

accessibility. Coupled with high staff turnover rates and the need to ensure that all have access to some form of instruction, there can be a reliance on online learning platforms to deliver the necessary Prevent and British values training. Whilst some training packages may challenge staff to consider their understanding of 'extremism', others could be deemed a simpler process, yet both result in the much sought after certificate of evidence for Ofsted, proving that training on this key element of practice has been undertaken.

Where more perfunctory 'click and collect' training is used to tick the box of compliance, perhaps we should consider where we truly gain our understanding of 'extremism' from. Furthermore, how do we formulate our understanding of those who may be vulnerable to radicalisation or acts of terrorism? If we do not take time to discuss this as a staff team, how can we be sure that we have a collective understanding? Without critical discussion and a shared grasp of the complexities of Prevent we are in danger of relying on media headlines and stereotypes to inform our judgements and safeguarding practices.

Research shows (Revell and Bryan, 2016) that educators do not have a shared understanding of what constitutes 'vocal or active

opposition to fundamental British values' and this could help to explain why some referrals to the Channel process have been made inadvertently (Khaleeli, 2015; Barratt, 2016; Fox, 2016). With increasingly divided opinions over current and pertinent issues such as Brexit, Extinction Rebellion, and the teaching of LGBTQ+ within schools, we have seen an increase in political activism and what could be considered, by some, as 'extreme' views. At what point then do these voices and actions constitute 'extremism'? Thresholds vary with one person's hero being another person's terrorist. Without genuine discussion in our staff teams, levels of 'tolerance' within our settings will naturally vary and thresholds for referral could be in danger of relying on personal standpoints and philosophy, rather than considered and agreed markers. It is important for us to collectively decide the point at which behaviour opposes fundamental values, be they considered 'British' or otherwise.

Similarly, we must also consider how to respond when children's play does not reflect the values we are legally obliged to promote. As children learn to make sense of the world around them, we can expect to see political voices emerging in their play. Exposed to a background diet of television, radio and social

media, it is inevitable that some children will be aware of acts of violence, terrorism, protests or social tension; what do we do then when a child acts out a terrorist event in their play? Would all of us respond in the same way?

Whilst much of this article raises more questions than answers, perhaps in an increasingly turbulent and divided world our response to the Prevent duty requirements and British values warrants further consideration. If we cannot, hand on heart, say that as a staff team we have a shared vision on aspects such as extremism, democracy, individual liberty, boundaries and tolerance, then maybe it's time to talk.

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