The Alice Smith School


May 2013

LIBRARY MISSION STATEMENT:

The School Libraries enhance the provision of an outstanding British Education by delivering excellent resources to support the development of internationally-minded, information literate young people.

LIBRARY VISION STATEMENT:

The school libraries continue to develop reading for pleasure and endeavour to offer young learners universal access to knowledge. We aim to maintain currency in new technologies and information services to ensure that we maximize the potential of every learner.
INTRODUCTION 4

PURPOSE 4
AUTHORITY 4
PREPARED BY 4

POLICY 5

COLLECTION DEVELOPMENT 5
COLLECTION ANALYSIS 5
SELECTION AND ACQUISITIONS 6
SELECTION CRITERIA 6
DONATIONS 7
COLLECTION MAINTENANCE 8
STOCKTAKING 8
DESELECTION OF RESOURCES 8
PROCESSING 8
REPAIR 9
CIRCULATION CONTROL 9
CLEANING 9
DESELECTION 9
Out of date and inaccurate. 10
Physical condition. 10
Unused or un-needed. 10
Superseded. 10
Challenged. 10
Date of publication 10
DISPOSAL OF LIBRARY MATERIALS 11
CHALLENGED RESOURCES 11
BUDGET 12
LOANS POLICY 14
LOAN LIMITS 15
Student borrowers 15
Other borrowers 16
OVERDUE RESOURCES 16
LOST AND DAMAGED RESOURCES 17
PATRONS LEAVING THE SCHOOL PERMANENTLY 17
INTER-LIBRARY LOANS 17
USE OF THE PHYSICAL SPACE AND RESOURCES 18
ONLINE 18
PHYSICAL SPACES 18

A British education for an international future
## Opening hours
Opening hours are from 8:00 AM to 9:00 PM, Monday to Friday.

## Curriculum use
Curriculum use is available for students during school hours.

## Personal use by patrons (including the school’s wider community)
Personal use by patrons is available during school hours, with a limit of 1 hour per day.

## Other than library use
Other than library use includes school events and community events.

### Promoting Reading
- Author / Illustrator Visits
- Information Literacy
- Library Compliance Issues
- Intellectual Property
- Audio Visual Viewing

### Staffing
- Professional Development
  - Continuing Professional Development – Teacher Librarian
  - Continuing Professional Development – Library Assistants
- Training
- Online Presence

### References

### Appendices

#### Appendix 1
Collection Analysis

#### Appendix 2
Statement on Freedom to Read

#### Appendix 3
Suggested Review Sources

#### Appendix 4
Challenged Material Review form

#### Appendix 5
Permission to borrow a resource outside the scope of lending rules (Primary)

#### Appendix 6
ICT Policies

#### Appendix 7
Budget Documents

#### Appendix 8
ANCIL - Information Literacy

#### Appendix 9
School Policy on Copyright

#### Appendix 10
School Policy on the viewing of audio-visual resources

#### Appendix 11
Library Staffing

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Introduction

Purpose

The library manual provides policy and procedure guidelines to ensure that the school libraries align themselves with the school’s mission and vision. In so doing, act as a compass, in guiding the school’s library operations.

Authority

The manual will be revised as necessary by the Head of Libraries and changes ratified with school management annually.

Prepared by

Robert George - Head of Libraries. The Alice Smith School

Barbara Reid - Teacher-Librarian. The Alice Smith School
Policy

Collection Development

The collection for each branch library will consist of a wide range of age and development appropriate resources which meet the needs of its specific user group. Increasingly the library is providing a range of formats including books, eBooks, periodicals, newspapers, electronic resources, audio-visual resources, PDFs and online resources (including internet sites and databases) in order to provide for users varied learning purposes and styles.

The library supports the principles of “Freedom to Read” and we refer to the statement from The Australian Library and Information Association (see Appendix 2) whilst applying this, being sympathetic to the needs of a school library, and sensitive to the cultural context of an International School in Malaysia.

Collection analysis

Appendix 1 analyses the collections and their usage. These appendices will be added annually and not deleted to provide historical data over a 10-year period. Appendices will be updated annually in December to reflect the collection statistics of the previous academic year.
Selection and Acquisitions

The co-ordination of resource selection and the ultimate responsibility for the collection resides with the branch librarian. Suggestions for purchase are welcomed from all members of the Alice Smith Community and may be made to the branch librarian. All librarians have a professional responsibility to be inclusive, not exclusive, in developing materials collections.

Selection criteria

<table>
<thead>
<tr>
<th>SELECTION CRITERIA TO BE APPLIED TO ALL RESOURCES</th>
<th>ADDITIONAL CRITERIA FOR SPECIFIC FORMATS</th>
<th>SELECTION PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Authority</td>
<td>Preference will be given to items that are Curriculum or Literary linked</td>
<td>Whenever possible, direct inspection of resources is used to ensure items meet selection criteria.</td>
</tr>
<tr>
<td>• Currency</td>
<td>Audio-visual resources will be purchased in the most current format that enables maximum access for users</td>
<td>The following sources may be consulted in selecting resources for the library: -</td>
</tr>
<tr>
<td>• Accuracy</td>
<td>Resources acquired by individual branches will be sensitive to the censorship laws of Malaysia and of the UK in supporting the British Curriculum</td>
<td>Staff, students, parents and library professionals and other members of the wider community.</td>
</tr>
<tr>
<td>• Scope</td>
<td>Electronic resources will be selected in consultation with the Head of Learning Technologies</td>
<td>Book reviews from reputable</td>
</tr>
<tr>
<td>• Ease of use</td>
<td>Additional software &amp; hardware</td>
<td></td>
</tr>
<tr>
<td>• Readability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interest level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Impartiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Potential use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A British education for an international future
- Cost effectiveness
- Format
- Relevance (including Diversity)
- Relevant Copyright Laws & licensing requirements and school copyright policy

| Requirements will be taken into consideration when purchasing Electronic Resources | Relevant Copyright Laws & licensing requirements and school copyright policy will be considered when purchasing Electronic Resources. Realia - items to be selected with due consideration for the safety of the patrons of the Library. Periodicals / Newspapers - Consideration should be given to the range of formats available and there may be instances where it is advisable to hold more than one format of the same resource. Reference - priority will be given to online resources. Fiction books – paperbacks are bought in preference to hardbacks. Sources | Professional journals, "Best of" and "Recommended" lists (including Award Winning books), Subject lists, Publisher catalogues, Reputable online sources (see Appendix 3) |

Donations

The library is pleased to consider donations as these can make a useful contribution to the collection. Resources will only be considered if they meet the library selection criteria. The library reserves the right to dispose of the material in the manner that it sees fit.
Collection Maintenance

Stocktaking

Stocktaking will ensure that the library resources are checked in order to ascertain the presence and condition of the collection. Stocktaking will:

- Indicate losses
- Inform future collection development planning
- Assist in the review of current procedures for security, services and circulation
- Locate resources which are dispersed throughout the school
- Ensure that the database accurately reflects the existing collection

Ideally, the whole of the resource collection will be stock checked biennial cycle. Each branch library will develop a schedule for a rolling stocktake, which will aim to minimise any access restrictions during the stocktake.

Deselection of resources

It is important to maintain the collection in order to ensure resources continue to be of the highest quality, as this will enhance the credibility and use of the Teaching and Learning Resources Centre. Maintenance of the collection is an ongoing process and involves the following procedures:

Processing

Resources are treated with additional measures before they are circulated in order to avoid common wear and tear issues. (see Procedures Manual)

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Repair

Resource repair is therefore only used if the renovation of the resource still allows it to appear as high quality, otherwise the resource should be de-selected. Books should only be sent for rebinding if the it is more cost-effective to re-bind than replace.

Circulation Control

During circulation and shelving any incongruities will be addressed (see Procedures Manual)

Cleaning

An agreed cleaning procedure/schedule, including maintenance, domestic and library staff should be in place in each branch library. (see Procedures Manual) It is the responsibility of the Branch Librarian to ensure that the environment is clean and safe.

Deselection

Materials will be continually evaluated for their contribution to the collection as a whole, their physical condition and their usefulness to the specific branch user group. When resources fail to meet these criteria they should be withdrawn from the library collection. The ultimate decision for deselection of materials is the responsibility of the branch librarian.
The following specific criteria will be used in making de-selection decisions:

**Out of date and inaccurate.**

It is understood that currency is dependent on subject and choices will be made appropriately.

**Physical condition.**

Resources which are worn and do not look in good condition and are beyond repair should be withdrawn from the collection when staff become aware of their condition and the Branch Librarians will determine deselection or replacement.

**Unused or un-needed.**

Due to the size and width of the library collection there are likely to be many resources that are not circulating. This in itself should not mean a resource is deselected but if the branch librarian finds, after promoting such resources, that the item still does not circulate then it should be considered for removal.

**Superseded.**

Where new editions of the resource or where better sources are purchased deselection may be considered.

**Challenged.**

Items successfully challenged by any member of our community will be deselected. See: Challenged Materials Policy

**Date of publication**

Last date circulated and average number of circulations per year are useful indications of the above factors but not the only consideration.
Disposal of library materials

Library materials are discarded if they meet the criteria for deselection and the Branch Librarian assign the item to one of two categories:

- Donate altruistically
- Recycle when deemed to be unusable

Challenged Resources

When a library branch receives an objection to a resource, the first step will be to try to resolve this informally. This will involve face-to-face, phone or e-mail communication with the challenger in order to ascertain the nature of their complaint and to explain the library’s selection procedures and criteria as well as the place of the particular item in the collection.

If the challenger feels that their issue has not been resolved, they will be asked to file a formal request for reconsideration and will be issued with a form (see Appendix 4) as well as a copy of the selection criteria.

All formal objections need to be made on the official form, which once received by the branch librarian should be filed. Depending on the nature of the concern and at the Branch librarian’s discretion the challenged resource may be withdrawn from circulation pending completion of the Challenged Material Review.

The branch librarian will collaborate with an appropriate staff member (e.g. Head of Department or Head of Year) to review the challenged material within two weeks and judge whether it conforms to the principles of The Alice Smith School’s selection policy. They will make a written recommendation to indicate the decision they have reached.

The challenger will be notified of the outcome (in summary) by letter or e-mail and any action recommended and will be carried out immediately by the Branch Librarian.
The branch librarian prepares a budget bid as part of the whole school annual budget bidding process (see Appendix 7). The annual budget bid develops from the previous year’s allocation, decisions being made whether or not to maintain all previous provisions and to look towards areas for development and innovation. Prior to submission of the budget bid to the Leadership Team the Branch Librarian will review the budget bid with the Head of Libraries.

For the physical collection we follow standard practice to replace 10% of the collection annually to take into account, wear and tear, currency and loss. For this calculation librarians will obtain a sample average cost from current data on the LMS for the different library collections. For the electronic collection, whilst wear, tear and loss are not issues licensing requirements and currency mean that this area also needs 10% replacement annually.

In preparing the budget the branch librarian needs to be mindful that some areas of the library budget overlap with Learning Technologies and Curriculum Provision and will require appropriate consultation with stakeholders.

Budget considerations:

- Library resources
  - Books
    - Hardcopy
    - eBooks
  - Subscriptions (both student access and Professional Development Centre (PDC))
    - Hardcopy
    - Online
  - Audio-visual
    - Held locally
    - Available online
○ Book processing equipment and stationery

● Library technologies

○ Library management technologies
  ■ Library Management System (LMS)
  ■ Computer workstations and peripherals
  ■ Radio Frequency IDentification (RFID)
  ■ Specialist software

○ Library patrons technology
  ■ Online Public Access Catalogue (OPAC) interfaces
  ■ Computer workstations
  ■ Support for mobile computing technologies
  ■ Printers
  ■ Photocopiers, scanners, laminators etc.
  ■ Mobile devices for patron use

● Special events

○ Author visits

○ Novel Knockout

○ Other library related events
● Curriculum support
  ○ Textbooks
  ○ Classroom & Departmental resources

See Appendix for budget bidding documentation.

Loans Policy

To accommodate patrons needs borrower limits are set that determine the number of resources and Resource Loan Categories (RLC) that may be borrowed by the various Borrower Loan Categories (BLC). These limits are guidelines that can be overridden where the Branch Librarian deems it to be appropriate.

The library collections are divided by age-appropriateness with the exception of the audio-visual collection, which is governed by censorship (see Library Compliance Issues). If a student wishes to borrow a resource above their year groups accepted level of age-appropriateness there are procedures in place. See Appendix 5.

The libraries support lending to the broader community, however, when a resource is loaned to this broader community and the resource is subsequently required for learning and teaching the item will be recalled and the expectation is that it will be returned immediately.
### Loan limits

#### Student borrowers

<table>
<thead>
<tr>
<th></th>
<th>FS</th>
<th>KS1</th>
<th>KS2</th>
<th>KS3</th>
<th>KS4</th>
<th>KS5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>4/7 days</td>
<td>4/7 days</td>
<td>4/14 days</td>
<td>3/14 days</td>
<td>3/14 days</td>
<td>3/14 days</td>
</tr>
<tr>
<td>Non-Fiction</td>
<td></td>
<td>2/14 days</td>
<td>6/14 days</td>
<td>6/14 days</td>
<td>12/14 days</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>10 Academic Year</td>
<td>15 Academic Year</td>
<td>15 Academic Year</td>
</tr>
<tr>
<td>Other</td>
<td>By arrangement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Academic Year refers to the period from September to August.*
Other borrowers

<table>
<thead>
<tr>
<th></th>
<th>External</th>
<th>Teachers</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>Total 20</td>
<td>Total 100</td>
<td>Total 3</td>
</tr>
<tr>
<td></td>
<td>14 days</td>
<td>30 days</td>
<td>14 days</td>
</tr>
<tr>
<td>Non-Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDC / Teacher Resources</td>
<td>2</td>
<td>30 days</td>
<td></td>
</tr>
<tr>
<td>7 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental / Teacher Resources</td>
<td>0</td>
<td>Academic Year</td>
<td>0</td>
</tr>
<tr>
<td>Textbooks</td>
<td>0</td>
<td>Academic Year</td>
<td>0</td>
</tr>
</tbody>
</table>

Overdue resources

Overdue notices will be generated regularly and distributed to patrons. Patrons will be reminded of any overdue resources when they are borrowing. Patrons with significantly overdue resources may be subjected to additional borrowing restrictions. Resources overdue for more than half a term will be deemed to be lost and the branch will initiate recovery of the value of the item.
Lost and damaged resources

When resources on loan to patrons are lost or damaged beyond normal wear and tear the library will issue an invoice for payment that consists of replacement cost plus a processing fee. This processing fee is currently (2013-14) MYR10 in Primary School and MYR25 in Secondary School. Resources, by agreement with the Branch Librarian, may be replaced with an identical copy plus processing fee. On receipt of payment the resource will be removed from the borrowers current loans. In the case of lost resources, should they be located and returned in good condition within 6 months of the original due date the value of the resource will be refunded, however, the processing fee is non-refundable.

Books that are lost or damaged that are over ten years old or have seen heavy usage may be written off with no charge to the patron at the Branch Librarian's discretion.

Patrons leaving the school permanently

To facilitate the schools leaving procedures, including the return of school deposits, patrons loans expiry date will be set to two teaching weeks prior to their departure.

Inter-Library Loans

Patrons may borrow from any of the KLASS libraries. Interlibrary loans may be requested via the Library OPAC.

Loans requested by students from a library above their year group will be fulfilled under the following conditions:

- The resource, is usually held in their branch library but is currently unavailable.
- The resource is suitable for their age group and by collection code is not more than one Key Stage above their current level.
  - If a resource is not held in the branch library, library staff will assess each item for suitability (content and reading level)
Use of the Physical Space and Resources

Online

In using the libraries ICT infrastructure patrons are expected to comply with the Learning Technologies Code of Conduct (see Appendix 7).

Physical Spaces

Opening hours

○ Primary Libraries are open during term time from 0730-1600
○ Primary Libraries are open during school holidays by prior arrangement (please ring or email first) from 0800-1530
○ Secondary Library term time
  ■ Activity weeks 0715-1700
  ■ Non-Activity weeks 0715-1615
○ Secondary Library school holidays
  ■ 0800-1530

Curriculum use
The fundamental purpose of the school libraries is to support learning and teaching and thus the scheduled use of the space should reflect this by being primarily used for:

- Research
- Reading for pleasure
- Circulation of resources
- Purposeful study
- Library events

Classes from FS to KS3 have regular timetabled library time to enable them, under the guidance of their teacher, to access resources whether it be for information literacy (IL) instruction, research or reading for pleasure.

Outside of timetabled use teachers may book the library spaces (on FROG at EP, through the TL at JB) for learning and teaching.

**Personal use by patrons (including the school’s wider community)**

The library has an open door policy for individual use during all opening hours. Patrons accessing the space must be considerate of the needs of other patrons therefore it is expected that the library will be used for educational pursuits and reading for pleasure and at all times patrons are expected to behave in a quiet orderly manner. (see Appendix 7 and Appendix Codes of conduct) There is an expectation that those wishing to hold telephone conversations on their own devices will leave the library.

**Other than library use**

For use other than that covered by curriculum and personal use, all potential bookings will be made in consultation and approval of the Branch Librarian.
Promoting Reading

It is recognised that reading has a positive impact on student achievement and as such the school libraries will undertake the promotion of reading using the following mechanisms:

- Book displays
- Reading lists
  - Fiction and non-fiction
  - Online
    - OPAC
    - FROG
    - LibGuides
    - Blogs
    - Social media
  - Other media
- Reviewing tools
- Book clubs
- Competitions
- Book awards
- Literature based events
- Author visits (see section?)

Author / illustrator visits

Author / illustrator visits enrich students connection with the written word. Authors are chosen to visit the school to:

- Add a further dimension to the curriculum
- To support curriculum content
- To broaden students scope of knowledge with respect to:
  - Different genres
  - Multiculturalism
  - Appreciation of literature
- To develop creativity
To enthuse students and teachers to write, read and instruct with a broader perspective.

To maximise the value of an author visit classes and their teachers will be actively engaged together during the authors’ presentations.

Information Literacy

Producing independent and responsible learners is at the heart of The Alice Smith School Learner Profile (see Appendix ??). Information literacy skills are at the core of the independent learning process and are an integral part of all aspects of the curriculum.

The Chartered Institute of Library and Information Professionals (UK) (CILIP) defines information literacy as:

“Information literacy is knowing when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner”

Information literacy cannot be taught as a stand alone skill set, therefore, as a matter of priority, and at all levels, the library embraces a responsibility to promote and facilitate the development of the information literacy of the school community; working collaboratively with the Academic Board and all stakeholders to integrate the skill set to assist in achieving the goals of the school’s learner profile.

Thus information literacy facilitates:1

- Tools for lifelong learning
- Becoming an independent learner
- Developing academic literacies
- Mapping and evaluating the information landscape
- Resource discovery in your discipline
- Managing information
- The ethical dimension of information
- Presenting and communicating knowledge
- Synthesising information and creating new knowledge

1 Adapted from ANCIL 2013
The social dimension of information

A New Curriculum for Information Literacy (ANCIL) have proposed a format for this information literacy integration (see Appendix 8).

Library compliance issues

As a school delivering a British curriculum in Malaysia we look towards compliance issues with respect to both Malaysia and the United Kingdom with an awareness that our global acquisitions may fall into other jurisdictions.

Intellectual property

For school policy (see Appendix 9)

It is always the intention of the library to comply with the guidelines provided by the Intellectual Property Office of Malaysia (www.myipo.gov.my) and at all times observing the global sentiment of fair dealing when in doubt.

Audio visual viewing

As the library acquires resources from diverse global sources the first consideration for classification (and thus age appropriate use) will be that provided by the country of origin. If suitability is in any doubt the library consults the Ministry of Home Affairs (Malaysia) - Film Censorship Board:

Where this is inconclusive we turn the British Board of Film Classification (http://www.bbfc.co.uk) for additional guidance.

The viewing or borrowing of audio-visual resources by patrons is then guided by the school policy (see Appendix 10).

**Staffing**

On each campus The Alice Smith School Libraries are led by a qualified Teacher-Librarian with line management by the whole school The Head of Libraries.

The Teacher-Librarians on each campus are assisted in delivering appropriate provision by library qualified assistants. The number of assistants on each campus is determined by the spaces (virtual and physical) and the level of provision required to support learning and teaching. For current staffing levels line management responsibilities see Appendix 11.

**Professional development**

**Continuing Professional Development – Teacher Librarian**

School Librarians are often professionally isolated and in the sense that there is often only one specialist in a school, and with that lack of like professionals to reflect ideas with, both local librarians networks and CPD become hugely important to ensure currency of knowledge and enable good decision making.

An appropriate annual allocation of CPD for each Teacher-Librarian would be as follows:

**An International Librarians’ Conference**

The types of conference that we might consider:

- An international conference like:
  - The International Association of School Librarianship (IASL)
  - The Annual Meeting of the UK’s School Library Association
A Regional Opportunity
For example:
  o The Hands on Literacy in Singapore
  o TeachIT
  o Learning 2.0 in China

School Group Meeting
FOBISSEA, SEASAC or similar group meetings for Librarians

Online course

Local Network Meetings and school visits

Continuing Professional Development – Library Assistants

From time local or regional CPD opportunities arise that are suitable for Library Assistants. Library Assistants should seek the approval of the Branch Teacher Librarian prior to submitting the CPD application to the campus CPD coordinator.

Training

In order to optimise service all library staff should be provided with specific training opportunities relevant to the systems and programs that are used in the library. In addition to library specific training all library staff should be offered training opportunities in the broader sense

  e.g. Communication, Google apps etc.
Online presence

In line with current information provision practices the library is available 24/7 through its online presence.

The library homepage ([http://www.klasslibrary.com](http://www.klasslibrary.com)) is a link to a combination of the school's Virtual Learning Environment (VLE - FROG), Softlink - Oliver Online Public Access Catalogue (OPAC) and the KLASS Library LibGuides platform acting as a portal linking all the services that the libraries have to offer.

The management of the online presence is collaboration between the Branch Librarians and specialised content is developed in association with the wider school community.

References
## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Error Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collection Analysis</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>2</td>
<td>Statement on Freedom to Read</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>3</td>
<td>Suggested Review Sources</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>4</td>
<td>Challenged Material Review form</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>5</td>
<td>Permission to borrow a resource outside the scope of lending rules</td>
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<td>7</td>
<td>Budget Documents</td>
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<tr>
<td>9</td>
<td>School Policy on Copyright</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>10</td>
<td>School Policy on the viewing of audio-visual resources</td>
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</tr>
<tr>
<td>11</td>
<td>Library Staffing</td>
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</tr>
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</table>

A British education for an international future
Appendix 1

Collection Analysis

<table>
<thead>
<tr>
<th>Collection</th>
<th># Items</th>
<th># circs</th>
<th># added</th>
<th># deselected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Online
Appendix 2

Statement on Freedom to Read

The Australian Library and Information Association believing that freedom can be protected in a democratic society only if its citizens have access to information and ideas through books and other sources of information, affirms the following principles as basic and distinctive of the obligations and responsibilities of the librarian:

- A primary purpose of a library service is to provide information through books and other media on all matters, which are appropriate to the library concerned.
- A librarian must protect the essential confidential relationship, which exists between library user and the library.
- The functions of the librarian include: to promote the use of materials in the librarian’s care; to ensure that the resources of the library are adequate to its purpose; to obtain additional information from outside sources to meet the needs of readers; to cater for interest in all relevant facets of knowledge, literature and contemporary issues, including those of a controversial nature; but neither to promote or suppress particular ideas and beliefs.
- A librarian, while recognising that powers of censorship exist and are legally vested in state and federal governments, should resist attempts by individuals or organised groups within the community to determine what library materials are to be, or are not to be, available to the users of the library.
- A librarian should not exercise censorship in the selection of materials by rejecting on moral, political, racial or religious grounds alone material which is otherwise relevant to the purpose of the library and meets the standards, such as historical importance, intellectual integrity, effectiveness of expression or accuracy of information which are required by the library concerned. Material should not be rejected on the grounds that its content is controversial or likely to offend some sections of the library’s community.
- A librarian should uphold the right of all Australians to have access to library services and materials and should not discriminate against users on the grounds of age, sex, race, religion, national origin, disability, economic condition, individual lifestyle or political or social views.
- A librarian must obey the laws relating to books and libraries, but if the laws or their administration conflict with the principles put forward in this statement, the librarian should be free to move for the amendment of these laws.

(ASLA&ALIA, Learning for the Future, 2001, pp. 57-58)
Appendix 3

Suggested Review Sources
### Appendix 4

**Challenged Material Review form**

Link to the online form (Google Form on Libguide)

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request initiated by:</td>
</tr>
<tr>
<td>(Name, address &amp; telephone number)</td>
</tr>
<tr>
<td>Patron relationship:</td>
</tr>
<tr>
<td>Parent of:</td>
</tr>
<tr>
<td>Class:</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Staff designation:</td>
</tr>
<tr>
<td>Details of resource</td>
</tr>
<tr>
<td>(please complete as much as possible)</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Author:</td>
</tr>
<tr>
<td>Publisher:</td>
</tr>
<tr>
<td>Format: Book – Magazine – DVD – Audio – Other</td>
</tr>
<tr>
<td>(circle applicable format)</td>
</tr>
</tbody>
</table>
Did you read, listen or view the entire work?
How was the item brought to your attention?
For whom do you think the work was intended?
What aspect of the work are you concerned about?
What do you believe is the theme of this work?
What do you suggest that KLASS library does with this item? (check applicable)
- Do not assign to my child / children
- Reassign it to another library within the school
- Withdraw it from the collection
- Other

Signature

FOR OFFICE USE ONLY:
- Discussed with complainant (verbal / email)
- Reconsideration form & Selection criteria (copied to the back of this form) given to complainant
- Completed form received
- Resource removed from library pending the outcome of the review
- Resource considered by committee. Names of committee members
- Head of School notified of outcome
Appendix 5

Permission to borrow a resource outside the scope of lending rules (Primary)

Kuala Lumpur Alice Smith School Primary Library

Your child has asked to borrow an item that I would like you to be aware of because:

( Library staff please highlight the appropriate statement)

- It is not an item that I would regularly loan to a child in their year level
- I have not had the opportunity to review it yet
- It is only held in the Senior Library

Before I issue it to them I would appreciate confirmation that you are happy with this arrangement. I strongly recommend that parents involve themselves in their child’s viewing and reading so that they can be sure the material borrowed from the library is suitable for their children.

I am always happy to discuss the library resources with parents and would welcome reviews from parents of material that they have shared with their children.

Barbara Reid
Teacher-Librarian
Date: 
Title and Author: 

Please delete the comment that is not applicable, sign below and return to the library:

I am happy for my child to borrow the item listed above at this time.

I monitor my child's viewing and reading closely and therefore request that you allow my child to borrow items of their choice in the future. There is no need to notify me again.

SIGNED:

PARENT/CARER
CHILD’S NAME & CLASS

Please find attached information about the requested resource Yes/No
Alice Smith School Acceptable Use Policy

Alice Smith School (Primary) has created a major educational and technological Initiative to provide a set of iPads and iPods as bookable resource to be used to enhance teaching and learning.

Use of these new technologies is a privilege that carries responsibility and behavioural expectations, including but not limited to those already stated within the current Learning Technology Handbook and Acceptable use Policy.

Distribution and Returns

iPads can be booked by raising a ticket which will go to the IT department and the iPads will be booked S:\Timetables, Duties & Calendar\ICT Timetable 2012-13\.

The teacher must collect the iPads and then return after use (we need to look at this)

Taking care of your iPad

2.1. General Precautions

iPads must be kept within the school-issued protective iPad case at all times.

Avoid placing too much pressure and/or weight on the iPad screen.

Cords and cables must be inserted carefully into the iPad to prevent damage.

iPads must remain free of any writing, drawing, stickers, or labels that are not the property of Alice Smith School.

iPads must not be used or stored in proximity to foods or liquids as a liquid spill can do serious damage to the device.

Screen Care
The case provided with each iPad includes a screen protector; however, screens can still be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure.

Do not lean or place heavy objects on the top of the iPad.
Do not place anything near the iPad that could put pressure on the screen.
Do not place anything in the carrying case that will press against the cover.
Clean the screen with a soft, dry cloth or anti-static cloth, no cleaners of any type. 2.3

Protecting and Storing Your iPad

Under no circumstances should iPads be left in unsupervised/unsecured areas.

Using your iPad

iPads are to be used in the classroom and outside of the classroom for educational purposes. iPads that are broken or fail to work properly must be taken to the helpdesk located in the office for an evaluation of the equipment. The school will be responsible for repairing iPads that malfunction.

iPads that have been accidentally damaged will be repaired or replaced at no cost to the student.

Personalisation

Inappropriate media and content of any kind including but not restricted to photos, wallpapers, images, music, sound, documents, files, iOS apps or games is prohibited.

Any type of material, media or likeness that is already prohibited by the Alice Smith student handbook is also prohibited on the iPad, whether or not it is explicitly noted in this document.

Media and content of any kind must in no way restrict the student from his or her ability to use apps or content necessary for the classroom.

Media and content of any kind must in no way detract from the classroom or school environment and must align with the school LT Mission and Vision Statements

4.1 Photos and Videos

Photo and image storage on the iPad will be permitted for class use, provided the same conditions are met that are listed in section 4. Photos and video may not be taken of teachers, staff, or students without their permission, and if during a class, without the knowledge and express permission of the teacher of the class. The nature of all photos and video must align with the teaching and learning philosophy of Alice Smith. Disciplinary consequences will be issued if inappropriate subject matter is used in photos or video.

Sound, Music, apps and games

Teachers can request for a podcast/music to be downloaded onto the iPads for class purposes by emailing the Learning Technology Leader.

The IT dept has synched all the iPds to an Alice Smith iTunes accounts.
Sound must be muted at all times unless permission is obtained from the teacher for learning purposes. Students not in any other way tamper with the iPad’s operating system (iOS). Failure to abide by this rule can result in disciplinary action and loss of iPad privileges. Students may not access games, music, and other apps during class time that are not intended for educational use. Teachers have the right to determine what constitutes educational use.

Wifi Access
Students are encouraged to connect to the AS Apple school wifi.

Managing your files and saving your work

6.1 Saving Work
It is the student’s responsibility and the teachers responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. iPad malfunctions are not an acceptable excuse for not submitting work; therefore, students should back up all work.

6.2 Cloud Backup
Students will have the ability to back up content to the Cloud using Dropbox. Students will be responsible for maintaining these backups and keeping them updated. Each class has a folder named under their class and all student work should be saved in there, any work outside these folders will be wiped at the of each week.

6.3 Network Connectivity
The IT dept makes no guarantee that their network will be up and online 100% of the time. In the rare case that the network is down, the IT dep will not be responsible for lost or missing data.

Software on iPads
7.1 Original Apps
The software and apps originally installed by IT dept must remain on the iPad in usable condition and must be easily accessible at all times.

7.2 Remote Installations
Software and content may be added remotely by the school to student devices at anytime.

7.3 Additional Apps
Apps can be added to the devices at a teachers request, at least 5 working days’ notice should be given and the apps form should be submitted to the LTL.

7.4 Reconfiguring iPad Due To Technical Issues
If technical difficulties occur relating to inappropriate content or tampering, the iPad will be restored to its original software configuration. The school does not accept responsibility for the loss of any software or documents deleted due to a reformat and reimage. In this event, the student may lose the privilege of iPad use.

7.5 Software Upgrades
Upgrade versions of licensed apps, iOS and firmware may be required and at times iPads may be unavailable, but all efforts will be made that this occurs after school hours.

9. Acceptable Use
The use of the Alice Smith technology resources is a privilege, not a right. The privilege of using the technology resources provided by Alice Smith is not transferable or extendible by students to people or groups outside the school. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the terms and conditions named in this policy, privileges may be terminated, access to the school’s technology resources may be denied, and the appropriate disciplinary and/or legal action shall be applied. Violations may result in disciplinary action up to and including exclusion for students.

9.1 Parent/Guardian Responsibilities
Talk to your children about values and the standards that your children should follow on the use of the iPad just as you do on the use of all media information sources such as the Internet, television, telephones, movies and radio. In addition, monitor your child’s treatment and care of the iPads at home in order to help instil in them a pattern of responsible ownership.

9.2 School Responsibilities
- Provide Internet (at school) and email access through the iPad to its students
- Provide educational apps for use with the iPad
- Provide staff guidance to aid students in doing research and help assure student compliance with the acceptable use policy

9.3 Student Responsibilities
- Use computers/iPads in a responsible and ethical manner
- Follow all policies with regard to responsible care of the iPad and accessories
- Obey school rules concerning behavior and communication that apply to iPad/computer use.
- Turn off and secure their iPads after they are finished working to protect their work and Information and back up all work.
9.4 Student Activities Strictly Prohibited
• Any action that violates existing Alice Smith policies, Alice Smith student handbook, or Malaysian law.
• Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials or those that can be interpreted as harassing or demeaning.
• Using the iPad camera, video, FaceTime or other apps in any way that is offensive, profane, threatening, obscene, or damaging to another person
• Taking photographs or video of other students, guests, or school personnel without their permission.
• Use of bit torrents or illegal file sharing sites
• Changing iPad settings (exceptions include personal settings such as font size, brightness, etc.)
• Spamming, sending mass or inappropriate emails
• Vandalism (any malicious attempt to harm or destroy hardware, software, or data, including but not limited to the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment
• Bypassing the school’s web filter through a proxy server

9.5 Policy Violations and Disciplinary Consequences
If a student violates any part of the above policy, the following consequences may apply as determined by the appropriate principal in consultation with the Learning Technology Leader.
• Teacher conference with intent to remedy the problem
• Detention
• iPad privilege suspension (student still responsible for all required work)
• Permanent iPad privilege suspension
• Reporting of violation to local police/appropriate authorities
• Exclusion

Student Responsibility for iPad Use

• I will use my iPad in ways that are appropriate, meet Alice Smith expectations, and are educational.

A British education for an international future
• I will use appropriate language when using e-mails, blogs, wikis or any other forms of communication. I will not create, or encourage others to create, discourteous or abusive content. I will not use electronic communication to spread rumors, gossip, or engage in any activity that is harmful to other persons.
• I will follow the policies outlined in the iPad Acceptable Use Policy and the Alice Smith Student Handbook while at school at all times.
• I will take good care of the iPad and protect it by only carrying it in the case provided.
• I will never leave the iPad unattended and I will know where it is at all times.
• I will keep food and beverages away from my iPad since they may cause damage to the device.
• I will clean the screen with a soft, antistatic cloth ONLY, no cleaners.
• I will not disassemble any part of my iPad or attempt any repairs.
• I will not place decorations (such as stickers, markers, etc.) on the iPad or iPad case or do anything to permanently alter the iPad in any way.
• I will not remove or deface the serial number or other identification on any iPad.

I agree to the points set forth in this document.

Student Name (Please Print):

__________________________________________________________

Student Signature: ___________________________________________ Date:

__________________

Parent/Guardian Name (Please Print):

______________________________________________________

Parent/Guardian Signature: ________________________________ Date:

________________
### Learning Technologies Handbook

<table>
<thead>
<tr>
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<th>LT1</th>
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<td>Governor / School</td>
</tr>
<tr>
<td>Extent of policy:</td>
<td>WS</td>
</tr>
<tr>
<td>Produced / Last Reviewed:</td>
<td>February 2013 ATM</td>
</tr>
<tr>
<td>Produced by:</td>
<td>LTSC</td>
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<tr>
<td>Review by:</td>
<td>ELT</td>
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<tr>
<td>Next Review Due:</td>
<td>January 2014</td>
</tr>
<tr>
<td>Cycle:</td>
<td>2 Yearly</td>
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<tr>
<td>Approved by:</td>
<td>ELT</td>
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<td>Ratified Council / ELT /Principal on:</td>
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Acceptable Use Policy
Alice Smith School Network and Internet Access

Acceptable Use
The use of the school network and Internet must be in support of and consistent with the educational objectives of the school. Transmission of any material in violation of any Malaysian law or school rule is prohibited. Use for political lobbying is also prohibited. The school network and access to the internet should only be used in support of learning or for officially sanctioned tasks.

Access
The Alice Smith School encourages an anytime, anywhere access policy, but as with any shared resource the user carries a great deal of responsibility for using the resource sensibly. Therefore, inappropriate use, including any violation of these conditions and rules, may result in cancellation of an individual's access to the ICT resources of the school. The school will determine appropriate use and may deny, evoke, suspend or close any user account at any time based upon its determination of inappropriate use by an account holder or user.

Monitoring
In order to make determinations on whether specific uses of the network are inappropriate, the school reserves the right to monitor;
File server space,
Web site logs
Laptops or portable devices connected to the network infrastructure
Other uses of the school computer networks or resources including email.

Network Etiquette
All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
Do not use the school network resource or internet access for activities which do not relate to your learning. If you are in any doubt, please seek advice from a teacher, Head of ICT, SLT member or Learning Technology Leader.
Do not use the school network resource or internet access to download offensive, pornographic or copyright protected material. To do so could result in the removal of access rights or other appropriate sanctions.
Do not use the network in such a way that would disrupt the use of the network for other users.
All information accessible via the network should be assumed private property. Do not alter, delete or move files belonging to others.
Be polite. Do not get abusive when messaging others. Do not use these facilities to engage in bullying or offensive activities.
Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.

Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail.
Use of any information obtained via the Internet is at the user’s own risk. The school specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. All users need to evaluate the source of any information they obtain, and consider how valid that information may be. Guidance on how to evaluate online sources is offered in ICT lessons.

*We expect all users of the internet to be a critical user of the information they identify as useful to them.*

5. **Use of Social Networking Sites**

The Alice Smith School believes it is important to contribute to the holistic development of a citizen living in a fast changing and unpredictable world. It is apparent that for a citizen to enjoy success in such an environment it is likely they will need to possess a number of skills including those of being an independent learner. The use of social networking tools are becoming increasingly important for independent, lifelong learners as well as for professional networking and for this reason the school integrates the use of these tools into its teaching and learning processes whenever appropriate. The Alice Smith School recognises the significant role that social networking tools such as Facebook, MySpace and Twitter may play in the future social and professional lives of our students. We are also aware of the significant contribution that these or similar tools offer to support learning. These tools are considered to be learning networking tools rather than social tools.

However, the School is mindful of the potential that, for some users, the social element can be prominent. In order to educate our pupils as to the potential pit-falls of these tools the use of these networking tools are not allowed for tasks unrelated to learning or school work. The use of these tools should only be as a result of obtaining permission from teachers or appropriate school support professionals.

6. **Plagiarism**

Data downloaded or copied and pasted from the Internet should not be passed off as the student’s own work for any purpose. This activity is known as plagiarism and plagiarising material from another source could affect the assessment mark for a candidate.

Any student involved in such activity for an internal piece of work is liable to be suspended.
Any student involved in such activity for a piece of work for an external examination will be reported to the examination board.

Any work must be the work of the candidate or acknowledged as the work of others.

7. Data Storage
It is the end user's responsibility to ensure all their data existing within the Alice Smith School ICT provision is appropriate, well-structured and named appropriately. All users must observe copyright law and data protection legislation at all times.
The school reserves the right to remove any content deemed to be inappropriate and where necessary to suspend accounts and to report serious incidents to school leadership or to the relevant authorities.
Data should always be stored in the most appropriate areas available. The IT Team provide regular backups but only of the data saved to areas intended for data storage. The school ICT network should not be used to store personal data of any kind. Data storage space quota management is currently under review and the school reserve the right to enforce a reasonable individual data limit in future.

8. Mobile Data Storage/Offline Working
All data stored on mobile data storage devices such as USB pens, CDRs, and external hard drives should be given special consideration. Potentially sensitive data (such as pupil information) should not be stored on these media at any time. Users wishing to use mobile data storage devices for transporting or backing up data must protect their data.
Users working offline should be aware that their data is not actually being saved to the school ICT system where it is secure and backed up. Rather it is being cached locally on the device and is therefore not guaranteed to be available next time the user works online or offline.
All users should avoid working offline as much as possible and instead use the remote desktop provision (VPN which will be available from Feb) which is provided by Alice Smith. The IT department will provide advice, guidance or training for staff on any relevant aspects of data storage upon request.

9. Remote access, Learning Platform or Cloud Storage
The remote desktop provision provided by the IT department can be considered an extension of the onsite ICT network and is subject to the same policies and procedures.
Users wishing to make use of cloud storage must observe the following:
I. Ensure cloud is provided by a reputable and established source DropBox, Google Drive, iCloud.
II. Ensure that no potentially sensitive data is stored in this manner (externally).
III. Ensure that data transfer over the Internet is encrypted.
IV. Do not ‘remember’ username or passwords on the device from which you access the cloud.

If you require any further information, for example clarification please speak to the IT department or the Learning Technologies Leader.

The use of the school’s learning platform where available is also a secure, recommended way of out of school working. Any content shared, posted on to VLE needs to be appropriate and you need to be aware that the information can be viewed by different groups of people.

10. Folder structure Sharing Data
Pupils and staff are provided with specific shared areas by the IT department in agreement with the school to enable the sharing of data and collaborative working on the ICT network. Each department is responsible for the use of its own folder structure within these areas.

No pupil data should ever be stored within a Staff Shared Area and as a guide only data to which pupils need access should be stored within the student shared area. A review of the structure of shared data areas offered within the ICT provision is currently underway.

Under no circumstances should anything which could be deemed as inappropriate (including potentially offensive, unsuitable or copyright infringing data) be posted in any of these areas.

11. Web 2.0 tools
Web 2.0 is the term given to describe a second generation of the World Wide Web that is focused on the ability for people to collaborate and share information online.

The user agrees;

The use of blogs, wikis, podcasts, other web 2.0 tools is considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other web 2.0 tools.
Students using blogs, podcasts or other web tools are expected to act safely by keeping ALL personal information out of their posts. A student should NEVER post personal information on the web (including, but not limited to, last names, personal details including address or phone numbers, or photographs).

3. Students should only create a class blog or wiki for educational purposes and with permission of school personnel. Student profiles are not permitted to be used to create personal blogs or wikispaces. The following guidelines must be adhered to when creating a student blog or wiki:
   _ Never link to web sites from your blog, blog comment, or wiki without reading the entire article to make sure it is appropriate for a school setting.
   _ Students using such tools agree to not share their user name or password with anyone. Students should treat blog spaces or wiki spaces as extensions of the classroom.
   _ Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

12. Security

Security on any computer system is a high priority especially when the system involves many users. **Users must never allow others to use their network password.** Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system.

If you feel you can identify a security problem on a network, you must notify a system administrator or a teacher. Do not demonstrate the problem to other users.

Do not use another individual’s account. Do not attempt to log on to the network as a system administrator.

Any attempt to do so may result in immediate cancellation of user access.

Any user identified as being a security risk to the network may be denied access to the network.

13. Vandalism and Harassment
Vandalism and harassment will result in cancellation of user access to the network and internet resources. Vandalism is defined as any malicious attempt to harm, modify or destroy data (belonging to) of another user.

Harassment is defined as the persistent annoyance of another user, or the interference of another user’s work. Harassment includes, but is not limited to, the sending of unsolicited and unwanted digital communication of any form.

14. Encountering Controversial Material
Our policy encourages the appropriate use of the network and internet access. But in so doing the Alice Smith School acknowledges that users may inadvertently encounter material which is controversial and which others may consider inappropriate or offensive. However, on a global network such as the Internet it is impossible to control effectively the content of data and an industrious user may discover controversial material. It is the user’s responsibility not to initiate access to such material and to inform teachers or an appropriate adult if they inadvertently encounter such material.

15. Penalties or Sanctions for Improper Use:
Any user violating these rules or applicable Malaysian laws is subject to loss of network access or other school disciplinary options.

16. Review of Policy
This Acceptable Use Policy will be the subject of regular review by the Learning Technologies Leader and School Management. Any problems or questions should be directed to the Head of School.

This policy should be read in conjunction with:
Data Protection policy
Responsible use of Digital Media
Discussion Forum Protocol
Email protocol
Copyright policy
iPad Acceptable use policy
Electronic communication guidance
First Response guidance to E-Safety
e-Safety Policy

We believe we have a duty to provide students with quality Learning Technologies and Internet access as part of their learning experience across all curricular areas. The use of the Internet and Learning Technologies is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly Internet access will not only raise standards, but it will support teacher’s professional work and it will enhance the school’s management information and business administration systems.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach students how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate students about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

We wish to work closely with the Student Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Social Media Staff Guidance

Social media can be defined as any method of putting information including opinions, comments, ‘likes’, pictures and allegiances in the public domain. As an employee of a public body and a well-respected educational establishment staff are reminded that actions reflect upon both you as an individual and upon Alice Smith School.

The use of social media sites on the school ICT network by pupils is currently prohibited during the course of the school day unless under supervision from a member of staff (e.g. as part of a lesson). Staff
themselves may have a requirement for limited access at certain times but this should only be used within an educational context.
The use of social media by pupils outside of school is not within the remit of this document or the school’s control.
For staff however the following guidelines are offered;
I. Always lock personal social media accounts so that content is available for friends only (and review this regularly).

II. Avoid making social media pages easily locatable or identifiable via searching (avoid using a clear personal photograph for your public thumbnail).

III. You must not ‘friend’ or ‘follow’ pupils from this or other schools at any time. This is a disciplinary matter. There is an exception for family members but even then staff must be careful to observe site age restrictions.

IV. Do not post or tweet anything which could damage the image or reputation of either yourself, the school, or any other member of staff or pupil.

V. Do not post or tweet anything which could be deemed as inappropriate, unethical, harmful or offensive.

VI. Do not post or tweet any information referencing any present or recent former school pupil.

The IT department and the Learning Technologies Leader can are available to provide further assistance, advice or guidance for staff on social media on request.
Aims
• To provide clear advice and guidance in order to ensure that all Internet users are aware of the risks and the benefits of using the Internet.

Procedure

<table>
<thead>
<tr>
<th>Role of the Governing Body</th>
<th>• The Council will have a:</th>
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<tbody>
<tr>
<td></td>
<td>• nominated link governor to visit the school regularly, to liaise with the coordinator and to report back to the Council</td>
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<td></td>
<td>• undertaken training in order to understand e-Safety issues and procedures;</td>
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<thead>
<tr>
<th>Role of the ELT/Principal</th>
<th>• The Principal will:</th>
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<tr>
<td></td>
<td>• work with the ELT and the Learning Technology Leader to create a safe ICT learning environment by having in place:</td>
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<tr>
<td></td>
<td>• an effective range of technological tools</td>
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<td></td>
<td>• clear roles and responsibilities</td>
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<td></td>
<td>• safe procedures</td>
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<td></td>
<td>• a comprehensive policy for students, staff and parents;</td>
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<tr>
<td></td>
<td>• monitor the implementation of this policy and its effectiveness</td>
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<tr>
<th>Role of the Learning Technology Leader</th>
<th>• The LTL will:</th>
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<tr>
<td></td>
<td>• ensure that all Internet users are kept up to date with new guidance and procedures;</td>
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<tr>
<td></td>
<td>• have editorial responsibility of the school website and will ensure that content is accurate and appropriate;</td>
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</tbody>
</table>
| **Role of School Personnel** | **School personnel:**  
| |  
| | ▪ monitor the implementation of this policy and its effectiveness  
| | **Role of Students** | **Students will be taught to:**  
| | |  
| | ▪ be critically aware of the materials they read;  
| | ▪ validate information before accepting its accuracy;  
| | ▪ acknowledge the source of information used;  
| | ▪ use the Internet for research;  
| | ▪ respect copyright when using Internet material in their own work;  
| | ▪ report any offensive e-mail  
| | **Role of the Student Council** | **The Student Council will be involved in:**  
| | |  
| | ▪ determining this policy with the ELT;  
| | ▪ discussing improvements to this policy during the school year;  
| | ▪ reviewing the effectiveness of this policy with the ELT  
| | **Role of Parents** | **Parents will:**  
| | |  
| | ▪ be asked to support the e-Safety policy and to sign the consent form allowing their child to have Internet access;  
| | ▪ make their children aware of the e-Safety policy  
| | **Internet Use** | **The school Internet access will:**  
| | |  
| | ▪ be designed for student use;  
| | ▪ include filtering provided by the GB;  
| | ▪ include filtering appropriate to the age of students;  
| | ▪ be reviewed and improved;  
| | **Authorising Internet Access** |  
| | ▪ Before using any school ICT resource, all students and staff must read the Acceptable Use Guidelines.  
| | ▪ Parents must sign the “Permission Slip for the use of Personal
<table>
<thead>
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<th>Portable Computing Equipment on the Alice Smith School Network</th>
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<tr>
<td>• An up to date record will be kept of all students and school personnel who have Internet access.</td>
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<tr>
<th>E-mail</th>
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<tbody>
<tr>
<td><strong>Students must:</strong></td>
</tr>
<tr>
<td>• only use approved e-mail accounts;</td>
</tr>
<tr>
<td>• report receiving any offensive e-mails;</td>
</tr>
<tr>
<td>• not divulge their or others personal details;</td>
</tr>
<tr>
<td>• not arrange to meet anyone via the e-mail;</td>
</tr>
<tr>
<td>• seek authorisation to send a formal e-mail to an external organisation</td>
</tr>
<tr>
<td>• not take part in sending chain letters</td>
</tr>
<tr>
<td>• adhere to the acceptable use guidelines</td>
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</tbody>
</table>

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<thead>
<tr>
<th>School Website</th>
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<tbody>
<tr>
<td><strong>Contact details on the website will be:</strong></td>
</tr>
<tr>
<td>• the school address</td>
</tr>
<tr>
<td>• e-mail address</td>
</tr>
<tr>
<td>• telephone number</td>
</tr>
<tr>
<td><strong>The school website will not publish:</strong></td>
</tr>
<tr>
<td>• staff or student contact details;</td>
</tr>
<tr>
<td>• the pictures of children without the written consent of the parent/carer;</td>
</tr>
<tr>
<td>• the names of any students who are shown;</td>
</tr>
<tr>
<td>• children’s work without the permission of the student or the parent/carer</td>
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<tr>
<th>Social Networking and Personal Publishing</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will not be allowed access:</strong></td>
</tr>
<tr>
<td>• to social networking sites except those that are part of an educational network or approved Learning Platform;</td>
</tr>
<tr>
<td>• to newsgroups unless an identified need has been approved</td>
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</table>

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<tr>
<th>Inappropriate Material</th>
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<tbody>
<tr>
<td>• Any inappropriate websites or material found by students or school personnel will be reported to the Learning Technology Leader who in turn will report to the Internet Service Provider.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Internet System Security</th>
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<tbody>
<tr>
<td>• New programs will be installed onto the network or stand alone machines by IT technicians.</td>
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</tbody>
</table>
| • Everyone must be aware that under the Computer Misuse
| Complaints        | • The Principal will deal with all complaints of Internet misuse by school personnel or students.  
|                  | • Parents will be informed if their child has misused the Internet. |
| Effectiveness    | • We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. |

Act 1990 the use of computer systems without permission or for inappropriate use could constitute a criminal offence.
The purpose of this policy is to outline the expectations and protocol for the use of school email.

Introduction:

Email is a valuable tool for communication. In a busy school environment, email can increase the speed of passing on information and provide an efficient way to help to ensure that communication between individuals and groups is timely and clear. In certain situations however, email communication can be used inappropriately or the communication may be more effective if it is done by face to face contact or by other means.

Guidelines for school email communication:

Email should:

- be used to circulate information between staff (individuals or groups) that assists with the day to day operations of the school
- be restricted to school related communication
- be directed carefully, with staff most affected by the email and expected to respond, included as direct recipients
- provide adequate time and notice to staff if the communication relates to meetings, planning for meetings or other expectations where reasonable professional notice should be given.
- be restricted in its use as a forum for educational debate on school issues
- be used constructively when it is the forum for a debate on an educational or school operational matter
- be clearly identified in the subject as Confidential if this is its intention
- indicate helpful information either in the subject or in the content such as form class when referring to students
- be used tactfully, sensitively and discretely when content involves information between staff about students and/or families
- be used carefully, tactfully and sensitively when communicating with students, parents and other external contacts
- start and finish appropriately, taking into consideration the nature of the relationship between the sender and the recipient (for example, more formal communications should commence with Dear... and conclude with Yours sincerely)
Email should not:

- be used as an open forum for expressing personal opinion on school related matters
- lead to time-consuming, and hence inefficient, debate with no decision-making outcome
- be used as a mechanism for coercion, manipulation, influence, divisiveness or “power” in any way by individuals or groups

Protocol for responding to email:

Group emails are often sent as information only and require no acknowledgement or response from recipients. This may not be the case in some smaller group email situations and it is left to the professional judgement of the recipient/s as to whether a response or acknowledgement is needed (for example, a group meeting arrangement).

For more specifically directed email messages, staff who are the direct recipients are the only recipients are expected to either respond to the email or acknowledge receiving the email.

It is understood that staff who are copied in (cc'ed) to the message are included because the information is of relevance to them and they should be aware of this information but no response is expected.

It is left to the professional judgement of the recipient/s as to whether a response or acknowledgement is needed (for example, a group meeting arrangement).

It is expected that in any one to one email correspondence at any level, the recipient of the message will have the professional courtesy of responding/acknowledging receiving the email.

A timeframe of up to 48 hours (excluding weekends or public holidays) is a reasonable period to expect a reply to an email communication. In many cases, replies may be expected within 24 hours. However where a matter is urgent then personal face to face or phone contact should be sought rather than an email.

Protocol for forwarding of email content:
Good judgement should be used when forwarding on emails and any material and content in emails. In some cases, this forwarding is an efficient means to convey important information but it may not be the most effective or most appropriate method.

Senders of email should assume that content can be forwarded. Therefore staff should consider this before sending an email that they might not want to go further than the initial recipient.

**Forwarding of emails containing confidential and sensitive material should be avoided.** The nature of this email content should limit its circulation to the original sender-recipient communication.

**SUMMARY:**

The following questions should be considered in email communication of any form:

- Who is my audience for this message?
- Is my message clearly summarized in the subject line? Properly titled messages will help people organize and prioritize their e-mail.
- Is the tone/content of my email appropriate for this audience?
- Would this message/information be better communicated face to face (or by phone)?
- Is it necessary for me to respond to/ acknowledge this message?
- Is the tone/content/audience of my response appropriate?
- Should I forward this message/information to someone else? If so why?

**Other considerations and suggestions regarding email communication:**

- If the issue is a 'hot' issue allow a cooling off period, try walking away from the message and re-reading it later before you respond
- If the response you get is not satisfactory go and discuss the issue in person. Don't compound issues with an inflammatory response. Playing 'escalation email tennis' should be avoided.
- Know when to pick up the phone or schedule a meeting. Email is not for every communication or right for every situation.
- Double check before hitting "send". Check for content, spelling, grammar, punctuation and the potential for wrong interpretation and/or meaning.
• Remember there is a person behind every email and that there is a person receiving yours.

As professionals, we need to make email communication work for us effectively individually and collectively, and not work against us.
APPENDIX ONE
Permission Slip for the use of Personal Portable Computing Equipment on the Alice Smith School Network

Please sign this slip if you intend to connect your own laptop or portable device to the school network infrastructure. The Alice Smith Schools Association encourages the use of technology to support learning but requires that its facilities be protected from abuse or accidental misuse. The Alice Smith Schools Association takes all reasonable steps to protect users and equipment using the network facilities but cannot take responsibility for loss or maintenance of student owned equipment. Students are reminded that they should store their equipment securely when not in use.

Students should recognise that the following measures have been implemented in order to protect student data and access to learning technologies through the school infrastructure. Students using portable computer equipment in the SLFC and EP campus will need to:

1. Ensure that up-to-date and reliable virus protect is loaded on the device and that virus checking definitions are most recent
2. Ensure that a legitimate copy of an Operating System is loaded on the device and that all relevant security patches have been installed
3. Uninstall bit stream software such as “Lime Wire” or similar software which constitute a security risk to the network
4. Register their device with appropriate school personnel and permit them to record appropriate data from the device
5. Understand and acknowledge that use of portable computing devices connected to the network will be monitored and logged
6. Understand that illegal or immoral use of the school computer network facilities could result in withdrawal of access or potentially legal recourse

I understand that by signing equipment check form I am indicating that I have read, understood and have agreed to abide by the acceptable use policy of the Alice Smith Schools Association. I also understand that the Alice Smith School can take no responsibility for the maintenance or repair of the portable equipment.

APPENDIX TWO
Acceptable Use Guidelines (Staff)
The Alice Smith School Association encourages the use of a range of Information and Learning Technologies to support teaching, learning and administrative tasks. The school values creative and innovative approaches to the use of technologies in all aspects of education. However, to ensure that members of staff are fully aware of their professional responsibilities when using information technologies you are asked to read and follow this acceptable use policy.

- I will promote e-safety with students in my care and will help them to develop a responsible attitude to system use, communications and publishing.
- I will report any incidents of concern regarding children’s safety to a Senior Member of Staff.
- I will ensure that electronic communications with pupils including email, IM and social networking are compatible with my professional role and that messages cannot be misunderstood or misinterpreted.
- Any content I post online (including outside school time) or send in an email will be professional and responsible and maintain the reputation of the school
- To protect my own privacy I will use a school email address and school telephone numbers (including school mobile phone) as contact details for pupils and their parents.
- If I use instant messaging, chat rooms, webcams or forums for communicating with pupils or parents it will only be via the school’s accredited system or VLE
- I appreciate that ICT includes a wide range of systems, including mobile phones, PDAs, digital cameras, email, social networking and that ICT use may also include personal ICT devices when used for school business.
- I will treat ICT equipment responsibly, ie using it appropriately, safely and returning after use.
- I understand that school information systems and learning technologies may not be used for private purposes without specific permission from the principal or equivalent senior member of staff.
- I understand that my use of school information technologies, Internet and email may be monitored and recorded to ensure policy compliance.
- I will respect system security and I will not disclose any password or security information to anyone other than an authorised system manager.
- I will not install any software or hardware without permission from the ICT Department. The Technicians will then keep a log of what additional software is on the teacher’s laptop/computer.
• I will ensure that personal data is kept securely and is used appropriately, whether in school, taken off the school premises or accessed remotely.

The school may exercise its right to monitor the use of Information Systems, Learning Technologies, Internet access and e-mail, and to delete inappropriate materials where it believes the system is being used for unauthorised or criminal purposes or for storing inappropriate or unlawful content.

This Acceptable Use Policy will be reviewed regularly by the Learning Technology Leaders. Colleagues are invited to contribute their views to this process.

Full name…………………………………………………………………..

Signed………………………………………………….. Date……………

APPENDIX THREE
Acceptable Use Policy for Temporary staff
As a visitor to the school I recognized that it is my responsibility to follow school eSafety procedures and that I have a responsibility to ask for advice if I am not sure of a procedure.
I confirm that I will use all electronic communication equipment provided by the school, and any personal devices which I bring into in school, in a responsible manner and in accordance with the following guidelines:

- I will only use the school network for the purpose I have been given access, related to the work I am completing in the school
- I will not use a personal computer I have brought into school for any activity which might be in conflict with my presence in the school
- I will not use my personal mobile phone or other electronic equipment to photograph or video pupils
- I will not publish photographs or videos of pupils without the knowledge and agreement of the school or the pupils concerned
- I will not give my personal contact details such as email address, mobile phone number, IM account details to any pupil or parent in the school. Contact will always be through a school approved route.
- Any content I post online (including outside school time) or send in an email will be professional and responsible and maintain the reputation of the school
- To protect my own privacy I will use a school email address and school telephone numbers (including school mobile phone) as contact details for pupils and their parents.
- If I use instant messaging, chat rooms, webcams or forums for communicating with pupils or parents it will only be via the school’s accredited system or VLE
- I will take all reasonable steps to ensure the safety and security of school ICT equipment, including ensuring that any personal devices or memory devices I use are fully virus protected and that protection is kept up to date
- I will report any accidental access to material which might be considered unacceptable immediately to a senior member of staff and ensure it is recorded.
- I will report immediately any accidental loss of confidential information to a senior member of staff so that appropriate action can be taken.
- I understand that I have a duty of care to ensure that students in school use all forms of electronic equipment and devices safely and should report any inappropriate usage to a senior member of staff
• I will not publish or share any information I have obtained whilst working in the school on any personal website, blog, social networking site or through any other means, unless I have permission from the school.

I understand that the school may monitor or check my use of ICT equipment and electronic communications.

I understand that by not following these rules I may be subject to the disciplinary procedures.

Name....................................................................................................

Signed....................................................................................

Date
APPENDIX Four

Acceptable Use Guidelines (Students Secondary)

From an early age, students have access to many forms of technology in school. We try to keep controls and restrictions to a minimum, whilst still retaining a strong level of safety & security. Educating children to respect technology and to understand their responsibilities is key to creating effective, safe users, and each student demonstrates this by agreeing to the guidelines within the Acceptable Use Policy.

Internet Access
• I will only access the Internet for learning and school related activities and if I have permission from a teacher.
• If I accidentally access a website that is unsuitable or inappropriate, I will immediately click ‘back’ and tell a teacher.

Communication
• I will use polite and sensible language when using the Internet. If I receive a message that is unpleasant, I will inform a teacher immediately.
• I will access social networking sites or chat rooms only for learning and school related activities or unless given express permission by a teacher while in school & I will always ask permission from a teacher before accessing my personal email account.

Security
• I understand that downloadable games, videos or other material can contain viruses. I will not download or install anything on to a school computer.
• If I have a password to access the network, a website, or an email account, I will keep it private and share it with no one (other than my teacher or parent if required).

Safety
• I am aware that anything I do or say on the Internet could be seen by others, including personal information, which might put me at risk.
• I will never give my full name, address or phone number when on the Internet or in an email.
Privacy
- I will respect the privacy of others and will never open or tamper with another person’s file or folder.
- I will only use my own login details and password.

Signed........................................................................ Date.............

APPENDIX 5

Acceptable Use Guidelines (Students Primary KS1)
One objective of Alice Smith School is to provide students access to technology when they act in a responsible, efficient, courteous and legal manner. Technology offers a multitude of global resources, and our goal in providing these services is to enhance the educational development of our students. Acceptable use of technology is devoted to activities that support teaching and learning. All school Internet use is filtered and monitored. The following are statements concerning the use of technology at Alice Smith:

Terms of Agreement
1. I promise to use all types of technology carefully.
2. I promise to only work on the programs that my teacher tells me to use.
3. I promise to ask for help if I don’t know what to do.
4. I promise to tell an adult if I read or see something naughty on the computer.
5. I promise never to use the computer to hurt, frighten or bully others.
6. I understand that if I break any of my promises, I might not be able to use the computers.

I will sign my name to show that I will follow these rules.

Student Name (Print) _____________________________________________________
Student Signature _______________________________________________________
Class _________________________

I have read this Acceptable Use of Technology Agreement and have discussed it with my child:

Parent/Guardian Name (Print) _____________________________________________
Parent/Guardian Signature ________________________________________________
Date Signed ____________________________________________________________
APPENDIX SIX

Acceptable Use Guidelines (Students Primary KS2)
One objective of Alice Smith School is to provide students access to technology when they act in a responsible, efficient, courteous and legal manner. Technology offers a multitude of global resources, and our goal in providing these services is to enhance the educational development of our students. Acceptable use of technology is devoted to activities that support teaching and learning. All school Internet use is filtered and monitored. The following are statements concerning the use of technology at Alice Smith:

**Terms of Agreement**
1. I promise to use all computer equipment carefully and not damage, change or tamper with the hardware, software, settings or the network.
2. I promise never to use any form of electronic communication to harass, frighten, or bully anyone.
3. I promise to use the computer and the Internet for schoolwork only. I will use the programs and websites that my teacher has approved.
4. I will not view, send or display inappropriate messages or pictures.
5. I will not post any comments on the school VLE which are offensive and not appropriate to my class work.
6. I promise to tell an adult if I read or see something on the computer that is inappropriate.
7. I promise to print only when my teacher tells me to.
8. I promise to only use my own computer file or folder when saving or retrieving my work.
9. I understand that if I break any of my promises, I might not be able to use the computers.

I will sign my name to show that I will follow these rules.
Student Name (Print)
Student Signature
____________________________________________________________
Class __________________________________________________________
I have read this Acceptable Use of Technology Agreement and have discussed it with my child:
Parent/Guardian Signature
_____________________________________________________
Date Signed
__________________________________________________________________
### Budget Bid 2013/14

#### Department/Phase/Area-Name-

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Term required for 1 / 2 / 3</th>
<th>Date to be delivered by dd/mm/yy *</th>
<th>Person responsible for ordering (budget holder)</th>
<th>FULL Details of proposed expenditure (refer where applicable to departmental/phase improvement plan)</th>
<th>Amount required (RM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPEX (teaching equipment lasting longer than 1 year and library books)</td>
<td>Core need to deliver curriculum (see plan attached)</td>
<td></td>
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<tr>
<td></td>
<td>Development need to further impact on pupils (see proposal / rationale attached)</td>
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<tr>
<td>Consumables (general teaching materials and text books/books)</td>
<td>Core need to deliver curriculum (see plan attached)</td>
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<tr>
<td></td>
<td>Development need to further impact on pupils (see proposal / rationale attached)</td>
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A British education for an international future
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<th>Requirement</th>
<th>Term required for 1 / 2 / 3</th>
<th>Date to be delivered by dd/mm/yyyy</th>
<th>Person responsible for ordering (budget holder)</th>
<th>FULL Details of proposed expenditure (refer where applicable to departmental/phase improvement plan)</th>
<th>Amount required (RM)</th>
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<tbody>
<tr>
<td><strong>Furniture</strong></td>
<td>Core need to deliver curriculum</td>
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<tr>
<td></td>
<td>Development need to further enhance provision</td>
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</tr>
<tr>
<td><strong>Subscription/event(s)</strong></td>
<td>Core need to deliver curriculum</td>
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<tr>
<td></td>
<td>Development need to further enhance provision</td>
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**Please complete and return by email to Kate Fuller/Edward Pearce (JB) or Trevor Spence (EP) by 02/11/12**

- All requests for Learning Technologies hardware or peripherals should be sent to Mike Thomas-Peter (the Senior IT Manager) and Kate Fuller/Edward Pearce (JB) or Trevor Spence (EP) by 02/11/12
- All requests for Learning Technologies software should be made to Atif, Edward Pearce (JB) and Trevor Spence (EP) by 02/11/12
- All bids to be completed by those responsible for a phase/subject or area (budget holders) only.
- *Leave blank if not relevant*
Learning Technologies Development Hardware Budget Bid 2013/14

**Department/Phase/Area-**

**Name-**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Core / Development</th>
<th>Term required for 1 / 2 / 3</th>
<th>Date to be delivered by dd/mm/yy</th>
<th>Reason for proposed expenditure (refer where applicable to departmental/phase improvement plan)</th>
<th>Amount required (RM)</th>
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Please complete and return to Mike Thomas-Peter (the Senior IT Manager) and Kate Fuller/Edward Pearce (JB) or Trevor Spence (EP) by 2nd November 2012
Learning Technologies Development Software Budget Bid 2013/14

Department/Phase/Area-

Name-

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Core / Development</th>
<th>Term required for 1 / 2 / 3</th>
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Please complete and return to Atif Mohammed (WS) and copied to Kate Fuller/Edward Pearce (JB), Trevor Spence (EP) and Mike Thomas-Peter (ICT) by 2\textsuperscript{nd} November 2012
Appendix 8

ANCIL - Information Literacy
Appendix 9

School Policy on Copyright
Appendix 10

School Policy on the viewing of audio-visual resources
Appendix 11

Library Staffing