of the School Library Association, and the National Literacy Trust.

Library staff will participate in appropriate continuing education and training opportunities to ensure that their skills remain relevant and that the library is able to draw on current expertise and knowledge in providing its service.

The library will develop relationships with external organisations and people to enhance its capacity to provide a comprehensive and reflexive service. These organisations include the School Library Association, Surrey Public Library Service, charities such as BookTrust, as well as professional organisations such as the Chartered Institute of Library and Information Professionals (CILIP). Additionally, networking with school librarians from the local area to share ideas and practise should be a regular feature of library planning.

Submitted June 2025

Review date scheduled for \_\_\_\_\_