

SSAP5005



EDUCATIONAL PSYCHOLOGY: APPLYING PSYCHOLOGY IN THE CLASSROOM

Diversity in the classroom – lecture 2

Part B

What is it?



- Gender identity and sexual orientation
- Bullying
- Gypsy, Roma and Traveller pupils
- Ethnic Diversity
- Asylum-seeking and Refugee pupils
- SEN
- Gifted and Talented pupils

Gender identity and sexual orientation



- There are about **half a million young people** with gender identity and sexuality issues in our schools.
- Two or three per class of 30 (stonewall, 2009).
- Compared with others, more likely to
 - **Self-harm**, consider or attempt suicide, substance misuse, experiences MH problems (Rivers, 2000; DH, 2007)
 - Experience **domestic abuse** from either parent or siblings (Yip, 2004)
 - Experience **homelessness**
 - Have been **bullied** at school (Stonewall, 2006)
 - **Take time off school** (Rivers, 2000)
 - Choose to **leave full time education at 16**, despite having qualifications to stay on (Rivers, 2000)

Legislation

Every Child Matters

Ofsted

The Education and Inspections Act, 2006

The Duty to Promote Community Cohesion (2007)

The Employment Equality (Sexual Orientation) Regulations 2003

The Equality Act, 2006

The Gender Equality Duty 8

In particular, young people who do not conform to 'traditional' male or female stereotypes will often be **homophobically bullied**. By challenging this kind of discrimination, schools are also helping to promote **gender equality and break down gender stereotypes**.

This, in turn, can help to **challenge entrenched attitudes** which discourage boys from working hard in school and mean that young women are still more likely to find themselves in low-paid, low-status jobs.

Terminology

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- Gender Identity:

- Our **innermost concept of self** as “male” or “female” or what we perceive and call ourselves. Individuals are conscious of this between the ages of 18 months and 3 years. Most people develop a gender identity that matches their biological sex.

- Sexual Orientation :

- According to the American Psychological Association (APA), sexual orientation is an enduring, emotional, romantic, sexual or affectional attraction to another person.

Sexual orientation

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Sexual orientation refers to **feelings and self-concept**. Individuals may or may not express their sexual orientation in their behaviours.



Sexual Orientation is **not a conscious choice** that can be voluntarily changed.



Human beings cannot **choose to be gay or straight**.



Being **transgender** doesn't imply any specific sexual orientation.



Sexual orientation emerges for most people in **early adolescence without any prior sexual experience**.

Gender identity and sexual orientation



- The law known as Section 28 was passed by the Conservative government in 1988 but overturned by Labour in 2003.
 - Local authorities **should not intentionally promote homosexuality...or...promote the teaching...of the acceptability of homosexuality as a family relationship.**
- Douglas et al (1997) – confusion on what was permissible in schools and found that work on homophobic bullying had been removed from the curriculum
- Schools are still unresponsive to the needs of LGBT (DePalma and Jennett, 2007)

<http://www.legislation.gov.uk/ukpga/1988/9/section/28>

Gender identity and sexual orientation in Schools

Reducing homophobic bullying in schools aims to make **schools safer places**, but a focus on eliminating hostile reactions can result in a culture of '**silent tolerance**' rather than acceptance (DePalma and Atkinson, 2009)

Schools are **not gender—neutral places** – thus only certain expressions of gender are acceptable, gender-atypical behaviour is noticed and regulated.

The view of relationships presented in classrooms is **almost exclusively heterosexual** (heteronormativity; Epstein et al, 2003). This is exclusionary because **same sex relationships are ignored or constructed as deviant**.

The classroom



- ‘No outsiders’ research project in 2006 (DePalma and Atkinson, 2009)
 - Explored ways of addressing LGBT rights at age-appropriate levels in primary schools



Through discussion, literature, drama and visitors, children were taught the correct meanings of terms and encouraged to recognise and think about gender stereotyping and heteronormativity.

Why is it important to start early?

The classroom – infants and primary



Same-sex
parents –
**acknowledge
and welcome
them**

6% of children who
call child-line about
sexual orientation or
homophobic bullying
(NSPCC) are **under
11**



Some LGBT
adults report
**knowing
they were
different at
primary
school age**

May not communicate
their feelings for several
years because of a **lack of
vocabulary/concepts.**

Teachers



Whole-school training is needed

Section 28 silenced some, it gave free rein to others to express homophobic views (Ellis and High, 2004)

Tension between religious beliefs and professional responsibilities

<http://www.youtube.com/watch?v=IW3C31yuURg>

https://www.stonewall.org.uk/sites/default/files/tackling_homophobic_language_-_teachers_guide.pdf

Learning and Skills Act 2000

Sex and Relationship Guide 2000



- It is now required for teachers to:

- Challenge stigmatism of LGBT families in lessons about families, marriages and stable relationships
- Give positive information of LGBT people to enable pupils to challenge derogatory stereotypes and prejudice
- Challenge all forms of homophobic bullying

Ofsted will now include addressing homophobic bullying in their inspections

- Ofsted will report on how schools promote:
 - Physical and mental health
 - Safety and protection from harm and neglect
 - Enjoying and achieving
 - Positive contributions by being positively involved in community and society
 - Economic wellbeing

Every Child Matters (DfES 2004)

Gypsy, Roma and Travellers (GRT)



- The most 'at risk' group in the education system

- Attendance
- Engagement
- Attainment



Attainment levels for these children have deteriorated over recent years (DCSF, 2009)



Who are G, R and Ts?



Romany gypsies



Travellers of Irish heritage



European Roma



Fairground and circus showmen



New Travellers

Education



- **Frequent travellers**
 - fragmented education
 - attend many schools
 - months or years out of school
- **Fairground children**
 - base school that they attend in winter
 - distance learning materials
- **Permanent residents**
 - housing
 - permanent site



Gypsy, Roma and Travellers (GRT)



They have some shared cultural characteristics



Some, not all, are recognised as constituting a minority ethnic group

Ancestry and a long shared history of which the group is conscious as distinguishing it from other groups

A distinct cultural tradition including social customs and manners, often associated with religious observance

Romany Gypsies



- Largest group in the UK
 - Descended from north-west India
 - Around 1000 years ago groups of nomadic migrants fled the Indian subcontinent amid warrior clashes
 - Arrived in UK in fifteenth century
 - With their dark skins – assumed to be pilgrims from Egypt (from which the name Gypsy is derived)

Linguistic evidence supports Indian Origin Romany gypsies have retained elements of language (romanes/romani) which has its roots in northern India around the ninth century (hybrid version – english – cushti, bloke, pal, gaff)



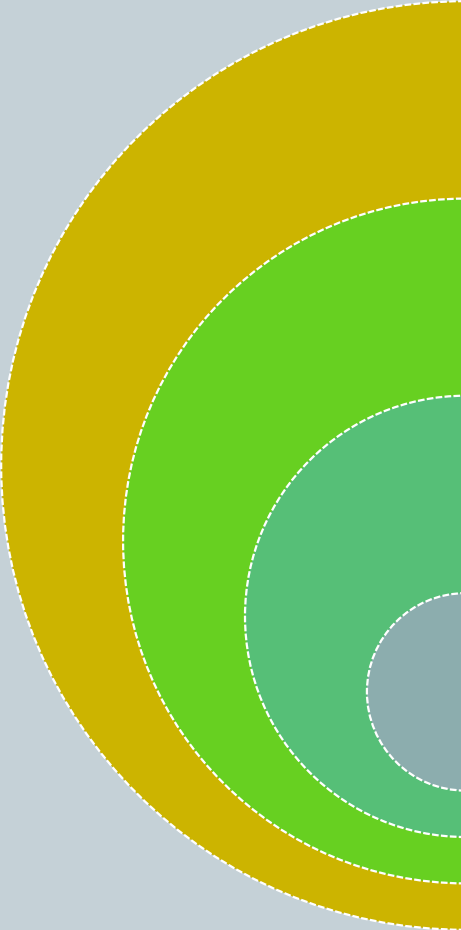
Travellers of Irish heritage and Roma



- **Travellers of Irish heritage**
 - Indigenous to Ireland
 - Descendants of travelling entertainers, craftsman and metal workers
 - Retained aspects of the Celtic language – Gaelic
 - Different roots, but similar customs and traditions to Romany Gypsies nomads and intermarriage between communities
- **Roma (around 12 million Roma worldwide)**
 - European Gypsies
 - Minority group in UK
 - Schools are required to include this group in their PLASC returns – because traveller parents choose not to disclose their identity for fear of bullying – this impacts greatly on the stats/data

<https://www.youtube.com/watch?v=wfL6lWIf6VE>

Fairground and Circus communities



Ancestral links date back to the **travelling merchants and entertainers** of the Charter Fairs in the Middle Ages when seasonal gatherings were held for trade and festivity.

Fairground showmen tend to own or rent land for winter months, but spend majority of the year **following a circuit of meticulously planned events**

Again base-schools and distance learning packs

Over 1000 children access this type of flexible education
(Marks and Wood, 2008)

New Travellers

A more recent
cultural
phenomenon

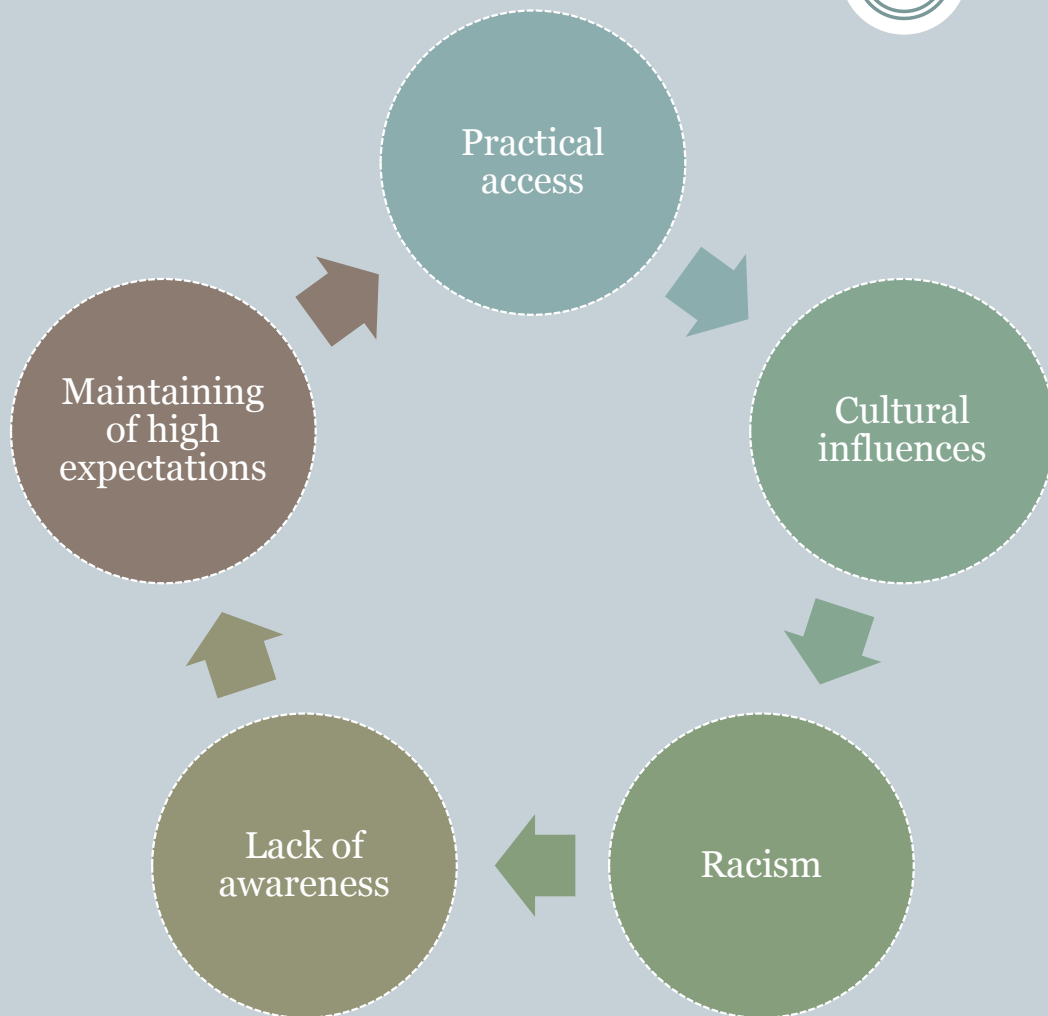
Hippies – opt for a
nomadic lifestyle
during the 1960s

Grew in 70's and 80's with
the free festival movement

Cutbacks in social security in the 80's impacting
on 16-25yr-olds led to a surge in homelessness
and economic refugees taking to the road



Issues for teachers and learning



2011 (ONS) - 58,000 Gypsy/Traveller - 60% had no formal qualifications.

This is almost three times higher than the figure for England and Wales as a whole, which is 23%.

Progress seems horribly slow since the 1967 Plowden report - fewer than 10% of Gypsy and Traveller children went to school at all, and almost all adults were completely illiterate.

School outcomes - GRT

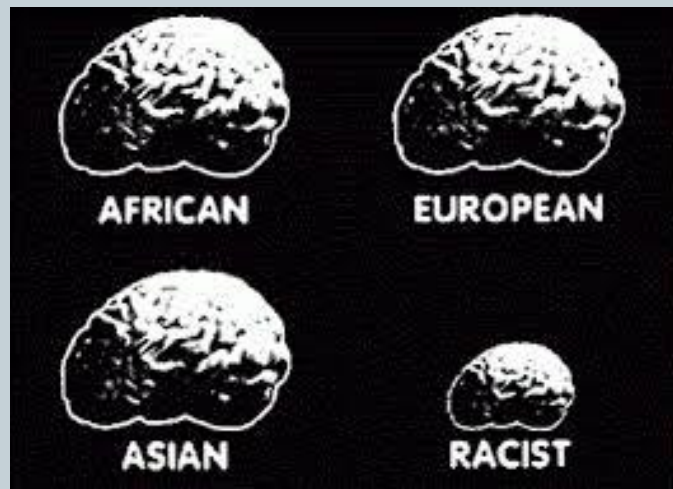


- Lower levels of achievement than other ethnic groups at all key stages.
- This is due to a complex range of factors - barriers that prevent them from fully accessing the curriculum = lack of engagement, interrupted education and negative experiences of school.
- Pupils usually attend schools with lower than average rates of achievement. Forty per cent - with only Key Stage (KS) 2 SAT results (suggesting they had disrupted education) attend schools in the lowest quintile (fifth) of attainment.
- Higher rates of Free School Meals eligibility, suggesting a connection between poverty and disrupted educational experience.
- Highest level of Special Educational Needs of all ethnic minority groups, and this may be the result of families lacking information or experiencing problems accessing appropriate health care, or schools failing to respond appropriately to cultural difference.



- Nationally, in both the primary and secondary phases, GGRT - higher levels of absence from school than pupils from other ethnic groups.
- Travellers of Irish heritage –slightly more absences than either Gypsy/Roma pupils or Roma pupils with English as an additional language (EAL).
- Gypsy/Roma pupils have the lowest level of overall absence.
- Primary schools - levels of absence for Travellers of Irish heritage and Roma pupils with EAL are very slightly higher for girls than for boys. In contrast, for Gypsy Roma pupils, girls have very slightly lower levels of absence than boys.
- In secondary schools, levels of absence for Travellers of Irish heritage and Gypsy Roma pupils are slightly higher for boys than for girls, while for Roma pupils with EAL, girls still have a slightly higher absence rate than boys.

RACISM



4 Types of Racism



- **Attitudinal Racism:** General dislike of a certain race or group without reason
- **Ideological Racism:** Believing some races superior to others. *Ex: Adolf Hitler.*
- **Individual/ Group Racism** *Ex: KKK.*
<http://www.dailymail.co.uk/news/article-2652041/Revealed-Inside-vile-Ku-Klux-Klan-rally-bigoted-members-say-preparing-race-war-military-style-combat-training.html>
- **Institutional Racism:** Create patterns of injustice and inequality because of skin color. *Ex: voting (1960), high price of colleges in America.*



Racism



Can you identify your own prejudices and biases?

First think about the religious backgrounds, family types, geographical regions, nations and cultures into which you were born, or into which you may have become affiliated.

How did this process inform your identity, your social behaviour, your expectations and aspirations, and the moral code or values by which you live?

Racism



- Richard LaPiere (1930s) – driving around US with a couple of Chinese ethnicity.
 - Visited 251 hotels/restaurants – refused service only once
 - Wrote to them afterwards asking ‘would they accept members of the Chinese race? ’
 - Of the 128 that responded- 92% said no
- This highlights the inconsistency that often exists between expressed (internal) attitudes and exhibited (external) behaviours.
- Today the opposite is true; we may be more prejudiced than we are prepared to outwardly express.
 - Walton and Niblett (2011) – a culture of **political correctness** strongly shapes students’ descriptions of social difference, thus this can function as a hindrance from speaking about racial differences lest one be labelled a racist.

Racism in the classroom

Unlawful for a school to discriminate on the grounds of culture or ethnicity.

Race relations amendment act (2000) have a duty to promote equality of opportunity, eliminate discrimination and promote good relationships

Inclusion to challenge the negative stereotypes

Unhelpful stereotypes...

Exotic and romanticised version



Theft, deception.

Fuelled by media reports and lack of awareness

School



Name calling –
effects attendance
(Warington, 2006)

1 in 3 – racist name-
calling resulting in
physical retaliation



Attracted negative
attention from
teachers

Teachers believed
retaliation to be
cultural traits rather
than emotional
fuelled responses

Teachers believed
GRT pupils to be
initiators.

Wilkin et al. (2009)

Racism and Inequalities in Education



In 2003 the DfES set out the following statement:

“All children and young people should be able to achieve their potential, whatever their ethnic and cultural background and whichever school they attend” (DfES, 2003: 4)

However, in the same year statistics published by the same department showed that Black children were further behind their White counterparts than they were in 1989 (DfES, 2004) and

that:

“The performance of Black Caribbean pupils appears to get worse compared with that of other pupils as they go through primary school” (DfES, 2003).

Racism and Inequalities in Education

In 2004...

54% of white pupils achieved five A* to C grades at GCSE

37% of pupils with Pakistani heritage

34% of black pupils.

The DfE argues that the gaps between the different groups are closing, (DfES, 2006) but at the current rate of improvement pass rates for White pupils will reach 100% long before equal outcomes are achieved (Gillborn, 2008:67).

By the time they reach 16 a significant number of children from black, Asian and other minority ethnic backgrounds or groups are **no longer in school**.

Black boys are **three** times more likely to be **excluded** than White boys; GRT and pupils with mixed white and black Caribbean heritage are also disproportionately excluded (Miles, 2009: 2).

Exclusion from school is **highly correlated with unemployment and involvement in crime** (Narey, 2001 cited in DfES 2006).

Racism and Inequalities in Education



The blame for these unequal outcomes has often been unfairly **laid at the door of the children and their families** (Pilkington, 2002).

For example it has been argued that **black families are unsupportive of their children's education and that black children lack drive and ambition**

This contradicts evidence which shows that black communities have a history of **organising supplementary schools to improve their children's achievement** (Gillborn, 2008) (Richardson, 2005).



Racism and Inequalities in Education



Arguments still resurface that the **intelligence of black people is fundamentally lower**, recent proponents include Dr Frank Ellis a lecturer at Leeds University and Dr James Watson, one of the team who discovered the helical nature of DNA.

Despite the fact that these theories have long been discredited they **still attract extensive interest**, publicity and support from some areas of the media.

It is important to note that there is **no pre-determined order of achievement and there is no ethnic group which is intrinsically less capable of academic success** (Pilkington, 2002).

Racism and Inequalities in Education



Many of the unequal outcomes for pupils from black, Asian and other minority ethnic backgrounds or groups **occur through processes within the education system.**

Everyone within a school is affected by external influences; **every teacher brings a set of cultural norms and practices** into the classroom, which influences their **conscious and subconscious behaviour and attitudes** (Ross, 2002).

Racism and Inequalities in Education



Many white people do not see themselves as belonging to a racial group; they can feel that they have a neutral identity.

However being white has a big influence on an individual and how they see the world (Pearce, 2005).

If teachers are not aware of the unconscious prejudice and stereotypes that they carry it can result in negative outcomes for the young people in their care.

Black pupils are **disciplined more frequently**, more **harshly** and for **less serious misbehaviour** and are **less likely to be praised** than other pupils; even from very early on in their education (Pilkington, 2002).

“largely unwitting but systematic racial discrimination in the application of disciplinary and exclusion policies” (DfES, 2006)

Reasons for discriminatory practices



- Conditioning - negative images of blackmen, which stereotype them as threatening.
 - Such conditioning is reinforced by the media portrayal of black '**street culture**'. It encourages school staff to expect black pupils to be **worse behaved** and that they are a greater level of threat and challenge (DfES, 2006).
- Media influence - shaping thoughts around minority communities when reporting on crime. If someone from one of these backgrounds is suspected, their colour or religion is often highlighted in the report.
 - When this is done it **stereotypes whole communities** as being violent and crime orientated.

Racism and Inequalities in Education



Teachers can wittingly or unwittingly affect the performance of pupils by being **openly prejudiced**, by being patronising or by having **unjustified low expectations of the child's abilities** (Richardson, 2005).

South Asian girls are often seen as passive and lacking in ambition and where in the past Asian boys were stereotyped as hard-working, Muslim boys are now perceived as challenging (Pearce, 2005).

Racism and Inequalities in Education



Black pupils are disproportionately put in bottom sets (DfES, 2006).



Pupils placed in lower sets **suffer from lower expectations** and often receive a **less stimulating curriculum** and are entered into **less challenging exams**. Where examinations are tiered this can have the effect of preventing these pupils from gaining the highest grades.



In London in 2005 **two-thirds of black students were entered into the lowest tier**, where the highest grade they could achieve was a D. In effect, they were marked out for failure before they even sat the paper (Gillborn, 2008:96).

Racism and Inequalities in Education



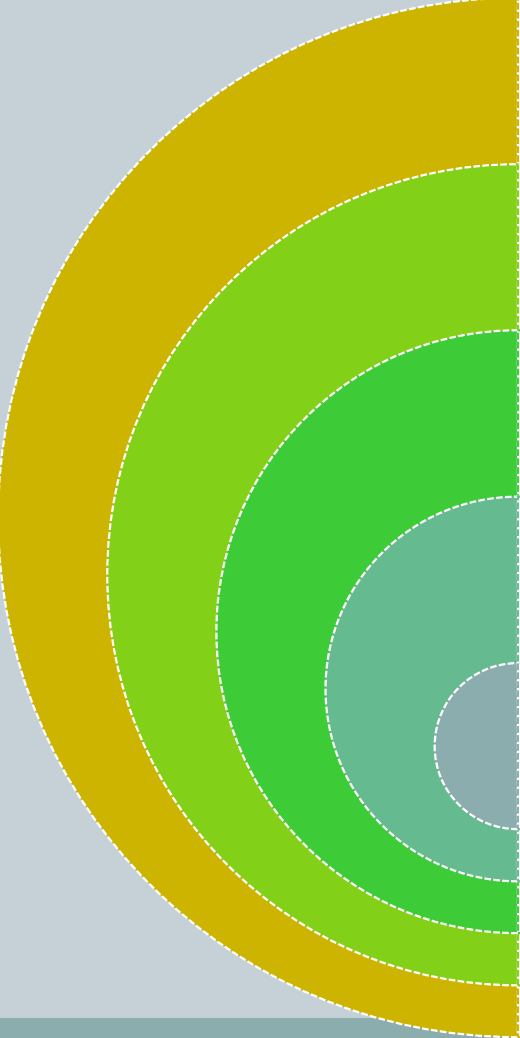
Racism between pupils remains widespread in schools and is a regular fact of life for many pupils (Richardson and Miles, 2008).

Targeted pupils may become **scared, depressed and lacking in self-confidence** and this can impact heavily on their progress at school (Teachernet, 2006).

However, teachers may **genuinely be unaware of racism** amongst their pupils (Lane, 2008: 102), **with the vast majority of pupils taking care not to use racially abusive language in front of teachers** (Ofsted, 1999).

Pupils on the receiving end of racial harassment **may not share their experiences with parents or teachers** (Pearce, 2005). They are often wary of reporting their experiences with worries about **'grassing', being dismissed or making the situation worse**. If staff are not open and confident about the issues, pupils will not feel able to raise their concerns (Ofsted, 1999).

Racism and Inequalities in Education

A graphic on the left side of the slide consisting of four concentric semi-circular arcs. The outermost arc is yellow, followed by a green arc, then a darker green arc, and the innermost is a grey arc. These arcs are separated by dashed white lines and are positioned to the left of the text blocks.

48% of teachers stated that they were aware of race related bullying in schools.

68% of them also stated that their school had no strategy to combat this bullying (Teachers TV, 2009).

A lot of teachers lack confidence and are unprepared to deal with antagonism between different ethnic groups (Pearce, 2005).

Many are not clear how racist behaviour amongst pupils differs from other kinds of unacceptable behaviour (Teachernet, 2006).

Teachers may feel that it is just 'banter' or the children being racially abused 'give as good as they get' (Jones, 1999).

Government Policy and Legislation



Over the past ten years several duties have been imposed on schools in relation to their duties in promoting equality and tackling racism.

The murder of Stephen Lawrence in 1993 and the subsequent mishandling of the case by the police led to the Stephen Lawrence Inquiry in 1999. The Macpherson Report, produced from this inquiry brought the concept of Institutional Racism into the **public domain and led to the passing of the Race Relations (Amendment) Act 2000 (RRAA)**. The act placed a duty on all public bodies to proactively eliminate unlawful racial discrimination and promote race equality.

In addition, from 2002 specific duties were placed on schools to:

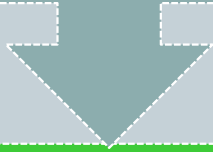
- **Prepare and maintain a Race Equality Policy, with an action plan**
- **Assess the impact of all policies** on pupils, staff and parents of different racial groups, including the attainment levels of such pupils
- **Monitor**, by reference to their impact on such pupils, staff and parents, the operation of such policies, including the attainment levels of such pupils
- Take reasonable steps to **report on progress** annually and review and revise the scheme at least every three years.

(QCDA, 2009)

Government Policy and Legislation



Despite these duties, an evaluation conducted by the CRE in 2003 demonstrated that schools were relatively **inactive in response to this legislation.**



Two-thirds of schools had no targets to change the achievement gaps between different ethnic groups and worryingly that they did not think that they needed more guidance in regards to promoting equality and tackling racism (Gillborn, 2009).



Four years later, the situation was not greatly improved; the Ajebo report found that many schools were **not compliant with the RRAA** and that only two thirds of schools had taken the initial step of developing a Race Equality Policy (DfES 2007).

Government Policy and Legislation



Crick report - controversial issues **should be tackled in schools through teaching Citizenship education** to develop social, moral and, political responsibility and enable them to become responsible citizens (Crick, 1998).

But...in an education system embedded in institutional racism, instead of promoting anti-racism, Citizenship education can act as a 'placebo' **leaving issues untouched**, but allowing the institutions to assert that they are fulfilling their duty in this respect (Gillborn, 2006).

Cantle report - the role of schools is central to breaking down barriers between young people and helping to create cohesive communities (Home Office, 2001).

TASK 2



- You are a journalist and have been asked to publish an article in your newspaper (a broad sheet, not tabloid) on the current stats and impact of homophobic bullying/GRT in schools and how this effects children's performance.
- Explore current legislation in place to protect these minority/vulnerable groups.
- Write up your article (800-1000 words).