

# CASE STUDY

## Focus on EDI and Developing a Sense of Belonging

Claire Burt, Children's Services Manager, from Barnardo's nurseries attended a Study Day at Easton Community Children's Centre (ECCC) on 'Supporting Children from Marginalised Communities Feel a Sense of Belonging'. Participants explored how ECCC aspire to their vision of 'A sense of Belonging, not just Fitting in' for all children, and they had a chance to be immersed in the inclusive and anti-racist learning environments & pick up ideas for their settings.

### What were the take aways from this study day?

I loved the opportunity to see around another setting, that's always helpful to support practice. I also particularly enjoyed the rawness and honesty from the team hosting, about their learning experiences.

This is a journey and as massive as the subject can feel, just starting is what is needed, this will continue for years to come. The day also made me consider the subject from a wider perspective than just training and resources, it was more of a setting culture.

I particularly liked the Windows and Mirrors Model – this was easy to take away and share and apply to practice with my teams.

I want to take the training, share with my whole team and make a plan for how to progress this and create improvements across the three nurseries.

I can't go on this journey alone; I need to bring my full team with me so need to share why I am so enthused and passionate about this direction and share my vision for the coming year.

What action did they take?



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## What action did they take?

I held a full team (across three nurseries) Inset day where we focused on Inclusion, disseminating the learning from the day and key messages. I included some video clips that I felt supported the message and some photos from the training, alongside photos from our setting that I felt demonstrated we are on this journey already.

In the coming academic year I will, alongside my team, be auditing our settings, reflecting on practice and reviewing our policies as well as looking at how we can build stronger parental participation and community involvement within my settings. I feel this will take a new lens on our practice and continue our development.



## What difference has it made for their children & families?

The teams have already started reflecting on their environments and looking to bring in more resources to reflect the diversity in our children as well as provide opportunities to learn about other cultures than their own.

My hope is parents will see the teams learning through changes to our policies and greater inclusion in our sessions. One nursery is particularly good at bringing families in to share their celebrations with the setting, I would like to see this across all three nurseries within the coming year.

## What difference has it made for their staff?

There was some fantastic sharing from both a personal and professional front within my team during our inset session, it definitely began the conversation and left them enthusiastic about making our service even more inclusive and more importantly reflective of the families who we support. It also highlighted we need to know our demographic better, which will support our reflections.

I have already had practitioners having reflective conversations for example 'why do we do it this way...' 'why are we celebrating this event?' It's given them the permission to pause and question, and an openness across the team that its ok to ask questions, as long as it's in a respectful manner.



## Inspired? Start your journey.....

- Help for Early Years Providers has more on [Understanding the World](#) and personal experiences, as well as [Working in Partnership with Parents](#).
- The Birth to 5 Matters has strategies for [Inclusive Practice & Equalities](#).
- [EDI Spotlight](#) has insightful short blogs for the early years
- Various guidance documents, such as '[Helping Young Children think about Race](#)' from Anna Freud; or '[A Beginners Guide to Intersectionality in the EYs](#)' in the Tapestry Journal

