PROCEDURES FOR CHALLENGED MATERIALS

STATEMENT REGARDING INTELLECTUAL FREEDOM

The Library and School Executive of St Andrew’s Cathedral School endorse the principles of intellectual freedom expressed in the ALIA document Statement on Freedom to Read and The Australian School Library Bill of Rights (ASLA), the Statement on Libraries and Multiculturalism and the UNESCO School Library Manifesto. These statements form a part of this policy.

STATEMENT OF POLICY ON CHALLENGED MATERIALS

Any person within the school community may challenge any library resource used in the school’s educational program on the grounds of its appropriateness. To enable the concerns and the opinions of those not directly involved in the selection process to be evaluated, the following procedures exist.

PROCEDURES FOR CHALLENGED MATERIALS

When a complaint about a resource is received the following procedures apply:

1. Oral response by Leader of Learning (Information & Research services) explaining the official library policy and selection criteria and the place of the resource in the school’s educational program. An attempt will be made to solve the issue internally.

2. If the complainant is not satisfied, the Head of School is notified of the challenge and the complainant is referred to the Head. The Head of School may notify the School Executive.

3. If the complainant wishes to lodge a formal complaint, this is to be made using the challenge form REQUEST FOR RECONSIDERATION OF RESOURCE MATERIAL I and II and these forms are to be readily available from the School Library. If the complainant is unwilling to fill out the form s/he can see the Head of School.

4. The questioned resource will be temporarily withdrawn pending a decision by the Leader of Learning (Information & Research services), the Head of School and/or the School Executive.

5. At the instigation of the Head of School the Leader of Learning (Information & Research services) will follow these procedures:
   a) closely examine the resource
   b) read published reviews about the resource
   c) seek feedback from other library professionals regarding the resource
d) use their professional judgment to weigh the resource’s values and faults and form an opinion on the item as a whole (using the **Format for analysis**)
e) prepare a report and present a recommendation to the Head of School

6. The decision on whether the resource should remain in the library collection may be delegated to another member of library staff by the Leader of Learning (Information & Research services).

7. The Head of School will reply in writing to the person expressing concern.

8. If the complainant is still dissatisfied the matter may be referred to the Association of Independent Schools.

9. A resource may not be reconsidered more than once in twelve months.
REQUEST FOR RECONSIDERATION OF RESOURCE MATERIAL I

This form is for any citizen wishing to request a reconsideration of the use of a resource within the school. Please fill it in and return to the Leader of Learning (Information & Research services) via Reception or the Library.

Request initiated by:

NAME ____________________________________________________________________________

ADDRESS __________________________________________________________________________

____________________________________   POSTCODE   ____________ PHONE

Complainant represents: (tick appropriate space)
☐ himself/herself    ☐ organisation     ☐ other group

please identify ______________   ______________

(name of organization) (name of group)

Title of material ________________________________

Author/Producer ________________________________

Publisher (if known) ________________________________

Form of material ________________________________

REQUEST FOR RECONSIDERATION OF RESOURCE MATERIAL II

Please answer the following questions on a separate sheet of paper and attach this form to the front.

1. To what in the material do you object? Please be specific and cite particular pages or parts.

2. What do you feel might be the result of reading/viewing this material?

3. Did you read/view this material in its entirety? If parts only, which parts?

   Please consider the following questions objectively:

4. For what age group would you recommend this material?

5. Is the material free from derisive names and epithets that would offend minority groups, children or young adults?

6. Does the resource give a broader understanding of human behaviour, without stressing differences of class, race, colour, sex, education, religion or philosophy in any adverse way?

7. What do you believe is the theme of this work?

8. Could you recommend another work or material of equal literary or artistic quality to replace the item in question?

9. Is the material well-written or produced?

10. Are you aware of the judgment of this material by literary critics or reviewers?

11. Does the material make a significant contribution to the history of literature or ideas?

12. What would you like done about this work (eg do not assign it to my child, withdraw it from all students as well as my child, reconsider its suitability for inclusion in the school library)?

---------------------------------------------------

SIGNATURE OF COMPLAINANT

DATE
FORMAT FOR ANALYSIS  Leader of Learning (Information & Research services)

A. PURPOSE
   • Is purpose/theme of material accomplished?
   • Will use of the resource result in greater empathy for others?
   • Does it develop understanding of hopes and problems of minority groups?

B. CONTENT
   • Is a realistic picture created?
   • Is the material balanced, not too rosy or oversimplified?
   • Is the information accurate and factual?
   • Are concepts appropriate to user’s level of maturity?
   • Is language true to the period?
   • Is there undue emphasis on sex, violence, cruelty, and/or perverted behaviour?
   • Is any use of offensive language appropriate in the text?
   • Is it well-written or produced?
   • Does the material have a special purpose, eg of high interest, suitable for low reading ability?
   • Does the material make a significant contribution to the history of literature or ideas?
   • Does it increase human understanding without stressing controversial differences?  
     (Adapted from Hudson Library Policy, Meriden School)