STROMNESS ACADEMY LIBRARY
COLLECTION DEVELOPMENT POLICY

❖ *Equity Diversity Inclusion Equality* ❖

Collection development is the ongoing process of purchasing, evaluating, renewing, repairing, and weeding of resources to build a dynamic and diverse collection of resources which will support and challenge library users in their education, including reading for information and reading for pleasure.

Collection development and management of resources will be in line with recognised professional standards as backed up by *How Good is Our School Library: Companion Guide to How Good is Our School* (4th Edition) (SLIC, 2017)[1] which is endorsed by Education Scotland, School Library Association book stock guidelines, Chartered Institute of Library & Information Professionals, including the SLA CILIP joint statement on Censorship & Intellectual Freedom in School Libraries[2], and IFLA School Library Guidelines, Article 13 of the UN Convention on the Rights of the Child, and the Equalities Act 2010.

The library strives to provide an up-to-date and balanced collection of resources which reflects the curriculum and students' interests, for academic and recreational reading, wellbeing, and personal development, whilst also reflecting the society we live in whilst ensuring access to resources for users of different ages, abilities, learning styles, learning needs, backgrounds, disability, religion, and gender identities.

> *"School library professional staff will provide materials on opposing viewpoints on controversial issues to enable students to develop necessary critical thinking skills to be discriminate users of information and productive members of society."*
>
> *(School Library Association, 2023[3])*

> *"A balanced collection of current and relevant items is needed to ensure access to resources for users of different ages, abilities, learning styles, and backgrounds. The collection should support the curriculum through information resources, whether in physical or digital formats. In addition, a school library should acquire materials for leisure purposes such as popular or graphic novels, music, computer games, films, magazines, comics, and posters. These resources should be selected in cooperation with students to ensure the materials reflect their interests and culture."*
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> *(IFLA School Library Guidelines, 2015[4])*

In line with the Chartered Institute of Library and Information Professionals (CILIP), the CILIP School Libraries Group (CILIP SLG), and the School Library Association (SLA) joint statement *Censorship and Intellectual Freedom in School Libraries*[5] the development of the library's resources will follow the principles of intellectual freedom, *"the freedom to read, to learn, to question and to access information"* and taking into consideration the principles in the AASL School Library Bill of Rights, as laid out in the joint statement.

[1] Gov.scot. (2023). How good is our school library? [online] Available at: https://education.gov.scot/inspection-and-review/inspection-frameworks/how-good-is-our-school-library/ [Accessed 29 Apr. 2024].

[2] Sla.org.uk. (2023). Censorship Statement. [online] Available at: https://www.sla.org.uk/Services/Public/News/Articles/2022/censorship-statement.aspx [Accessed 29 Apr. 2024].

[3] Web, D. (2022). School Library Association. [online] School Library Association. Available at: https://www.sla.org.uk/support-secondary [Accessed 9 May 2023].

[4] Written by the IFLA School Libraries Section Standing Committee Edited by: Barbara Schultz-Jones and Dianne Oberg, with contributions from the International Association of School Librarianship Executive Board 2nd revised edition IFLA School Library Guidelines. (2015). Available at: https://www.ifla.org/wp-content/uploads/2019/05/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf.

[5] Web, D. (2023). *School Library Association*. [online] School Library Association. Available at: https://www.sla.org.uk/article/hannah-groves-censorship-and-intellectual-freedom-in-school-libraries/2514 [Accessed 15 Feb. 2023].

These principles are rooted in Article 13 of the *UN Convention on the Rights of the Child* (Unicef.org, 2019)[6]

> *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 (ordre public), or of public health or morals.*

AIMS

- To provide an adequate resource base to support the demands of the curriculum and leisure needs of the student and staff.
- To supply resources which the students will enjoy, enhance creative thinking and empathy, and a permanent love of books, whilst supporting cultural diversity, equality, different opinions and views.
- To be in line with recommended professional guidelines (CILIP), recommending that a minimum book stock for a school should be 13 books per student, but it is desirable to exceed this.[7]
- To provide a balanced range of resources suited to the whole range of abilities.
- To be in line with professional guidelines (CILIP) that 10% of stock should be replaced annually to ensure the replacement of worn-out or dated stock and to allow the selection of new stock to reflect changes in the curriculum or interests of the students.
- To maintain a collection of high-quality resources that are easily navigable for students and staff, organised in line with recognised professional standards.

SELECTION OF RESOURCES

The librarian is responsible for collection development and management, selecting and purchasing resources which support and complement the curriculum, academic, and recreational reading. Decisions are made based on:

- Educational and leisure reading requirements.
- Trends in student reading interests within school, locally, and nationally.
- Suggestions and requests from students and staff.
- Assessment of current stock including identified gaps, replacement of dated resources, ongoing relevance to the curriculum, currency and accuracy of information (see 'Weeding'; below).
- Reflecting equality, diversity, and inclusion in terms of gender, learning needs, disability, and race and ethnic origin, including colour, religion or belief, sexual orientation (Equalities Act 2010)[8]

Selection Aids

- Publisher and bookseller websites

[6] The Children and Young People's Commissioner Scotland. (2021). *UNCRC Full Text*. [online] Available at: https://www.cypcs.org.uk/rights/uncrc/full-uncrc/#13 [Accessed 15 Feb. 2023].
[7] *Quick Introduction to Managing a School Library*. CILIP; School Libraries Group; SLGScotland 2016.
[8] Legislation.gov.uk. (2013). *Equality Act 2010*. [online] Available at: https://www.legislation.gov.uk/ukpga/2010/15/part/2/chapter/1 [Accessed 27 Feb. 2023].

- Publisher's catalogues
- Visits to local bookshops and libraries
- Journals and review literature (eg. The School Librarian journal from the School Library Association; Teen Titles)
- Book supplier websites (in particular Peters Books which offer reviews, reading ages, etc.)
- Student and staff recommendations, with reference to current library resources
- Recommendations from the school librarian profession (via forums, social media, and professional journals)
- Authoritative reviews in professional selection sources

Criteria for Selection

Usually, the book is not at hand; therefore, reliance is made on information from the selection aids (see above) and the following:

- Accurate, fair, and free from bias
- Popular appeal
- Literary and artistic merit
- Fills a diversity, inclusion, or representation need
- Suitability for intended audience: subject, style, reading level
- Price / value / maintenance cost
- Physical format (preclusion towards paperback)
- Relationship to collection
- Requirements of the curriculum
- Local and Scottish content and/or authors
- Scope of subject
- Accuracy
- Currency
- Date of publication (published in the last 5 years?)
- Appropriate formats for age, ease of use, and consideration of visual and physical impairment
- Also consider if it is:
    - A useful or relevant addition to stock
    - Does it fill gaps in provision?
    - Repetition of subject areas already covered

User Requests / Recommendations

Stromness Academy Library welcomes recommendations. Items can be recommended to the librarian in person or fill out a 'recommendations slip' available in the library. Recommendations will only be considered if they are in print and if they meet the selection criteria above.

Decisions are made on the basis of the above criteria as well as the following factors:

- Budget constraints
- Low [perceived] demand based on librarian's professional expertise
- Out-dated information
- Unsuitable format (eg. loose leaf or flimsy bindings)

DONATIONS

The school library appreciates gifts of books or other resources and are accepted on the understanding that they will be retained, discarded, and used at the discretion of and based on the professional knowledge of the librarian.

Donations of books will be accepted with respect to the following criteria:
- Paperback or hardback books in very good or excellent condition, without other library marks, or personalisation.
- Are appropriate to the library collection and will be assessed in line with the library's selection policy for purchased materials.
- Given without any conditions on the understanding they become the property of Stromness Academy.

If donated items are not suitable for, or appropriate to library stock, they will be offered to other departments if suitable, used for book swap shelves, or passed on to local charity shops.

We cannot use:
- Dated texts such as almanacs or other annual publications
- Non-fiction - eg. travel guides, textbooks, academic books, encyclopaedias, etc more than 5 years old
- Fiction more than 5 years old
- Magazines more than 1 year old
- Retail videos / DVDs of films or TV programmes
- Retail music recordings
- Publisher proof copies

Donated items may be placed in the school library. They may be disposed of at a later date if the material is no longer required for use, or is damaged, become dated, or unused. They may be disposed of via a giveaway, book sale, or recycled.

CHALLENGED MATERIALS

The library will not knowingly include materials which could be considered be discriminatory or otherwise inappropriate in its content. However, the library acknowledges that materials with merit will not be excluded solely because they contain challenging content or discuss more mature themes. The library recognises the value of such materials in fostering critical thinking, empathy, tolerance, and open discussion, and strives to provide a diverse and inclusive collection for its users.

Parents or guardians are regarded as respected and valued library stakeholders, but the library will not necessarily comply with any requests from a parent or guardian to place limits on their child's access to the library services and materials. The primary service duty is to the student, with a focus on fulfilling educational requirements and nurturing the well-being of students.

Students will have the freedom to borrow any book or resource of their choice (as per Article 13 of the *UN Convention on the Rights of the Child* (Unicef.org, 2019)[9], except for audio-visual content, which will be restricted based on the ratings given by the British Board of Film Classification. However, students may borrow audio-visual resources of any classification if written consent is provided by their parent or guardian.

Reading is fundamental to the development of young minds and that all students should have access to a wide range of materials that challenge and engage them. Materials are loaned to students on the basis of interests not reading level.

We do not limit access to written materials and do not require parent or guardian permission for students to borrow materials which may be considered mature or contentious. As such, we have an automatic opt-in policy which allows students to access all materials in the library. This includes [general] Fiction (targeted at ages 9 -13), Young Adult Fiction (ages 14-18 (S3 and above)), and Senior Fiction (16-18+); these are a broad indicator of suitability of content. If a parent or guardian does not wish their child to borrow (i.e. take home) books from the library which are aimed at older students, they should inform the school in writing. We cannot, however, prevent students browsing these resources in the school library.

Our diverse students vary in age, maturity level, ability, life experience, gender identity, and interests. As such, not all resources in the library may be suitable for every student. While the school librarian will encourage and direct students to suitable resources, they cannot gauge every resource for every student.

In cases where students wish to borrow books that may potentially contain more mature content, the librarian or English teacher will provide guidance and content warnings at point of issue where they are known. As some loan transactions may occur without the librarian's presence, it may not be possible for them to be aware of all upsetting or potentially problematic content. Content warning / trigger alerts are input into the library management system for new resources so the librarian can alert users at point of issue.

Other than content indicators related to age (see above) the library doesn't label items to warn users of potentially sensitive content, and it is acknowledged that on occasion individuals may find some items in the library challenging emotionally or upsetting. Library resources will not be subjected to censorship.

A collection of curated materials is one of the safest and most reliable ways to access information. We support out students' freedom of access to information and right to read, as established by

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[9] The Children and Young People's Commissioner Scotland. (2021). *UNCRC Full Text*. [online] Available at: https://www.cypcs.org.uk/rights/uncrc/full-uncrc/#13 [Accessed 15 Feb. 2023].

British Legislation and IFLA[10] and CILIP[11] ethical frameworks as well as the *UN Convention on the Rights of the Child*[12].

Stromness Academy encourages parents and guardians to engage with their children's reading. Where a parent or guardian believes a resource to be unsuitable for their child, they should ask them to return it to the school library and we will help them find something more suitable.

Challenged Books Policy

Challenges about library materials should be directed to the Head Teacher (HT). Complaints should be made in writing. A challenge form is required to be filled in. Only those with direct connections to the school are able to challenge material.

After a challenge has been received, it will be assessed by a committee. The item will be assessed against the collection development policy, in relation to Equalities Act 2010, and the UN Convention on the Rights of the Child, and the reasons given for complaint. The item will remain in the library during the assessment period.

Procedure for Making a Formal Challenge to the school

On receipt of a written complaint, the school aim to respond within five days, instigating the following procedure

1. Complainant sent a copy of or link to materials which include the library Collection Development Policy and the Challenged Books Policy.

2. Complainant will be required to complete and submit reconsideration form to the Head Teacher.

3. The HT, with appropriate professional staff and pupil representative(s) will review the reconsideration form and material in question to consider whether its selection follows the criteria stated in the collection development policy. This committee may include:
    1. SLT including Head Teacher or nominee and SLT link for the library
    2. Librarian
    3. Subject teachers
    4. Representative(s) from Pupil Council
    5. Regular library users

4. The challenged material will remain in the library during the assessment period.

5. Within four weeks of the challenge, the HT will make a decision and send a letter to the complainant, stating reasons for the decision.

6. At the end of the assessment period one of the following actions will take place:
    1. Will remain in the library in its current position.
    2. Will be moved to a different collection (eg. from general fiction to young adult or senior fiction) and/or age guidance label changed or added if one is not already present.

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[10] Ifla.org. (2023). *IFLA Code of Ethics for Librarians and other Information Workers (full version) – IFLA*. [online] Available at: https://www.ifla.org/publications/ifla-code-of-ethics-for-librarians-and-other-information-workers-full-version/ [Accessed 25 Oct. 2023].

[11] Cilip.org.uk. (2023). *CILIP's Ethical framework*. [online] Available at: https://www.cilip.org.uk/general/custom.asp?page=CILIPEthicsreview [Accessed 25 Oct. 2023].

[12] The Children and Young People's Commissioner Scotland. (2021). *UNCRC Full Text*. [online] Available at: https://www.cypcs.org.uk/rights/uncrc/full-uncrc/#13 [Accessed 15 Feb. 2023].

3. The item will be removed from the library.

The complainant(s) will be informed in writing of the decision and why it has been made. The item will not be subject for reconsideration for another five years.

Challenges will be conducted in line with the Orkney Islands Council Complaints Handling Procedure. Book challenges will be dealt with as a Stage Two – Investigation, due to them requiring a more detailed investigation.

PRIVACY

In line with GDPR, IFLA, CILIP, and ALA ethical standards, we do not disclose student borrowing records or item requests to outside parties (including parents/guardians) unless:

- There is a Safeguarding concern, in which case only relevant information will be passed to the Safeguarding team.
- An item is more than two months overdue and other avenues of requisition have been exhausted.
- The parent(s)/guardian(s) have made a Subject Access Request as permitted by GDPR. Please note that students over the age of 12 must give their consent before their data can be disclosed.

RATIONAL FOR REMOVAL (WEEDING)

It is necessary to weed the collection to remove materials, which are no longer useful or don't reflect current trends, society or cultural changes. This helps to maintain the quality of the resources. Teaching staff should be involved with ongoing evaluation of the resources relating to their subject area. The Librarian will use professional judgement to weed books as appropriate but will consult with relevant members of staff if appropriate to do so. Weeding is done in relation to use, age, and condition of the resources taking the following into consideration.

- Not used (for instance if the item has not been borrowed in more than ten years.)
- Out-dated, or no longer relevant to the curriculum.
- Physical condition: Worn out / damaged / abused where repair is not feasible.
- Dispensability - if it is a duplicate copy or duplicates material no longer needed in the collection.
- Of questionable social value.

But sometimes material might need to be retained regardless of the above criteria, based on the following:

- Orkney material
  - Work by local author, illustrator, editor
  - If it describes local history or personalities
- Classics and Scottish material unless in poor condition.
- If it is a memorial gift or a signed copy given to the library by the author and still in good condition
- Historical significance in children's literature
- Unusual illustrations or illustrations done by well-known artist

BOOK REPAIRS

Where it is feasible, the librarian will attempt to repair books to extend their life. Where this is not possible, the book will be withdrawn from collection as per weeding policy above. The book will be replaced if it is appropriate to do so, reviewing its place in the collection with reference to the selection criteria and rational for removal policy above.

STOCK CHECK & STOCK PERFORMANCE

A stock check of resources will take place every *three* [???] years. During a stock check, books will be assessed for damage and repaired or disposed of as necessary. Dated materials may also be removed from circulation. During this process gaps in provision may be identified.

On an annual basis, the library management system will be used to measure performance. This will determine the following:
- Fiction and non-fiction with no issues within the last 10 years
- Age of stock
- Number of acquisitions
- Number of withdrawn books

It has to be noted, budget constraints mean that some stock may be retained longer than is recommended.

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