



Congleton High School
Together in the Pursuit of Excellence

Learning Resource Centre Policy

Policy Lead:	S. Richardson
Last Review Date:	New policy
Next review date:	June 2028
Approval needed by:	Local Governing Board



1. Mission Statement

The LRC contributes towards the school's vision to work *'together in the pursuit of excellence'* by enhancing students' personal growth and development by empowering them in their reading and learning. The LRC encourages and supports reading for pleasure and information literacy throughout the school community by providing high quality fiction and non-fiction resources. We are a welcoming and inclusive space where all LRC users can read, study and explore their interests.

2. Aims and Objectives

The LRC contributes to the school's aims by supporting the whole school reading improvement plan.

Specifically, the LRC aims:

- to support the curriculum by stocking a range of relevant and up-to-date resources to meet the educational, informational and recreational needs of the school community.
- to support independent study and research by providing access to resources outside of lesson time.
- to encourage engagement by creating displays, both physical and digital, to encourage reading engagement, and through links to school/national/international events and initiatives.
- to encourage the habit of reading for pleasure by exposing students to a variety of classic and contemporary literature texts which reflect and encourage appreciation of a range of cultures, and informative, non-fiction texts to promote information literacy. The desire to promote reading fits with the DFE Reading Framework's (updated 2023) emphasis on why reading is crucial: "to the individual, it matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone."
- to create an inclusive, purposeful environment which is both conducive to study and a safe space.
- to stock a range of resources to support students' needs (including information on mental health, SEND), and to facilitate with life decisions (such as careers and further education information).
- to ensure that there are a range of influences in deciding the stock. Students and teachers are involved in requesting new resources and influence the stock in the LRC. All curriculum areas are invited annually to request new stock and student and staff request forms are always available in the LRC.
- to ensure that students are equipped to utilise the LRC effectively. All students in Year 7 receive an induction to the LRC and students in Years 8 and 9 benefit from a refresher. Students in Years 7-9 have LRC lessons fortnightly which include activities to encourage students to develop and maintain positive attitudes towards reading.
- to stock a range of resources which support the school's aim to raise attainment and aspirations in relation to reading, by stocking a range of books which are high interest but have a low reading age to support students who have a reading age which is below their chronological age.

3. Management and Communication

The LRC is staffed by an LRC Manager who works part time. The LRC is staffed during lunchtime on the LRC Manager's day(s) off by another member of staff.

A team of student librarians assist in helping the LRC to run smoothly. There is a student librarian meeting held weekly during registration. Each has a different focus to ensure that student librarians receive the required training to be successful in their roles, but also to ensure that they are involved in LRC events, competitions, displays, and stock selection.

It is crucial to work closely with staff across the school to ensure that the LRC provides resources and opportunities to engage students in reading and to support the whole school curriculum. Communication with teaching staff and support staff occurs via email or face-to-face meetings. Meetings with other members of staff are arranged as necessary.

Communication with students takes place through: LRC lessons, before school/break/lunch/after school opening, visiting tutor groups during registration, emails, assemblies, and physical and digital displays.

LRC news and initiatives are communicated to parents via the school newsletter and social media sites. Letters and emails are also used to communicate more detailed information to parents/carers.

4. Opening Hours and Access

The LRC is usually open from 8:30am until 4:00pm Tuesday, Wednesday and Thursday and from 8:40am until 3:45pm on Friday.

The LRC is available to the whole school community at break from 11:10-11:30am. At lunch time, there is a rota to grant access to different year groups on specific days. Year 12 and 13 and staff may use the LRC during lesson time, except when a lesson is taking place. When lessons are taking place, entry for sixth form students is at the discretion of the teacher.

A timetable is displayed on the LRC door to show when the LRC is available for use.

Years 7-9 English classes have one LRC lesson per fortnight as part of their timetabled English lessons. LRC lessons start with a guided reading task, before students have the opportunity to choose a book and complete independent reading. The least able students do some 1-1 reading with either the class teacher or librarian

Group/class visits to the LRC from all departments are encouraged and can be arranged with the LRC by any member of staff.

If it is necessary to close for any reason, students will be informed via a sign on the LRC door.

5. Conduct

- The LRC is a positive, purposeful, academic environment which is conducive to learning.
- When in the LRC, students are required to follow all school policies, but the following are most applicable: the school's Online Safety Policy, ICT Acceptable Use Policy, Mobile Phone Policy, Recognition and Behaviour for Learning Policy.
- Food and drink are prohibited in the LRC.
- The use of mobile phones is prohibited in the LRC, the only exception is if permission is granted by a member of staff.
- Books are to be returned to their correct place and work spaces are to be left tidy.
- Disruptive students will receive a warning and if they continue to behave in an inappropriate way, they will be asked to leave the LRC.
- When possible, staff should notify the LRC staff in advance of sending students to the LRC during lesson time.
- In the case of poor behaviour, sanctions will be applied in accordance with the school behaviour policy.

6. Facilities and Organisation

The fiction and non-fiction books are located in different parts of the LRC, and subgenres of these (careers resources, manga and graphic novels, and shelf help books) are shelved separately for ease in locating them. There is also a separate sixth form section. The Dewey system is used to classify all non-fiction resources, whereas fiction is organised alphabetically by the author's surname. Classifications on each book spine help students to locate books quickly and easily.

The LRC has 16 desks which seat up to 32 students, a staff computer, and a projector and whiteboard, which are used during LRC lessons and are available for staff to book. There are 16 computers available for student use. In addition, there are two separate, larger tables for individual or small group use. Students are able to use the LRC to study and complete homework. At break and lunchtime games, such as chess and Scrabble, are available for students to play.

7. Loan Policy

- All students may borrow two resources at any one time. Further borrowing is at the discretion of the LRC staff.
- All resources can be borrowed for 3 weeks initially, and can be renewed as necessary.
- Staff may order topic boxes for lessons for an agreed period of time.

Reading Cloud, the online library catalogue enables staff and students to locate relevant resources. This is a hosted service, which can be accessed on all school computers, mobile phones, tablets and home PCs. A mobile app is also available.

8. Overdue Resources

The date label at the front of each book will be stamped to show the date that the book is due back. Students can also check when their books are due back using the Library Management System (Reading Cloud) website or app.

The LRC manager will also use a range of methods to encourage students to return overdue books promptly, including: notifying students during LRC lessons; reminders during tutor time by emailing tutors/reminder slips/in-person visits from the LRC Manager.

Reminders will be emailed out weekly to notify students if their book(s) are overdue using their school email address. Once the student has received 4 reminders, an email will be sent to parents/carers to notify them that the book is still overdue.

If a student has an overdue book, they will only be able to borrow further books at the discretion of the LRC Manager. Fines are not issued for overdue books, as this can put a barrier in the way of books being returned, which is the main objective.

9. Collection Management

Stock Selection

The LRC Manager is responsible for the selection of resources for the school LRC, selecting resources to complement and support the curriculum, and to encourage students to read for pleasure. Fiction and non-fiction resources are viewed as equally important. The LRC will endeavour to have a collection sufficient in size and scope to support the whole school community. It is also crucial to ensure inclusivity in the collection to reflect the diverse world in which we live and to challenge stereotypes.

The priority in selecting new resources will be to provide resources that users will enjoy, but to also pose a challenge to aid reading and social development. Factors considered during the selection process will include, but are not limited to: educational value, presentation and quality, relevance to the curriculum, accuracy, relevance to the community, student interests, accessibility, diversity, value for money and publication date (non-fiction books should be up to date). Stock is reviewed and removed regularly to help ensure that it is current and accurate. Departments are regularly encouraged to request LRC stock to support their curriculum. Recommendations and requests are also encouraged from school staff and students. Requested items must meet the selection criteria before acquisition.

There are separate sections of the LRC for fiction and non-fiction books. Short reads and dyslexia friendly books, both fiction and non-fiction, are shelved separately to allow them to be located with ease. The sixth form books occupy their own section of the LRC.

The LRC will not knowingly stock materials which could reasonably be felt to be of a discriminatory or inappropriate nature. However, there will be resources which contain challenging content. The LRC manager will aim to read as widely as possible to appropriately classify material, but it would be impossible for them to read every book in the collection. The content, advisory warnings and age recommendations offered by specialist educational book suppliers Peters Books and Browns Books will be consulted prior to purchasing new stock. Some books in the LRC are classed as Young Adult fiction books which are usually only lent to students in Year 9 and above, or Years 10 and 11, depending on the content. These books are aimed at older teens and the content may not be appropriate for younger or more sensitive readers, for example, these books may contain offensive language, sexual content and/or violence. Younger students will be able to borrow these books, if a parent/carer has given permission. An electronic form will be sent to parents/carers at the start of each academic year to allow them to grant permission.

More information about censorship and intellectual freedom can be found in the Joint statement from the Chartered Institute of Library and Information Professionals (CILIP), the CILIP School Libraries Group (CILIP SLG) and the School Library Association (SLA).

Stock Removal

Stock removal happens throughout the year and decisions about which books to remove are made based on a range of factors. Books are generally removed due one or more of the following factors: lack of use and appeal, changes in the curriculum, outdated or inaccurate information, when they are in a shabby or damaged condition, and if the presentation is outdated.

Books will be removed and responsibly disposed of through donation or recycling.

9. Donations

Donations are welcomed gratefully, but they may not be added to the collection and can be redistributed if they don't meet the selection criteria.

10. Privacy

Details of student's loan histories or resource requests will not be disclosed to others, unless:

- A resource is in excess of one month overdue and there has been no mitigating information given by the student.
- There is a safeguarding concern, in which case all relevant information will be shared with the DSL and safeguarding team.
- A parent/carer makes a Subject Access Request under GDPR. Please note that students over the age of 12 may need to give their consent before their data can be disclosed.

11. Evaluation

- Termly reports on the LRC will be produced by the Learning Resource Manager to show usage and impact
- Regular monitoring and evaluation of this policy will be carried out by the Learning Resource Manager in consultation with line management and the Senior Leadership Team