**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 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 |
| 2..Highlight legal obligations/Update Equalities policy |
|  |  |  |  |  |  |  |  |
| **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 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. |
| 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)