**Submission for Gender Action Champion Award**

**Introduction**

The submission for the Gender Action (GA) Champion Award is open to all schools who have achieved [Initiator](https://www.genderaction.co.uk/initiator) level.

The submission is in two parts:

1. A commentary on progress on the Initiator Action Plan including evidence as listed below.

2. An Action Plan (AP) covering all 6 Focus Areas (FA). For the 2 FAs that were used for Initiator, the same actions can be used although, normally the situation will have changed sufficiently that schools will wish to modify them. As for Initiator, there should be a minimum of 2 and a maximum of 5 actions for each Focus Area.

There are exemplars for parts of two Action Plans and some Further Guidance at the end of the document.

Completed submissions should be emailed to info@genderaction.co.uk

**Gender Action Evidence for Champion Status-**

* Please number your evidence and quote the number where appropriate i.e. 1A, 1B.
* Please attach evidence as separate documents on your email, not within the submission form to ensure it can be read easily.
* Ensure images of staff, parents or pupils' writing are anonymised, clear and can be read easily.
* Ensure a variety of evidence i.e. images from different year groups, student voice, parent questionnaires etc – this is a whole-school Award so the evidence needs to represent the whole school.
* Annotated evidence and other ‘used’ or ‘working’ materials are encouraged, so that we can ‘see’ your progress and reflections.
* If sending large files i.e. sound or video please use Dropbox or file sharing system which is not time limited.
* We are a small team so award submission reviews may take between 5-6 weeks but we will be in contact with you as soon as possible.
* We may contact you to arrange a meeting to discuss the evidence if needed.
* We cannot guarantee a response before the end of the school year for any evidence submissions sent in after the **second week of June**
1. **Progress on Initiator Action Plan areas**

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| **Focus Area** | **Actions** | **Measure of success** | **Evidence (please provide commentary linked to pieces of evidence)** |
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1. **Action Plan A:** Focus Area –

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| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
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**Action Plan B:** Focus Area –

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| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
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**Action Plan C:** Focus Area –

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| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
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**Action Plan D:** Focus Area –

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| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
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**Action Plan E:** Focus Area –

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| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
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**Action Plan F:** Focus Area –

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| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
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Issues to be solved

Every action should be linked to a particular issue that has been identified by the school. This column requires that the issue to be addressed is stated clearly. In all cases, the current situation, i.e. the baseline should be included. In some cases this will be a qualitative statement but in the majority, it will be quantitative. An example might be that reading age of boys is 6 months behind that of girls. Where the baseline is qualitative, it must still be measurable so that it is possible to see whether an action is effective.

Action

These are the actions proposed to address the entries in the “Issues to be Solved” column. There can be more than one action for each issue. Any action should follow the SMART guidelines (see Measures of Success below).

Why this action will be effective

This column requires applicants to indicate the reasoning why they believe the action will address the issue. It represents the rationale for that action. If at all possible, the rationale should be based on evidence. For example, if a school wishes more of its girls to progress to engineering careers, evidence indicates that one-off visits by role models are likely to be ineffective. So that would not be an appropriate action.

Risks and barriers

Any action in a school is likely to have risks associated with it. For example, rules against sexist language may be opposed by some parents or teachers as being a restriction of freedom of speech. It is as well to think of such barriers in advance to allow possible mitigation.

Timescale

This is the timescale over which an action is to be completed. The AP is meant to cover a three-year period, so short-, medium- and long-term actions should be included to cover that whole period.

Responsibility

The person or group whose responsibility it is to ensure that the action is carried out. That does not necessarily mean the person who carries it out.

Measure and Evidence of Success

The “Measure of Success” is what tells us if the action has been successful. It should refer to the “Issues to be Solved” column and the baseline that was set there. As an example, if the issue is the one mentioned above, that the reading age of boys is 6 months behind that of girls, the measure should state what that gap should be after the action has taken place and by the timescale indicated. Please also mention possible sources of evidence that will show that you have met your measure e.g. Attainment records.

Actions and their measures of success should be SMART – that is:

**S**pecific: they refer to a specific issue that has been identified. An action that is too general or vague is not acceptable. For example, if you wish to increase the number of boys participating in the performing arts, the current and planned numbers should be specified.

**M**easurable: you must be able to measure that the action has been successful.

**A**chievable: the measures of success must be reasonable. It is good to be ambitious but an unachievable objective will inevitably lead to failure.

**R**elevant: actions must be relevant to the issue. An action might be a good thing to do generally but if it is not relevant to the issue to be solved, then it should not be included in the Plan.

**T**ime-bound: there should be clarity around when the measure of success is to be achieved.

**Example for beginning of Action Plan A[[1]](#footnote-1) – Focus Area:** Engagement with parents, carers and the wider school community

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| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
| Governors and parents do not see gender issues as important | 1. Work with pupils to present the issues to governors | Governors will see the pupils engaged and not see the project as top down | Some parents will have serious objections | Information in newsletter and set up open meeting for parents | Autumn 2024 | Principal and Governors | Governors and parents rate gender equity as a priority. Governor and staff survey. |
| 2. Highlight legal obligations/Update Equalities policy |
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| **Example for beginning of Action Plan B – Focus Area:** Personal practice: supporting staff to reflect |
| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure and evidence of success** |
| Questionnaires indicate that staff are unaware of how their behaviour affects subject choice | 1.Staff training and lesson observation | 1.Staff will learn from watching others | Insufficient engagement from all staff | Ongoing Leadership encouragement | Scheme in place Summer 2023 | Staff training officerSenior leadership | All staff engaged and logging data against benchmarks. Record of staff training. Record of benchmarks |
| 2.Setting benchmarks | 2.Without targets, it is difficult to measure progress | Targets too vague | Ensure targets are SMART |

1. These two Action Plans could be from the same school [↑](#footnote-ref-1)