

EQUAL OPPORTUNITIES AND INCLUSION POLICY

The purpose of this policy is to enable the Geographical Association (GA) to be an equal opportunities and inclusive organisation for its employees, its external contacts (e.g. its consultants) and its volunteers.

Through this policy the GA aims to comply with relevant legislation e.g. the Equality Act (2010), to demonstrate its commitment to equality, and also to take such actions that may be required to reduce the risk of discrimination.

- All employees, potential employees and former employees will be treated equally, as will all volunteers.
- No employee, potential employee or former employee will receive less favourable treatment on the grounds of sex, age, race (including nationality and ethnicity), religion or belief, disability, gender re-assignment, sexual orientation, marriage or civil partnership, pregnancy or maternity, i.e. the nine 'protected characteristics' set out in the Equality Act (2010). The same will apply to all volunteers.
- No employee or potential employee will be disadvantaged by any conditions of employment or requirements that cannot be justified as necessary on operational grounds. In the same way, no volunteer will be disadvantaged in respect of the contribution that they may make to the work of the GA that cannot similarly be justified.
- Decisions about appointments, training, developments and promotion of employees will be made by the Senior Leadership Team and, where appropriate, the Governing Body, on the basis of merit and or ability. Decisions about volunteers may be made by Chairs of Phase Committees or Special Interest Groups, and may be referred to the Education Group or, via the Education Group, to the Governing Body for guidance as appropriate.
- All employees and volunteers have a personal responsibility for the application of this equal opportunity policy, which extends to the treatment of fellow employees or volunteers and external contacts.
- Those involved in recruiting, selecting, promoting and training employees have a special responsibility for the practical application of this equal opportunity policy. Volunteer groups or individuals are similarly responsible.
- Any employee or volunteer who believes they may have been unfairly discriminated against is encouraged to use the grievance procedure set out in the GA's Grievance Policy.
- Any employee or volunteer who conducts themselves in a discriminatory manner towards another employee, volunteer, member of the GA, customer or member of the public will be subject to disciplinary action in accordance with the GA's Disciplinary Policy.

The GA is committed to promoting inclusion as an organisation. Promoting inclusion is a key aspect of its role, through the ways in which it promotes the study of geography and supports its members, through its duties as an employer, through the way it organises its committees, working groups and

conferences and through its responsibilities as a publisher. The GA's place as a voluntary organisation in society means that promoting inclusion is a key aspect of its role, linked to strong moral and ethical considerations related to values such as social justice. Examples of effective strategies for organisations such as the GA include, but are not restricted to:

- supporting inclusive practices in employment and volunteer activity, and requiring action from its members and staff to promote inclusion, e.g. by including an equal opportunities statement in all job advertisements;
- requiring inclusive practices in its committees, working groups and conferences, including with respect to potential and former volunteers;
- monitoring its publications to ensure that the way it represents itself and geographical education is inclusive;
- striving to work with other organisations with similar policies, for example, by promoting joint action with fellow subject associations to promote inclusion and diversity within the geography community.

Accordingly, the GA will:

- make inclusive geography a requirement across GA publications and activities, giving substance to inclusion in the curriculum;
- raise awareness by making information about inclusive geography teaching available to members and the wider community of practice through number of strategies including its journal provision, its website and its CPD provision;
- make inclusion and diversity prominent features in its strategic planning, supporting these aspects through appropriate monitoring arrangements;
- value the diversity it already has as an organisation, using that diversity to become more inclusive, e.g. a systematic involvement of staff and volunteers from across the organisation in key policy decisions;
- work to influence educational decision making on inclusion issues; for example, through its links with government organisations.

The GA is committed to working with individuals and groups to support this policy as is illustrated by its Position Statement on Inclusion that is included as Appendix A to this policy. Linked policies and documents include the Ethical Policy, the Policy for Sustainable Development and the Employee Handbook.

Last updated: 2020

POSITION STATEMENT ON INCLUSION

Introduction and rationale

The GA recognises that promoting inclusion is an essential characteristic of a dynamic subject in the twenty-first century and is confident in taking a lead in addressing inclusion in the geography curriculum, in geography teaching and within its own organisation. The idea of inclusion is necessarily related to actual or perceived differences between individuals or groups of people, e.g. boys and girls; children and young people from different ethnic, cultural, religious and social backgrounds (diversity); and those with specific or individual learning needs and disabilities., it is important to recognise the professional and personal challenges that teachers and pupils face. These include the significance of their own experiences and assumptions, ethical and emotive issues and the conceptual demands made on them as teachers and learners.

Effective provision for inclusion in geography education takes account of the following dimensions, and the relationship between them:

- The pupils: their experience of people and places; interests, knowledge and understanding; their capabilities, attitudes and values, and the influence of family, culture, peer groups, communities and societies;
- Real world features and issues pertinent to developing pupils' understanding of inclusion, including the diversity of peoples, places environments, the commonality and interdependence between them, and processes of change, cooperation and conflict;
- The geography curriculum: its objectives and priorities, choice of illustrative content and resource materials, teaching and learning activities and assessment;
- The wider educational context, including the various purposes of education, and national and local priorities for schooling.

An inclusive geography curriculum focuses on helping pupils to question and understand a range of spatial issues related to diversity, inclusion and exclusion, and on encouraging them to understand and accept others whom they perceive to be different from them. The interconnected nature of geographical knowledge and the diversity of human life, the study of places and issues at local and global scales and the relevance of these to human welfare, all support learners' understanding of diversity and inclusion. Also, the value that geographers place on argument, exploration and investigation enable learners to acquire the skills, values and attitudes needed to consider, engage with and apply the principles of inclusion in their current and future lives. Examples of effective strategies include reviewing the curriculum to ensure that it:

- provides opportunities to celebrate diversity in different contexts and opportunities to investigate the positive links and interdependence across cultures; and
- interests and motivates all pupils to extend and deepen their understanding of the world.
 - There are links between the content and focus of the geography curriculum and teaching, for example the choice of illustrative content and its impact on pupil motivation and engagement in geography. Examples of effective strategies include:

- identifying which teaching and learning activities best promote achievement for individuals and groups - for example for boys, girls and pupils with different cultural heritages; and
- differentiating activities to match the needs of high-attaining pupils and those with Special Educational Needs.

Exemplification: inclusion in the geography curriculum

Relevant knowledge and understanding can be introduced in many of the themes studied in the geography curriculum at all key stages, in particular; place studies, population (including migration), settlements, economic change, and development.

Key geographical concepts:

- **Diversity and commonality**

Appreciating the differences and similarities between people, places, and cultures and the contribution these make to the dynamic functioning of societies and environments, e.g.

- studying common experiences among diverse environments and people, and so exploring learners' personal identity and confidence about their place in the world;
- examining and challenging stereotypical views of people, places and environments; and
- ensuring that activities and resources reflect diversity in British and global society.

- **Place**

Understanding the characteristics of places: what places are like, how they became like this and how they are subject to change, for example,

- by studying places selected to illustrate the beauty and complexity of our world, which extend pupils' experience and horizons, illustrate different types of environment and economic development, and which have cultural relevance to pupils' lives; and
- investigating the diversity of different places, understanding that there are differences within as well as between countries and that people in other places have much in common with people in the locality and UK, reflecting universal human values, questions and concerns.

- **Space: location, spatial interaction, interdependence and scale**

Understanding the interactions between places and the networks created by flows of information, people, goods and other phenomena; knowing where things are located and why; knowing reasons for the patterns and distributions created; understanding how and why these are changing and the implications for people; and understanding the interconnections and inter-relationships which are significant in explaining and managing change, e.g.

- investigating what personal and local connections pupils have with people and places at different scales – local to global, near to distant;
- investigating the geographies of inclusion and exclusion created for different groups of people in rural and urban spaces;

- developing opportunities to make direct links with a diversity of people and places; and
- investigating how a diverse range of cultures and societies interact and contribute to each other, stressing common elements and concerns which reflect universal human values.

- **Changing processes**

Understanding the interrelated physical and human dimensions of environments and how and why they change, understanding that societies are continually changing and that these changes are the result of a range of processes, and understanding creative approaches to resolve issues, e.g.

- investigating how processes such as demographic change and migration impact on the lives of people in different societies, and understanding that these are common features of life in many countries;
- investigating environmental change and its impact on inclusion and exclusion, for example global warming and its impact on migration;
- investigating successful examples of managing environments and sustainable development in a range of places, and how people in different places can learn from each other; and
- relating geographical concepts to current social issues and controversies.

Examples of teaching and learning strategies

When investigating issues, developing the ability to think critically, identify and detect bias, opinion and abuse of evidence, for example,

- critically examining images of people and places in media such as textbooks and the Internet, and comparing them with other sources of evidence.

In decision-making, appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and considering their own values and attitudes, for example:

- valuing investigating issues relevant to their lives; and
- involving different members of local communities in geographical enquiry, investigating their own experience and views.

Developing as responsible citizens with responsibilities to others, who can make a positive contribution to society, challenge injustice and show commitment to human rights, for example:

- working in teams to consider current geographical and inclusion issues relevant to them and taking responsible action.