| Being a democratic school means: | This can be supported by: | This is how you could get started:<br>(Feel free to use the grid on Page 2 to sort your ideas) |
|---|---|---|
| Demonstrating accessibility and openness | Making your school accessible for everyone | Invite different people with physical or mental disabilities and walk around your school with them one by one. Take notes: Can your guests get into your school without any problems? Can they find their way around independently? Where do they encounter obstacles and missing orientation points? How do they themselves perceive the accessibility of the school? What tips do they have for you to improve the points they criticise?<br><br>Find out about legal requirements on the topic of accessibility as well as on the support of orientation possibilities and get advice from an expert.<br><br>Consider which measures to reduce accessibility and support orientation possibilities could be realised in the short, medium and long term and then decide together which measures you would like to start with. |
| | Helping people with physical disabilities to orientate themselves and move around your school independently | |
| | Keeping a large part of your school open to everyone at all times, even without a key | Walk through your school at different times and note down which areas (rooms, passages, departments, etc.) are closed. Afterwards, get together and think about which of these areas it would make sense to open (for example, to give students the opportunity to use the music room during break time or to do research in the library during lessons). Sit down with the people responsible for the respective rooms and think about what speaks against such an opening and whether these obstacles could perhaps be removed. When you have found a solution, try it out for a while and adjust it if necessary. |
| | Making everyone who enters your school, feel welcome | Consider where and through which entrance most students, teachers and parents enter the school every day (this does not always have to be the official 'main entrance'), and take a closer look at this area: Does it make you feel welcome when you enter? If not, what could be the reason? What needs to be changed to create a more pleasant welcome situation? Collect the relevant points and be sure to ask students and parents about them as well. Perhaps you could also organise a drawing competition for the pupils in which the participants are asked to draw their "dream entrance". The results could then be displayed in the entrance area and serve as inspiration for the subsequent redesign. When the entrance is finally finished, you can have a small opening ceremony. |

**Seven ways to foster democratic spaces in everyday school life:**
**(1) Demonstrating accessibility and openness**

| This initiative to promote accessibility and openness in our school … | ... can be implemented quickly | ... requires some lead time | ... requires a rather long lead time |
|---|---|---|---|
| ... is inexpensive to implement | | | |
| ... is not inexpensive, but not too expensive either | | | |
| ... is quite expensive and can only be realised with additional funds | | | |