

**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

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).

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[[2]](#footnote-2) – 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.Governor/parent 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 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 |
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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)
2. These two Action Plans could be from the same school [↑](#footnote-ref-2)