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Assignment 2:

Using the Psychological Evidence in Prejudice and Discrimination as a Framework, Critically discuss how Government Education Policy could use [REDACTED] to Combat Prejudice and Discrimination at Policy Level

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This paper aims to critically discuss government education policy and psychological evidence surrounding prejudice and discrimination, in a bid to make recommendations about minimising the impacts of it. Policy's response to prejudice is arguably at macro-environment level (Bell and Stevenson, 2006, p.5) and therefore holds limitations to specific interactions and contexts, whereas psychological research encompasses the intricacies of prejudice, proving it to be a complex issue (Choma et al, 2017, p.278) that does not suit a standardised approach. There are therefore limitations of using psychological evidence as a framework to inform government policy, and this is acknowledged throughout. To fully contextualise, policy is discussed for education in [REDACTED] inspection standards.

UK education policy can be argued to have considered issues of equality and diversity in some way since the Young Report (1920), that [REDACTED]
[REDACTED]
[REDACTED] (Gillard, 2018). Since this time, [REDACTED]
[REDACTED] with policy embracing multiculturalism as one of its guiding models (Wood et al, 2006, p.viii), and by [REDACTED]
[REDACTED]
(The Equality Act, 2010). This has ensured that education considers the impacts of practice upon [REDACTED]
[REDACTED] Inclusion for all learners is mainly informed by, or links to The Equality Act (2010) as the overarching legislation, having an impact on [REDACTED]
[REDACTED] Largely, it has been found that policy favours the measurable, and focuses upon reducing the impacts of [REDACTED]
[REDACTED] (Abacioglu, 2019, p.2). There is little political discourse however that incorporates psychological evidence surrounding [REDACTED]
[REDACTED] (Namrata, 2011; Rosenthal and Jacobson, 1965; Van Den Bergh et al, 2010), [REDACTED] (Aboud, 2003), and curriculum development (Sabaratnam, 2017). To fully explore the issue, this discussion will encompass aspects of [REDACTED] to critically assess suitability for purpose. The areas of focus are [REDACTED]
[REDACTED]
[REDACTED], and [REDACTED].

[REDACTED] is one aspect of education that [REDACTED]
[REDACTED]. Recent education policy has highlighted the value

of [REDACTED]
[REDACTED]
[REDACTED] (DfE, 2018, p.1). To combat this, equality and diversity has been [REDACTED] priority for recruitment and retention, ensuring that school leadership [REDACTED]
[REDACTED]
[REDACTED] (DfE, 2018, p.1). Psychological evidence surrounding prejudice and discrimination has highlighted [REDACTED]
[REDACTED] (Brewer, 1999), so having [REDACTED] may prevent this. With learners linking [REDACTED]
[REDACTED]
[REDACTED] (Aboud, 2003, p. 50), this is a positive step forward, reducing [REDACTED]
[REDACTED] (Mitchell, 2019, p. 1517). [REDACTED] teaching professionals can contribute to this therefore, d [REDACTED]
[REDACTED] At policy level, this r [REDACTED] may be problematic however, as [REDACTED]
[REDACTED] (The Equality Act, 2010), [REDACTED]
[REDACTED] all of which can be linked to [REDACTED]
[REDACTED] (Namrata, 2011, p.851). Despite this, when [REDACTED] it can be argued that government initiatives [REDACTED]
[REDACTED]
[REDACTED] and reduce prejudice. [REDACTED]
[REDACTED]
[REDACTED] (UK Government, 2019), showing a consideration for arguably a variety of potentially [REDACTED]. [REDACTED] is however only one method, as s [REDACTED]
[REDACTED] can be a stronger influence, and [REDACTED]
[REDACTED]
[REDACTED]. Although [REDACTED]
[REDACTED] have an impact (Kintrea et al, 2011, p.7), showing a gap in education policy based on [REDACTED]
[REDACTED]. This serves only [REDACTED]
[REDACTED].

Another way in which [REDACTED] lies in the lack of [REDACTED] [REDACTED] (Henry and Evans, 2007, p.4). For teachers, policy dictates that employment based on ‘[REDACTED] [REDACTED] with the main driver for [REDACTED] [REDACTED] (DfE, Teacher Recruitment and Retention Strategy, 2019, p.25). This does not necessarily address t[REDACTED] and is not clear about the reduction of [REDACTED]. Policy linked to [REDACTED] only alludes to the benefits of a [REDACTED] does little to encompass [REDACTED].

Based on psychological evidence, training [REDACTED] is important, as [REDACTED] ‘long held beliefs and practices’ (Hewlett, 2013, p.3). This plays a role in [REDACTED] [REDACTED] (Ponterotto et al, 2006, p. 165). Policy should encompass [REDACTED] to educate [REDACTED]. The focus on simply [REDACTED] is only partly towards a strategy that can respond to [REDACTED]. Linked with this, Departmental Advice for School Staff (DfE, 2014) in response to The Equality Act (2010) shows policy’s shortcomings in [REDACTED]. Although the document states that [REDACTED] [REDACTED] (DfE, 2014, p.5), again, it does not include [REDACTED] despite evidence that these are [REDACTED] (Namrata, 2011). The guidance encourages [REDACTED] [REDACTED] and context under The Equality Act’ (DfE, 2014, p. 23). This is ambiguous, with standards on [REDACTED] not clearly outlined and no formal training offered as a result of policy. It can be said that there are different interpretations of [REDACTED] [REDACTED] (Mayhew and Fernandez, 2007, p.55). This could mean that policy is giving permission to

Etc...

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