

**Submission for Gender Action Initiator Award**

**Introduction**

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

The submission is in three parts:

1 a & b – General Information: Description of school context and GA issues identified.

2. An Action Plan (A) template for one of the GA [Focus Areas](https://static1.squarespace.com/static/5ba8e36fab1a6268f9e78ed8/t/5c5dc7bb8165f5094c37d5f7/1549649853089/Champion-Infographic.jpg) (FAs)[[1]](#footnote-1),with a minimum of 2 and a maximum of 5 actions (if an action is relevant to more than one Focus Area, included under the most relevant area and mention it in the other).

3. An Action Plan (B) template for a second Focus Area, a minimum of 2 and a maximum of 5 actions

There are exemplars for the Action Plans and some Further Guidance on pages 5 - 7.

Completed submissions should be emailed to [info@genderaction.co.uk](mailto:info@genderaction.co.uk)

1. **General information.**
2. A brief description of the institution and its management structures (e.g. type, number of pupils, anything special about intake etc.) **Maximum 500 words**
3. A brief description of the mechanisms by which GA-type issues have been identified and any structures in place to deal with them **Maximum 500 words**

Guidance

Please include:

1. Type, age-range, size (teachers + pupils), demography including number of students receiving pupil premium etc.
2. Very brief recent history including Ofsted inspections
3. Management structures
4. Any other whole-school awards
5. Ethos and why GA matters to you
6. Anything unusual about the school either generally (e.g. rapid turnover) or specifically in terms of GA issues (e.g. lower than average participation of boys/girls in certain subjects, incidents etc.) – these will link to your Action Plans.
7. **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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**2. 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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**Further Guidance**

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 after school clubs are gender stereotyped with boys choosing football and girls choosing dance classes. 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). Do also consider intersectionality in your plans.

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/Ideas for Mitigation

Any action in a school is likely to have risks and/or barriers 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 set out ideas for possible mitigation. There can be more than one risk for each action, of course.

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.

Persons Responsible

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

Measure of Success

The “Measure of Success” is what tells us if the action has been successful. It should refer directly 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, double the number of girls and boys choosing non gender stereotyped clubs. 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.

**Timescales**

A school is expected to apply for Initiator within 1 year of registering as Supporter and an Initiator is expected to apply for Champion ideally within 2 years of the Initiator Award but a maximum of 3 years.

An Initiator school will be allowed one renewal but that application should include an additional statement explaining what progress they have made and the reasons why less progress has been made than expected in addition to the usual elements.

Schools achieving Champion status should apply for Beacon status within 3 years of their award.

**Example for beginning of Action Plan A – Focus Area:** EYFS/Primary Internal and External Communications

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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 of success** |
| Lack of awareness of some staff of gender biased language in internal and external communications. | Provide training to all staff to highlight gender biased language and to ensure that staff understand how to communicate consistently with language free from gender bias. | This will raise awareness and give staff the opportunity to reflect on their language use and its implications. | Staff are unaware of their own bias.  Staff do not think it is important.  Staff will be conscious of language to start with and then slip back into subconscious language associated with gender stereotyping. | Provide examples of gendered communications.  Share evidence of impact of gendered language.  Provide further staff meetings, time for reflection, observations.  Provide examples of impact through parent and student voice | Over next academic year. | Principal, Governors, CPD lead. | Staff have acted upon the training and identified where their language use is gender biased and planned actions to remedy this. Audit of language use carried out before and after intervention at the end of academic year. |
| Images in literature in classrooms and some images/quotes on display are gender biased. | Audit images in current literature including gender intersectionality (interaction of gender with ethnicity, disability, sexuality etc.)  Audit images and quotes on display on walls and replace where necessary. | This will create a non-gender -biased environment to support the gender equity work as a school and raise pupil / staff awareness of the issues. | Lack of staff time to do this. | Start in each classroom, involving pupils. Gradually change temporary displays over time.  Recruit gender equality pupil ambassadors to look out for gender bias. | Over next academic year | All staff | Audits carried out. Books/images removed, replaced or used for discussion. Follow up audit at end of academic year shows reduction in gender biased literature and displays. |
| Some external communications are gender biased. | Highlight any biased language in current literature used by the school and create new documents with neutral language.  Create guidelines to reduce gender bias in external communications.  Enable all office staff to be confident in proofreading external communications for gender bias. | External communications will be consistent with gender equity work within schools. | Office staff do not think this is a priority.  Lack of time. | Ensure time given to awareness raising of office staff through discussion with headteacher/ gender equality coordinator.  Ensure guidelines are clear, accessible and useful. | Over next academic year. | Head teacher / gender equality coordinator and office staff. | Audit of school newsletters sent over the past 8 weeks for number of boys/girls mentioned and the type of achievements celebrated – compare when new guidelines embedded.  Guidelines created for creating external communications to include consistent style across school but also gendered words to avoid using and gender neutral alternatives.  All office staff are confident in proofreading external communications for gender bias. |
| **Example for beginning of Action Plan B – Focus Area:** Secondary Progression, choices and jobs | | | | | | | |
| **Issues to be solved** | **Action** | **Why this action will be effective** | **Risks and barriers** | **Ideas for mitigation** | **Time scale** | **People Responsible** | **Measure of success** |
| Students exposed to stereotyped, narrow range of careers. | Careers policy: school programme includes gender- audited provision for every year group e.g.   * Y7 introducing career paths, employability skills + assemblies with external speakers * Y8 labour market and gender bias + workplace visits * Y9 researching career paths; choosing options +external speakers * Y10 writing CVs, interviews re post 16 choices + work experience * Y11 destinations and aspirations + careers fair in school | Students will be able to make choices based on aspirations and ability, not gender. | Careers are seen as lower priority than academic study  Limited staffing and resources  Increased workload | Look for small, repeated opportunities to embed careers discussions (e.g. every classroom has a display). Prioritise activities that careers staff need to be involved with (e.g. careers interviews), and provide detailed resources /suitable weblinks/training to support delivery of more generic activities (e.g. employability skills) by non-careers staff.  Link up on existing activities e.g. parents evenings.  Request time at staff meetings/study days for input from whole school with resources  Involve students in creating content for displays and choosing speakers. | Over an academic year | Careers department/PSHCE lead/Head of departments | Track and review careers input for each class each year; use student voice for feedback; gaps identified and acted upon.  Audit interactions with students for gender bias from them, you, resources.  Displays and resources are audited for gender bias (e.g. male engineer, female nurse).  Interviews have list of standard questions to reduce bias.  External speakers chosen to challenge gender bias. |
| Need for wider involvement of parents/carers in careers education. | Communicate with parents every year about careers e.g. include a gender-audited information stall at parents’ evening; invite parents for careers information session at the start of Y9 and Y11 to help them prepare students for their options choices. | Parents/carers are more involved in careers education and subject/career choices. | Autumn term | Careers department/ parents +carers/ students | Number of parents/carers participating in information sessions and going to stall at parents’ evening.  Survey of student career aspirations shows reduction in gender bias. |
| Not everyone in school is aware of their role in supporting careers education for all year groups | Prepare scheme of work with gender-audited, flexible lesson plans for non-careers staff to deliver - use ample detail to encourage effective delivery (e.g. choice of activities/links to video clips/webquests and suggestions on how to use these productively etc) | Everyone in school aware of and supported in their role in supporting careers education for all year groups | Ready for delivery in next academic year. | Careers department, form teachers and subject/ support staff | Scheme of work is implemented (audit of lessons in different subject areas). |

1. 1. Personal Practice: Supporting staff to reflect. 2. Student Voice: Putting children and young people at the heart of change. 3. Curriculum and learning. 4. Progression, choices and jobs 5. Internal and external communications. 6. Engagement with parents, carers and the wider school community. [↑](#footnote-ref-1)