

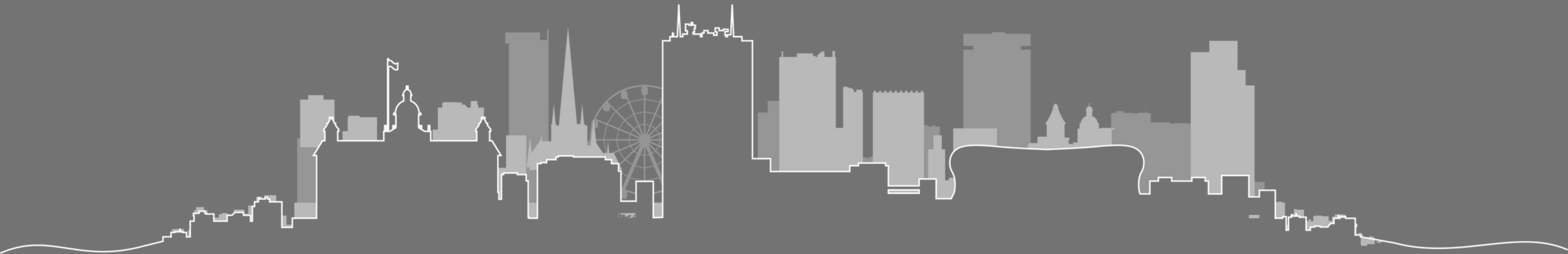


**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

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*Educational excellence for our City*

Equality, Diversity & Inclusion  
Strategy & Action Plan  
2022 - 2026



# Statement from the CEO



**KING EDWARD VI  
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“ Serving one of Europe’s most diverse cities, King Edward VI Foundation should be at the forefront of promoting equality, diversity and inclusion.

Our thousands of young people and their families, our colleagues and our governors represent the richness of our city’s history, culture and experience. Respecting the challenges that many have faced in the past, and still do, but celebrating when our communities have thrived together, we should all be striving to create a harmonious and respectful learning and working environment.

”

# Executive Summary



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The Foundation's mission is to make Birmingham the best place to be educated in the UK.

We are committed to creating an ethos and culture of inclusion in our schools, for the benefit of the Foundation. We believe that all staff should thrive irrespective of race, religion/belief, political views, disability, gender, gender identity, and/or sexual orientation (LGBTQIA+).

We recognise and respect values and difference and understand that diversity improves and enriches our lives. We take account of differences and strive to remove any barriers to all people practices including recruitment and retention, advancement and learning and development.

We encourage everyone in the Foundation to be inclusive of each other and celebrate difference and to respond to each other in ways that help to promote values and respect and help everyone to stay safe.

“ *To make  
Birmingham  
the best  
place to be  
educated in  
the UK* ”

# *Executive Summary cont.*

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We recognise that everyone has a responsibility to understand children's needs and protect and promote children's rights. We start from the basis that all staff should work positively and confidently with children and find the least intrusive way to empower them and provide appropriate levels of support and engagement with them.

The Foundation has an expectation that everyone will comply with the Equality Act 2010 and oppose all forms of unlawful and unfair discrimination and bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable participation.

In addition, each school within the Trust must meet the requirements of the Public Sector Equality Duty and the duties and requirements of the PSED as set out within the Equality Act.

We require all schools across the Foundation to publish their equality objectives and review progress towards achieving them at least annually.

# *Executive Summary cont.*

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Our EDI strategy focuses on the delivery of four strategic pillars that span all aspects of school life including developing our workforce (governors & staff), supporting our students, developing our teaching pedagogy and developing EDI communities. Each pillar comprises a unique set of EDI objectives.

Our strategy and objectives have been informed by feedback received from our Governors, Senior Leaders, staff, the Student Advisory Group and external benchmarking.

We are using a maturity model as our roadmap and each of our objectives has a set of measures. We will be conducting an annual assessment of our progress as devised by the Local Government Association to help us to monitor our progress and consider recommendations for further action.

We will regularly feedback on our progress towards delivering on our objectives and priorities.

# *Our Vision*



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The Foundation has an unwavering commitment to diversity with the aim and objective that each and every one of our team has a responsibility to create a culture of belonging within our organisation. Every person at the Foundation has the responsibility to create and sustain an inclusive environment. We believe a diverse and inclusive corporate culture is built on mutual respect and offering a working environment that motivates staff and students and promotes productivity and sustainable growth.

Diversity and inclusion are absolutely fundamental to our culture and core values. We believe that no one should be discriminated against because of their differences, such as age, disability, ethnicity, gender, gender identity and expression, religion or sexual orientation. The Foundation believes that diversity makes us a stronger organisation and more innovative, competitive and more creative, which helps us better serve our pupils and our communities.

We also believe that government laws, regulations and business practices should support the principles of diversity, inclusion and equality. We remain committed to an inclusive and diverse workplace where people can be who they are and be their best, both professionally and personally.

# *Our Duties & Objectives*



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The Foundation recognises that their responsibilities to creating an inclusive working culture goes beyond the requirements of legislation and statutory requirements. However, the Foundation works to meet all the requirements of the Equality Act 2010 and the Public Sector Equality Duty (PSED) as set out below:

This legislation requires the Foundation in the exercise of its functions, to have due regard for the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.



# *Our Duties & Objectives cont.*



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The Foundation will seek to meet the three requirements as follows:

**1. We seek to eliminate discrimination and other unwarranted conduct that is prohibited by the Equality Act by:**

- Maintaining robust policies
- Conducting training on the Equality Act 2010
- Discussing responsibilities at staff and Governor meetings

**2. We seek to advance equality of opportunity by:**

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic
- Taking steps to meet different needs of people who have a protected characteristic
- Encouraging participation when it is disproportionately low.

**3. We seek to foster good relations by:**

- Including aspects within the curriculum which promote tolerance and friendship
- Ensuring awareness of behaviour and anti-bullying policies
- Engaging with the local communities

# *Our Duties & Objectives cont.*



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The Foundation recognises that fostering good relations involves having due regard, in particular, to the need to tackle prejudice and promote understanding between those who share a protected characteristic and those who do not.

All schools in the Foundation are required to work to reduce prejudice-related bullying between pupils.



# EDI Maturity Model Roadmap



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## 2020 - 2022

- An ED&I Advisory Group is established
- An ED&I Vision is designed that highlights the intention of the Foundation to ED&I
- Surveys and feedback mechanisms are designed to create a baseline of understanding of key ED&I Priorities and development needs
- EDI leads are identified in each school to attend development
- ED&I development and training commences
- Recruitment of FLE's to provide support to EDI across the Foundation

### Level 1 - Basic

## 2022 - 2023

- A communications framework is devised to help improve awareness of ED&I and Advisory Group output
- ED&I is on the agenda of SLT's and Advisory Groups
- ED&I strategy and action plan is designed informed from strategy, school priorities and staff feedback
- Further development is delivered in the Foundation and informed from ongoing surveys and benchmarking

### Level 2 - Awareness

## 2023 - 2024

- Schools are able to articulate the benefits of ED&I and have started to incorporate this into their strategies
- An ED&I calendar of events is established and staff understand the events that are being communicated
- Staff can see a link from their own development and how this fits into their role. Staff understand their obligations and rights
- Inclusive recruitment is part of normal practice
- A cultural change programme is underway

### Level 3 - Understanding & Application

## 2024 - 2026

- ED&I actions follow an evidence data driven approach
- ED&I strategy is embedded by schools
- ED&I is integrated into policies, practices and processes
- ED&I is integrated into talent management and recruitment processes
- Regular ED&I development takes place and is incorporated into induction
- HRIS system has fully integrated reporting for all schools to use

### Level 4 - Integrated

## 2026 - 2028

- ED&I is part of Org and job design
- ED&I is incorporated into other strategies and is discussed at all LGB's
- ED&I reporting is reviewed by all SLT's and Strategic Advisory Groups who monitor output of objectives to review steps taken and impact of interventions
- Other MAT's look to the Foundation as an exemplar of good ED&I practice

### Level 5 - Sustainable

# Schools EDI Objectives - Summary



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In addition to the rollout of the EDI Training – schools and their committees are also focused on:

**BWA**

Staff EDI training and comprehension, focus on EDI celebrations around school. Diversification of the curriculum to promote EDI, recruitment of a diverse workforce and promotion of mental health. To focus on EDI celebrations around school as part of Broader Balaam

**AST**

Raising awareness of unconscious bias and privilege, embedding equality into the curriculum, supporting staff in recognising and challenging prejudice

**CHB**

To increase understanding between religious groups; to reduce the number of homophobic incidents; to train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. To analyse data on engagement in extra-curricular activities in order to ensure that they are being accessed by all groups of pupils in school.

**CHG**

Widening participation in extracurricular activities, narrow performance gap for SEND students, increase understanding, support strategies for discriminatory incidents, encourage non-stereotypical career options and works with agents for change and the Foundation.

# Schools EDI Objectives - Summary



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In addition to the rollout of the EDI Training – schools and their committees are also focused on:

**FWS**

To promote EDI actions across staff body to eliminate unconscious bias, to enable students to understand and appreciate and respect difference in the world and share common understanding of culture, religious, ethnic and socio-economic communities. To develop a diverse workforce. To develop student and staff wellbeing and promote mental health

**HAN**

Continue to provide a school environment that protects, welcomes and respects everyone and treats everyone with equal value. Recognise and respect differences and diversity, foster positive attitudes and relationships, embed equality and diversity in the curriculum, observe good equality practice in recruitment, retention and development, ensure all students are given opportunity to contribute, educate students protected characteristics and seek to eradicate all forms of prejudice and discrimination.

**HGS**

To increase understanding between religious groups. To continue to reduce the number of racist incidents in school. To raise attainment in English at GCSE. To Improve LV3 VA for girls. Train all staff involved in recruitment and selection on equal opportunities and discrimination by the beginning of September 2023. To have in place reasonable adjustment agreement for all staff with disabilities.

# Schools EDI Objectives - Summary



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In addition to the rollout of the EDI Training – schools and their advisory groups are also focused on:

## **HWGA**

To continue to narrow the gaps in performance and enrichment opportunities for all students regardless of starting points and backgrounds. To continue to foster a sense of belonging for all our students and staff. We will also continue to encourage allyship and exposure to non-stereotypical careers for our students. Staff that are involved in recruitment are trained in the recruitment process with regards to equal opportunities and non-discrimination. To have in place reasonable adjustments for staff who have disabilities to ensure equity for all.

## **KEHS**

The Equality Matters Group meets regularly to plan and develop EDI awareness events and themed weeks in school, including culture week to celebrate our diverse community and neurodiversity week to raise awareness of neurodiversity in our community and beyond. We aim to expand the anti-bullying ambassador programme and raise the profile of the role amongst the school community. We offer high quality EDI training for staff and education for girls, with a focus on: misogyny; age; disability; and socio-economic group. Our new Joint School Council with KES meets regularly and we continue to play an active role in the Foundation Student EDI committee. We have an action plan to tackle sexual harassment which is continually updated and, as a result, all pupils have received assertiveness training in year group assemblies.

## **KESH**

To increase the accurate reporting of prejudice-related incidents by staff.  
To increase student understanding between ethnic groups and religious groups, to decrease the use of racist language. To increase student understanding of the use and impact of language, to decrease the number of prejudice related incidents.

# Schools EDI Objectives - Summary



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In addition to the rollout of the EDI Training – schools and their advisory groups are also focused on:

## **LSG**

To support SEND students to narrow the attainment gap by providing a broad, balanced and challenging curriculum and to provide a site that is inclusive and accessible for all.

To continue to design inclusive recruitment practices and remove barriers to ensure that opportunities are accessible for those applying and taking up positions at Lordswood School for Girls.

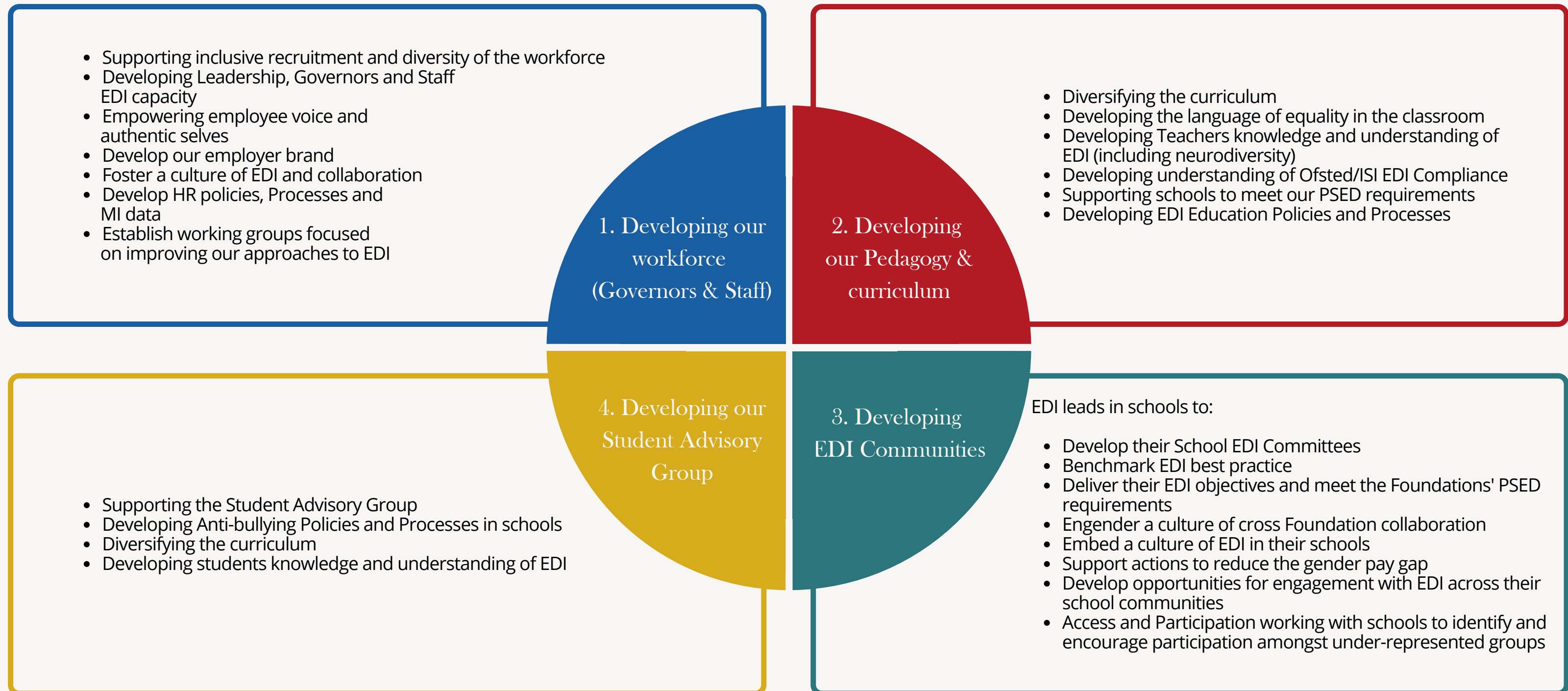
## **NSG**

SEND pupils to have equal access to classrooms, to provide a broad curriculum for SEND pupils, parents and carers with SEND needs to have equal access to information and to ensure fair recruitment and non-discriminatory practices for recruiting new staff.

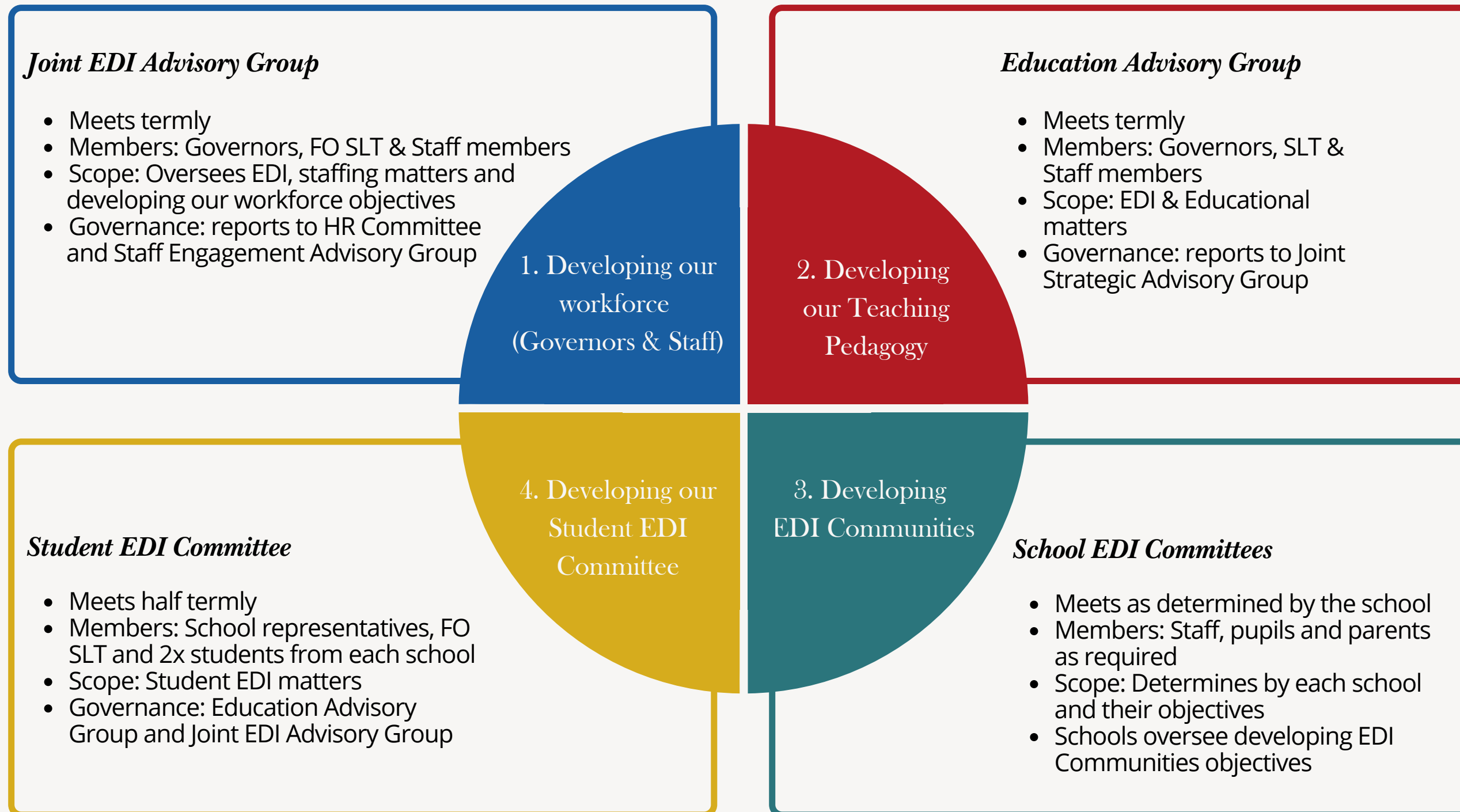
## **KES**

To continue to develop and build on the strengths of the joint staff and student EDI Forum. To build and embed our regularised diary of themed weeks and months around which to focus the school's responses to EDI issues. To continue to explore collaboration with KEHS for the development of joint approaches to EDI.

# EDI Strategic Pillars & Objectives



# Our Advisory Groups



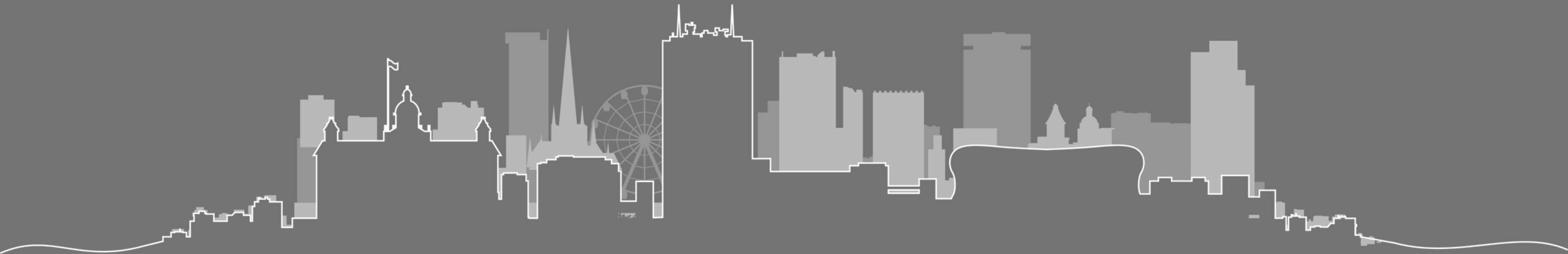


# KING EDWARD VI FOUNDATION BIRMINGHAM

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# Action Plan



# Strategic Pillar 1 - Developing our Workforce



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Inclusive Recruitment & Diversity Objectives	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
To set up a cross Foundation <b>inclusive recruitment and diversity working group</b> consisting of a staff member from each school.	Governors & Staff Advisory Group	<ul style="list-style-type: none"> <li>Improvement in diversity of the workforce. Conduct annual monitoring of recruitment data (when iTrent module is implemented).</li> <li>Report figures to Joint EDI Advisory Group by breakdown of applicants, shortlisting and interviews during the recruitment process and number of direct recruits.</li> </ul>	Objective - Long Term - AY's 22-26	
To deliver a <b>Foundation wide Culture change programme</b> to embed a culture of EDI in schools to create right cultural conditions for retention.	Governors & Staff Advisory Group, Foundation Leaders in Education	<ul style="list-style-type: none"> <li>Number of SLT representatives who are aware of their obligations for embedding an EDI culture.</li> </ul>	Objective - Long Term - AY's 23-26	
To develop a <b>mentoring programme for staff</b> to assist with the development of career pathways for promotion and succession to encourage development of individuals and groups of staff.	Head of Organisational Development	<ul style="list-style-type: none"> <li>A mentoring scheme is in place.</li> <li>Number of people who have received mentoring.</li> </ul>	Objective - Long Term - AY's 23-26	

# Strategic Pillar 1 - Developing our Workforce



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Inclusive Recruitment & Diversity Objectives	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
To establish cross Foundation groups to focus on LGBTQIA+, Disability & Faith.	Risk and Compliance Manager	<ul style="list-style-type: none"> <li>Working groups are establishing and self-organising.</li> <li>Working groups are implementing specific actions.</li> </ul>	Objective - Short Term - AY's 22-23	
To <b>develop capacity of senior leaders and Governors across the Foundation</b> to increase awareness and understanding of and commitment to EDI.	Joint EDI Advisory Group	<p>Improvement in employee survey scores:</p> <ul style="list-style-type: none"> <li>70% of autumn 2021 survey respondents responded positively (i.e. 'very' or 'quite' committed).</li> <li>Number of schools who have attended training.</li> <li>Number of schools SLT representatives who have attended training.</li> </ul>	Objective - Long Term - AY's 22-26	

# Strategic Pillar 1 - Developing our Workforce



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To build capacity for senior leaders and staff	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
To <b>continue to build the capacity of staff</b> in their working practices and to continue to develop their understanding and awareness of EDI as EDI evolves.	Head of Organisational Development	<ul style="list-style-type: none"> <li>• Training needs from the schools and their school committees/groups have been gathered and data compiled for the purposes of identifying training.</li> <li>• Training providers have been identified and reviewed by the Joint EDI Advisory Group.</li> <li>• Staff who receive the training are able to articulate how the training will impact and improve their work.</li> </ul>	Objective – Long Term – AY 22-26	
To <b>provide development for key staff involved in recruitment</b> from each school to improve their understanding and knowledge of ways to engage with and attract potential new applicants to improve diversity in the workforce and for our Governor population.	Head of Organisational Development	<ul style="list-style-type: none"> <li>• Staff involved in the recruitment process understand their obligations and responsibilities.</li> </ul>	Objective – Short Term – AY 22-24	

# Strategic Pillar 1 - Developing our Workforce



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To build capacity for senior leaders and staff	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
<p>To establish a <b>Communications framework</b> for the Foundation that enables the effective delivery of key ED&amp;I information to appropriate stakeholders.</p>	<p>Communications Officer, Foundation Leaders in Education</p>	<ul style="list-style-type: none"> <li>• A communications Framework is in place for the Foundation that clearly defines who will be communicated to, how and when.</li> <li>• A communications plan is developed that details what will be communicated and include timescales for scheduled communications.</li> <li>• A calendar of monthly communications is planned for FO News that includes update on the work of the Joint EDI Advisory Group.</li> <li>• Articles are published at least once per term in FO News and other forums.</li> <li>• An ED&amp;I Calendar of events is prepared for the Foundation.</li> </ul>	<p>Objective - Short Term – AY 22-26</p>	

# Strategic Pillar 1 - Developing our Workforce



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To build capacity for senior leaders and staff	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
<p>To ensure that <b>employer branding</b> across the Foundation demonstrates and reflects the Foundation’s supportive and inclusive culture to help develop and underpin the delivery of recruitment campaigns and the development of diverse talent pools.</p>	<p>Foundation Leaders in Education</p>	<ul style="list-style-type: none"> <li>• An employer branding campaign exists that helps to promote the Foundation as a diverse and inclusive employer.</li> <li>• Schools have reviewed their iconography and other forms of visual displays to ensure that they reflect the student population.</li> <li>• Schools prospectus’ have been reviewed and audited for bias.</li> <li>• School marketing materials have been produced that are inclusive.</li> </ul>	<p>Objective - Short Term – AY 22-26</p>	

# Strategic Pillar 1 - Developing our Workforce



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To develop EDI Communications & Collaboration	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
To continue to provide opportunities at regular intervals for listening to the <b>voice of our employees</b> in relation to ED&I .	Head of Organisational Development	<ul style="list-style-type: none"> <li>• A Health Check survey is conducted every 2 years to assess senior leaders' views of progress of ED&amp;I and next set of actions.</li> <li>• An employee ED&amp;I survey is run at least every 2 years to understand employee concerns and needs.</li> <li>• Feedback is sought from employees on their views to check the outputs of survey results.</li> <li>• Action Plans are produced based on the outputs of survey results.</li> </ul>	Objective - Long Term – AY – 22-26	
To <b>develop a cross Foundation working group</b> (self organising) comprised of 1 staff member from each school, from across the Foundation, focused on ways of improving inclusive practices for LGBTQ staff and other protected characteristics.	Head of Organisational Development	<ul style="list-style-type: none"> <li>• The working group has representatives from each Foundation School.</li> <li>• The working group meets at least once per term.</li> <li>• The working group has identified clear actions and has fed back on progress to the Joint EDI Advisory Group.</li> </ul>	Objective – Short Term – AY 22-23	

# Strategic Pillar 2 - Developing our Teaching Pedagogy



Teaching Pedagogy	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
<b>Diversifying the Curriculum:</b> To develop schools capacity and knowledge in relation to EDI pedagogy and the diversification of the curriculum.	Education Advisory Group	<ul style="list-style-type: none"> <li>Resources are provided to schools on effective structuring of the curriculum to include all 9 protected characteristics.</li> <li>Surgery sessions are arranged with EqualiTeach to discuss issues and queries regarding teaching practice.</li> </ul>	Objective - Long Term – AY – 22-26	
<b>Supporting Equality in the Classroom:</b> To work with teaching staff and external experts to improve equality of language in the classroom and the 9 protected characteristics. Increase awareness of SEND and disabilities.	Education Advisory Group	<ul style="list-style-type: none"> <li>Training has been conducted for staff in areas as highlighted by feedback from the employee survey.</li> <li>Evaluation feedback from the training is positive.</li> </ul>	Objective - Long Term – AY – 22-26	
<b>Managing Ofsted/ISI Inspections:</b> To work with schools to improve their preparation and planning for inspections.	Education Advisory Group	<ul style="list-style-type: none"> <li>SLT members are clear on steps to take to prepare for Ofsted/ISI inspections and EDI</li> <li>No of EDI matters raised at inspection.</li> </ul>	Objective – Short Term – AY 22-23	

# Strategic Pillar 2 - Developing our Teaching Pedagogy



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Teaching Pedagogy	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
<p><b>PSED Requirements &amp; Objective setting:</b> To work with schools to monitor their compliance with the requirements of the PSED. To provide support with developing SMART objectives.</p>	<p>Education Advisory Group</p>	<ul style="list-style-type: none"> <li>Resources in place to help manage PSED requirements.</li> <li>School EDI leads are clear on the requirements of the PSED and how to set SMART objectives.</li> <li>All schools objectives are published on their websites.</li> </ul>	<p>Objective – Short Term – 22-23</p>	

# Strategic Pillar 3 - Supporting our Students



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Supporting our Students	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
To continue to support the <b>development of the student committee</b> , to help students to thrive in their school environment and provide a platform for open discussion and debate in order to challenge and improve school life.	Projects Officer & Head of Educational Development	<ul style="list-style-type: none"> <li>Feedback from the Student Committee.</li> <li>No of Committee meetings held.</li> <li>Number of actions implemented.</li> </ul>	Objective - Long Term – AY – 22-26	
To continue to be part of the <b>DfE funded Anti-Bullying Equally Safe Programme</b> working with Equaliteach.	School EDI Leads & students in schools	<ul style="list-style-type: none"> <li>No of schools taking part in the programme.</li> <li>% positive feedback from schools and pupils who participate.</li> </ul>	Objective – Short Term – AY 22-23	

# Strategic Pillar 4 - Developing EDI Communities



Developing EDI Communities	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
To support the <b>development and capacity of school EDI committees.</b>	School EDI Leads	<ul style="list-style-type: none"> <li>Resources in place to support development of school committees.</li> <li>Information on priorities and objectives is available for Joint EDI Advisory Group meetings and student committee as required.</li> </ul>	Objective – Long Term – AY's 22- 25	
To continue to conduct <b>benchmarking of other Academy trusts</b> , Independent Schools another organisations to identify key ED&I activity and work being undertaken to provide a source of assessing our progress, developing capacity and best practice.	School EDI Leads and Head of Organisational Development	<ul style="list-style-type: none"> <li>EDI Leads attend networking and training events to build their own capacity and networks.</li> <li>Joint EDI Advisory Group representative attends LGA meetings are regularly attended.</li> <li>A list of awards and charters is available to all relevant committees.</li> <li>Schools are aware of charters and award schemes available to them.</li> </ul>	Objective – Long Term – AY's 22-26	
To encourage cross <b>Foundation EDI collaboration and shared best practice.</b>	School EDI Leads	<ul style="list-style-type: none"> <li>EDI leads attend- 1 x per term.</li> <li>EDI hub pages are accessed and resources are shared with other schools across the Foundation.</li> </ul>	Objective – Long Term – AY's 22-26	

# Strategic Pillar 4 - Developing EDI Communities



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Developing EDI Communities	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
To manage the <b>implementation of each schools EDI objectives</b> and duties and responsibilities of the PSED.	School EDI Leads	<ul style="list-style-type: none"> <li>Objectives are reviewed annually or at least every 4 years in line with PSED.</li> <li>Objectives are kept up to date on the schools website.</li> <li>The requirements of the Foundation EDI Statement are met.</li> </ul>	Objective – Long Term – AY's 22- 26	
EDI leads taking action to <b>reduce the gender pay gap.</b>	School EDI Leads	<ul style="list-style-type: none"> <li>Gender pay gap information for each school is provided by the Foundation Office.</li> <li>EDI Leads to review pay data with their Heads and take actions to reduce the pay gap in their schools.</li> </ul>	Objective – Long Term – AY's 22-26	
EDI leads working to <b>develop knowledge and understanding of EDI with parents.</b>	School EDI Leads	<ul style="list-style-type: none"> <li>Parents are invited to attend regular talks and workshops with appropriate school staff.</li> <li>Parents are invited to engage with appropriate staff where they have queries they would like to explore.</li> </ul>	Objective – Long Term – AY's 22-26	

# Strategic Pillar 4 - Developing EDI Communities



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Developing EDI Communities	Lead (with)	Measurement	Deadlines/timescales	RAG Rating
<p>Access and Participation working with schools to <b>identify and encourage participation amongst under-represented groups.</b></p>	<p>School EDI Leads &amp; FO Access and Participation department</p>	<ul style="list-style-type: none"> <li>• An employer branding campaign exists that helps to promote the Foundation as a diverse and inclusive employer.</li> <li>• Schools have reviewed their iconography and other forms of visual displays to ensure that they reflect the student population.</li> <li>• Schools prospectus' have been reviewed and audited for bias.</li> <li>• School marketing materials have been produced that are inclusive.</li> </ul>	<p>Objective – Long Term – AY's 23- 26</p>	



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