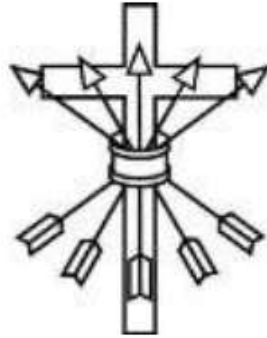


WADDESDON CHURCH OF ENGLAND SCHOOL



LIBRARY POLICY

Mission Statement:

**The Library provides a safe space
where reading and literacy are promoted,
differences are celebrated,
and everyone is welcome.**

STATUS OF POLICY:	Not statutory
POLICY OWNER:	Librarian / Library Manager
APPROVAL:	June 2026
REVIEW DATE:	Summer Term 2029

Contents

1. Introduction.....	2
2. Aims.....	3
3. Core Principles	3
4. Collection Development.....	5
5. Age Appropriateness and Access to Resources.....	6
6. Challenges to Library Resources.....	6
7. Information and Digital Literacy.....	7
8. Reading for Pleasure and Literacy	8
9. Accessibility and Inclusion	8
10. Roles and Responsibilities.....	8
11. Professional Standards and Legislative Framework.....	9
12. Monitoring and reviews	9

1. Introduction

The School Library is a central resource that supports teaching, learning, literacy, personal development, wellbeing, and independent study throughout the school community.

In accordance with the principles of The Chartered Institute of Library and Information Professionals (CILIP), the library is committed to intellectual freedom, equal access to information, lifelong learning, inclusion, and the active resistance to censorship. The library also supports the aims of the School Library Association (SLA), which advocates for effective school libraries that positively impact student achievement, literacy, wellbeing, and personal development.

The library serves as a safe, inclusive, and welcoming environment where students can access information, develop critical thinking skills, explore diverse perspectives, and cultivate a lifelong love of reading.

2. Aims

The Secondary School Library aims to:

- Support the school's curriculum and educational objectives.
 - Foster a culture of reading for pleasure and lifelong learning.
 - Develop research skills.
 - Promote intellectual curiosity and independent enquiry.
 - Encourage respect for diversity, inclusion, and differing viewpoints.
 - Support students' personal, social, emotional, and academic development.
 - Create an environment that is safe, welcoming, and accessible to all learners.
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3. Core Principles

3.1 Intellectual Freedom

The library supports the right of students and staff to access information and ideas from a broad range of viewpoints. Access to information is fundamental to education, democratic participation, and informed citizenship.

3.2 Equality, Diversity and Inclusion

The library collection and services will reflect the diversity of contemporary society and provide opportunities for all students to see themselves represented while learning about the experiences of others.

3.3 Lifelong Learning

The library encourages students to become independent learners who can locate, evaluate, and use information effectively and ethically.

3.4 Anti-Censorship

The library actively resists censorship and supports the availability of diverse viewpoints. Resources will not be excluded or removed solely because they contain challenging themes, controversial viewpoints, or perspectives that some individuals may disagree with.

3.5 Political Neutrality, Intellectual Freedom, Equality and Academic Independence

The School Library operates independently of political parties and partisan interests. Decisions regarding the selection, retention, organisation, and promotion of library resources will be guided by educational value, professional library standards, safeguarding requirements, the Equality Act 2010, and the needs of the school community.

The library recognises that governments, political administrations, public policies, and social attitudes may change over time. However, the principles of intellectual freedom, access to information, freedom of enquiry, and equitable access to knowledge remain fundamental to the educational mission of the school library.

In accordance with the Equality Act 2010, the library is committed to supporting an inclusive learning environment that respects and reflects the diversity of society, including individuals and communities represented within the Act's protected characteristics, as well as representing and reflecting the communities we serve.

The library will seek to provide access to a broad range of viewpoints, experiences, histories, and perspectives, enabling students to develop critical thinking skills, information literacy, empathy, and informed judgement.

The collection may include resources relating to, but not limited to:

- Black history and the histories of diverse ethnic and cultural communities.
- LGBTQ+ lives, experiences, history, and literature.
- Disability, neurodiversity, and accessibility.
- Equality, diversity, and inclusion.
- Human rights and democratic values.
- Different political, cultural, religious, and philosophical perspectives.
- Social, historical, and contemporary issues relevant to young people.

The presence of such materials does not constitute endorsement of any particular viewpoint, belief, or political position. Rather, it reflects the library's commitment to education, representation, information literacy, and preparing students to participate thoughtfully and respectfully in a diverse democratic society.

The School Library opposes censorship and the removal, restriction, or suppression of resources solely on the basis of political, ideological, religious, moral, or social disagreement. Any review of library resources will be conducted through the formal reconsideration procedures outlined in this policy and in accordance with professional guidance from CILIP, the School Library Association (SLA), the Equality Act 2010, and other relevant legislation.

The library will endeavour to ensure that students from all backgrounds can see their identities, experiences, and histories represented within the collection while also providing opportunities to engage with perspectives and experiences beyond their own.

3.6 Christian Vision, Inclusion and Library Provision

As a Church of England school, our library provision is shaped by the Church of England's vision for education as being "deeply Christian, serving the common good". We believe that every person is created with inherent dignity and worth and should be enabled to flourish within a caring, respectful and inclusive community.

The library plays a central role in supporting the intellectual, spiritual, moral, social and cultural development of all students. In keeping with our Christian vision, we seek to provide resources that encourage wisdom, curiosity, understanding, empathy and hope, enabling students to engage thoughtfully with the world around them and to develop informed and respectful perspectives.

The library collection reflects the diversity of the school community and of wider society. Alongside resources that support the Christian foundation of the school, the collection includes materials representing a wide range of religions, beliefs, cultures, identities and lived experiences, including non-religious worldviews. This approach supports students in developing knowledge, critical thinking and mutual understanding in a diverse society.

In accordance with professional library standards and principles of intellectual freedom, the inclusion of a resource within the collection does not constitute endorsement of the views, opinions or lifestyles represented within it. Rather, the library seeks to provide balanced access to information and literature that enables students to explore different perspectives in an age-appropriate, educational context.

We are committed to ensuring that the library is a welcoming space where all members of our school community feel valued, respected and represented. In keeping with the Church of England's commitment to education that is inclusive, invitational and inspirational, the library seeks to encourage curiosity, reflection and meaningful dialogue, while promoting mutual respect and understanding.

Through this approach, the library contributes to the flourishing of all members of the school community and supports the school's commitment to serving the common good. This commitment reflects Christ's desire that all may "have life, and have it to the full" (John 10:10), and underpins our aim to support the dignity, wellbeing and flourishing of every student, whatever their faith, belief, identity or background.

4. Collection Development

4.1 Selection Criteria

Library resources are selected to:

- Support curriculum delivery and examination specifications.
- Meet students' recreational and personal reading interests.
- Develop literacy and reading engagement.
- Encourage critical thinking and discussion.
- Reflect a broad range of cultures, experiences, and perspectives.
- Provide accurate, current, and reliable information.
- Support student wellbeing and personal development.

Resources may include:

- Fiction and non-fiction books.
- Graphic novels and manga.
- Reference materials.
- Magazines.
- Digital resources.
- Educational and literacy support materials.
- Signposted to Audiobooks and E-resources via local council libraries.

4.2 Diversity and Representation

The library will actively seek resources that represent:

- Different cultures, ethnicities, and nationalities.
- Diverse family structures.
- Religious and philosophical viewpoints.
- Disabilities and neurodiversity.
- Gender identities and sexual orientations.
- Historical and contemporary perspectives.

In accordance with the Equality Act 2010, the library is committed to supporting an inclusive learning environment that respects and reflects the diversity of society, including individuals and communities represented within the Act's protected characteristics, as well as representing and reflecting the communities we serve.

5. Age Appropriateness and Access to Resources

As a secondary school library serving students of varying ages and stages of maturity, the collection will contain resources suitable for a broad age range.

When selecting materials, professional judgement will be used to consider:

- Educational value.
- Literary quality.
- Reading ability and maturity levels.
- Relevance to curriculum and personal development.
- Publisher and professional review recommendations.
- Guidance from recognised library and educational organisations.

The inclusion of a resource in the library does not imply endorsement of every idea, opinion, or behaviour contained within it.

While every effort is made to provide age-appropriate materials, students have differing levels of maturity, interests, and reading abilities. Parents and carers retain primary responsibility for determining what is appropriate for their individual child.

Where appropriate, sections of the collection may be organised according to recommended age ranges to assist students, staff, and families in making informed choices.

6. Challenges to Library Resources

The school recognises that concerns may occasionally arise regarding specific library materials.

6.1 Request for Reconsideration

Concerns should be submitted in writing to the Headteacher or Library Manager.

The review process will consider:

- The resource as a whole rather than isolated passages.
- Educational, literary, artistic, or informational merit.
- Professional reviews and recommendations.
- Curriculum relevance.
- Intended audience and age suitability.
- The principles outlined in this policy.

Resources will normally remain available during the review process.

6.2 Decision-Making Principles

No resource will be removed solely because:

- An individual disagrees with its viewpoints.
- It addresses challenging or controversial topics.
- It reflects diverse identities, experiences, or perspectives.
- It includes discussion of protected characteristics under the Equality Act 2010.

Decisions will be evidence-based and consistent with professional library standards.

7. Information and Digital Literacy

The library supports the development of students who can:

- Locate information effectively.
- Evaluate sources critically.
- Recognise misinformation and disinformation.
- Use information ethically and legally.
- Understand copyright and intellectual property.
- Engage responsibly in digital environments.

These skills are essential for academic success, employment, and active citizenship.

8. Reading for Pleasure and Literacy

In line with SLA guidance and current literacy research, the library will actively promote:

- Reading for pleasure.
 - Independent reading.
 - Student reading choice.
 - Reading interventions and support programmes.
 - Author visits and literary events.
 - Book clubs and reading groups.
 - Celebrations of national and international reading initiatives, including events such as World Book Day, Black History Month, LGBTQ+ History Month, and other educational and cultural awareness programmes where appropriate to the school's curriculum and values.
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9. Accessibility and Inclusion

The library will seek to ensure that all students can access resources and services through:

- Inclusive collection development.
- Accessible formats where possible.
- Appropriate technology and support.
- Reasonable adjustments for students with disabilities or additional learning needs.
- A welcoming and respectful environment.

The library will support the school's duties under the Equality Act 2010 by promoting equality of opportunity, fostering good relations, and helping to eliminate discrimination.

10. Roles and Responsibilities

Library Manager / Librarian

The Library Manager / Librarian will:

- Manage and develop the library collection.
- Promote reading and literacy.
- Support teaching and learning.
- Deliver information literacy education.
- Uphold professional standards and ethical practice.
- Ensure compliance with this policy.

School Leadership Team (LMT)

The School Leadership Team will:

- Support the strategic development of the library.
- Recognise the library as an essential educational resource.
- Promote equitable access to learning opportunities.

Students

Students are expected to:

- Use library resources responsibly.
 - Respect library facilities and users.
 - Return borrowed materials on time.
 - Respect diverse viewpoints and experiences.
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11. Professional Standards and Legislative Framework

This policy is informed by and should be read alongside:

- CILIP Ethical Framework.
- CILIP Statements on Intellectual Freedom and Anti-Censorship.
- School Library Association (SLA) guidance and professional standards.
- UNESCO School Library Manifesto.
- Equality Act 2010.
- Human Rights Act 1998.
- Keeping Children Safe in Education (KCSIE).
- The National Curriculum for England.
- The school's Equality and Diversity Policy.
- The school's Safeguarding and Child Protection Policy.
- The school's Behaviour Policy.
- The school's Online Safety Policy.

The School Library will operate in a manner consistent with these professional standards and legal responsibilities, balancing intellectual freedom, educational value, safeguarding requirements, and equality obligations.

12. Monitoring and Review

This policy will be reviewed every three years, or sooner if required by changes in legislation, professional guidance, or school priorities.