

Action planning template

Use the template below to help you plan your next steps. You could print or photocopy this document, or use it as a basis to make your own action planning framework.

Good practice area - what does good practice look like?	What are we already doing?	What do we need to do next?	Deadline(s)	Lead member of staff
Policies: Sexist and misogynistic bullying and language included in relevant policies (including anti-bullying and behaviour management policies).				

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Policies: Peer-peer sexual harassment and abuse included in relevant policies (for example, Child Protection policy).				

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Policies: Policies outline how work on positive masculinities supports boys' wellbeing.				

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Policies: Policies do not use language which unfairly demonises all boys.				

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Policies: Policies are actively shared with pupils in ways they can access and understand - for example, pupil-friendly policy versions that use simpler language.				

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Policies: Incidents of sexist and misogynistic bullying and language are recorded as part of standard monitoring and reporting. Data is used to plan and target interventions.				

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Pupil voice: There are channels for pupils to raise issues and ask questions related to gender equality and positive masculinities. This includes formal channels like School Councils, but also informal and remote channels like feedback boxes, drop-in sessions or opportunities for 1-1 chats with staff.				

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Pupil voice: School surveys ask questions about sexist and misogynistic language and behaviour. Data is used to plan and target interventions.				

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Pupil voice: School surveys ask questions about wellbeing - data is broken down by gender to identify wellbeing differences between genders and plan interventions where necessary.				

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Staff: Staff are given appropriate CPD and ongoing professional learning around supporting boys' wellbeing and tackling sexism and misogyny.				

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Staff: Staff have opportunities to give feedback and request additional support.				

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Staff: Staff handbooks, codes of conduct, induction materials etc set clear expectations around how to support this work.				

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Staff: Staff have opportunities to learn from and support each other.				

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Teaching and learning: There are opportunities to learn about positive masculinities, gender equality and related issues across subject areas and Key Stages.				

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Teaching and learning: Case studies, examples and suggested role models highlight a diverse range of men and expressions of masculinity.				

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Teaching and learning: Teachers plan for how to deliver this content sensitively.				

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Pastoral care: Behaviour management approaches follow restorative justice principles.				

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Pastoral care: Staff have regular opportunities to learn about the issues that affect boys' wellbeing.				

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Pastoral care: Pupils are supported to practise identifying emotions and developing emotional self-regulation strategies.				

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Environment: Displays around the school celebrate gender equality and show visual examples of people challenging gender stereotypes.				

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Environment: A range of pupil achievements are publicly celebrated, including achievements by boys that challenge gender stereotypes (for example, boys aren't only celebrated for achievement in competitive sport - they're also celebrated for achievement in dance, academic success, creativity and positive behaviour).				

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Environment: Images or descriptions used on the school website, in prospectuses or promotional materials and in newsletters depict boys in ways that challenge gender stereotypes - for example, showing boys being helpful, artistic or kind.				