

St Mary's Catholic Primary School



Library Policy



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1. SCHOOL MISSION

At St Mary's Catholic Primary School, our Mission is:

**TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.**

2. PURPOSE AND AIMS

Our library is a welcoming shared space that encourages reading for pleasure, curiosity and independent learning. In keeping with our Catholic mission, it helps children develop their God-given gifts and grow in understanding and respect for others.

We aim to provide an appealing range of books for different ages, interests and reading abilities, support learning across the curriculum and help children become confident, responsible library users. Staff support children with additional needs to choose and enjoy suitable books.

3. SHARED RESPONSIBILITY AND USE

The adult supervisor and children using the library share responsibility for keeping it clear, tidy and welcoming. Children handle books carefully, respect others, keep walkways clear and return books to the correct place with adult help when needed. The adult supervisor remains responsible for supervision and safe use of the space.

All year groups can visit the library.

4. BORROWING AND RECORDING LOANS

Children may borrow one library book at a time to take home for two weeks. Loans and returns are recorded on Mission Control, our library management system. Staff support children to choose books suited to their interests and needs. Books may be enjoyed independently or shared with an adult.

Loan records are accessed by authorised staff and handled in line with the school's data protection arrangements.

5. EQUALITY DIVERSITY AND INCLUSION

Every child should feel welcome in the library and be able to find books they enjoy. Our Catholic commitment to the dignity of every person informs an inclusive approach that respects different backgrounds, beliefs, family circumstances and abilities.

We aim for a collection that reflects a range of cultures, authors and life experiences, including positive representations of disability. Age-appropriate books should help children recognise their own lives, learn about others and question stereotypes.

The library has a selection of dyslexia-friendly books. Staff help children find and choose these, while supporting choice from the wider collection. These books are available to any child who finds them helpful; a formal diagnosis is not required.

We make reasonable adjustments for disabled pupils. Staff work with the SENDCO, children and families to identify barriers and agree support, such as help locating books, accessible presentation or an adjusted loan period. Support also considers children with English as an additional language and those who find reading difficult. Dyslexia-friendly books complement teaching and individual support.

6. ORGANISATION OF THE COLLECTION

The library has separate areas for the EYFS/KS1 and KS2 collections. Within these areas, books are organised into fiction and non-fiction collections and grouped to help children find and choose books. Fiction is grouped by genre.

7. COLLECTION DEVELOPMENT AND DONATIONS

The collection supports reading enjoyment and learning across the curriculum. When selecting books, staff consider:

- suitability for children's age, maturity, interests and reading needs;
- quality of writing and illustrations, accuracy and currency of information;
- a range of genres, authors, cultures and experiences that respects the dignity of every person;
- accessibility, relevance to the curriculum and the school's Catholic ethos.

Books are updated each year through Peters. Events during the year, including book fairs, also enable us to refresh and develop the stock. Suggestions from children, parents and staff help identify interests and gaps in the collection. School staff retain responsibility for deciding which books are included and where they are placed.

Families wishing to donate books in good, clean condition should speak to a member of staff. Donations are checked against the same selection criteria as purchased books; acceptance depends on their suitability and the needs of the collection.

Staff review books when damage, outdated information or concerns about suitability are identified, including concerns raised by parents. Books confirmed as unsuitable, outdated or beyond repair are withdrawn from the shelves and their records updated on Mission Control.

8. LOST OR DAMAGED BOOKS

Parents or guardians should inform a member of staff if a book is lost or damaged. A replacement charge of £5 per book is payable by a published invoice through Gateway. This does not apply to ordinary wear and tear.

Replacement charges are handled in line with the school's Charging and Remissions Policy. Families experiencing difficulty paying should contact the school confidentially so that individual circumstances can be considered.

9. PARENT VOICE AND CONCERNS ABOUT BOOKS

We welcome parents' and guardians' views about our library. Families are encouraged to share recommendations and raise any concern about a book they believe may be inappropriate. Concerns are listened to respectfully and considered carefully.

1. Raise the concern. Speak to the class teacher or contact the school office. Give the title and author, explain the concern and, where possible, identify the relevant pages or illustrations.

2. Record and pass it on. The member of staff records the concern and passes it to the English lead and/or Headteacher or member of SLT. The school acknowledges the concern and explains who will review it and when the parent can expect an update.

3. Review the book. The Headteacher, or an appropriate member of staff nominated by the Headteacher, consider the book as a whole, the concern raised and the selection criteria in Section 7. They consider the intended readers, context, educational value and the school's equality duties. Specialist advice may be sought where helpful.

4. Decide and explain. The school decides whether to retain the book, move it to a more appropriate collection, make it available with adult guidance or withdraw it. Where an initial assessment identifies a potential risk to children, access may be paused during the review. A concern does not automatically result in permanent removal. Any immediate safeguarding concern is referred to the Designated Safeguarding Lead.

5. Respond and keep a record. The parent receives a verbal or written explanation of the decision and any action taken. The concern, review and outcome are recorded by the school. If the parent remains dissatisfied, they can follow the school's Complaints Procedure.

During a review, staff can help the child choose an alternative book. Decisions about the wider collection remain the school's responsibility and take account of the needs of all pupils.

10. MONITORING AND REVIEW

The school reviews the condition and range of books, borrowing information and feedback from children, families and staff. This includes checking representation, accessible resources

and any barriers to participation. This policy is reviewed biannually, or sooner if arrangements or relevant guidance change.

11. LEGISLATION AND GUIDANCE

This policy applies the school's wider duties to the library and is informed by:

- Equality Act 2010: non-discrimination, reasonable adjustments for disabled pupils and the Public Sector Equality Duty.
- Children and Families Act 2014 Part 3 and the SEND Code of Practice 0 to 25 years: statutory duties and guidance on identifying needs and securing appropriate special educational provision.
- DfE The reading framework 2023: non-statutory guidance on organising books and developing reading for pleasure.

Read alongside the school's equality objectives, Accessibility Plan, SEND Policy and Information Report, safeguarding and data protection policies, Charging and Remissions Policy and Complaints Procedure.