**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). |