



Learning Resources Centre Strategy, guidelines and procedures

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1. Character Development: Commitment to Equality and Diversity

At Corfe Hills School, we believe in having the highest expectations of our students. We prepare students to make a positive lifelong contribution to society, placing great emphasis on developing character and creativity by offering a diverse range of opportunities within and without the classroom. We are determined to allow our young people to flourish and succeed, no matter who they are, what their beliefs are or their backgrounds. Equality and diversity are the bedrock we hold firm to, embodying all we do.

We aim to create an inclusive school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe in the inclusion of individual characteristics and circumstances, following the protected characteristics of the 2010 Equality Act, is to be celebrated and supported
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

2. Rationale

- The library will contribute towards the school's mission of ensuring the positive wellbeing of every individual in our school community by providing opportunities for excellence and growth through the education of the whole person.
- The library will provide access to high quality resources for students and staff across the school to support the school community in achieving excellence, both inside and outside the classroom, following our motto of 'High Expectations, Exceptional Individuals'.
- The library will support reading for pleasure to support personal growth and character development (resilience, empathy and self-regulation), and develop students' research and study skills. The continuing emphasis on independent learning and the investigative approaches of GCSE and A Levels mean that the library has a central educational role within the school.

3. Purpose

- To establish the library's role as a resource centre at the foundation of the curriculum, and to communicate that role to stakeholders.
- To maintain and improve the library as a whole school resource, supporting students' reading, education, and information literacy development.
- To provide a means of encouraging reading for pleasure and promoting the importance of a well-built vocabulary.
- To provide a safe space for students to develop a love of reading

4. Guideline and Procedures

4.1 Choosing Library Resources

- The collection will reflect the school curriculum and interests of the students, as well as providing resources for recreational and academic reading, wellbeing and social development that are relevant, accurate, and up-to-date.
- Resources will support cultural diversity and a wide range of ideas, opinions and viewpoints. In developing a collection of fiction that is relevant to adolescents it is imperative to include works that challenge students and reflect all aspects of our complex society. The library aims to provide resources that:
- Reflect the interests of all students -using amongst other resources: a suggestions box, survey, Oliver library system and group discussions
- Factors considered during the selection process will include, but are not limited to: educational value, relevance to the curriculum, accuracy, relevance to the community, student voice and interests, accessibility, diversity, format, and style.
- The collection seeks to reflect all protected characteristics and inspire a love of reading

5. Reading for Pleasure

5.1 Library Management

- The Learning Resource Manager will conduct an annual budget review and request additional funding as and when necessary to ensure the library remains well-stocked and maintained.
- The library stock will be reviewed regularly for relevance, accuracy, condition and appeal. Items will be deselected, updated or replaced where necessary.
- Deselected items will be re-used within school or offered to students where appropriate. Those remaining after this process will be disposed of via recycling or reuse, in partnership with external groups.
- The library will use social media to promote itself and engage stakeholders.

6. Access and Inclusion

- The library will be inclusive and welcoming to all.
- The library will support all students, staff, and other members of the school community through its services and stock.
- The library will promote, support and encourage reading across the school. The We Are Readers programme, reading lists, events and displays will all play a part in facilitating this.
- The library space may be booked by staff for teaching small groups, student meetings, or tutorials in collaboration with the librarian.
- The library will provide suitable extracurricular opportunities for students.
- Links with external groups and partners will be fostered as appropriate, to enhance and support the library's services and resources. These may include professional networks, public libraries, other schools, local businesses and institutions, vendors and publishers.
- The risk assessment for the library will be reviewed and updated regularly in line with school policy and practice.

7. Resource Restrictions

- Students will be permitted to borrow any book or other resource of their own selection.
- Where students wish to borrow books that may contain graphic or disturbing content, the librarian will aim to advise students of such. However, some circulation transactions may take place without the librarian being present, and the librarian cannot be aware of all potentially offensive or upsetting content.
- Parents or guardians are 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 library services and materials. The library's primary service duty is always to the student. Library resources will not be censored.
- Any stakeholder who has a concern about the inclusion of a resource in the LRC should contact the school via the usual school complaints procedure (please see our website).