**Lee Jerome, whose background and research has focused on citizenship education, said the emphasis on ‘British values’ as part of the Prevent Duty can ‘alienate’ BAME students.**

He said: “Most teachers don’t have a problem with the Prevent Duty but some, especially from Muslim and ethnic minority backgrounds do have a problem with the way it works out and some have expressed the feeling that they are in a hypocritical position because they have to demonstrate compliance with the policy even though they know it’s not how they feel and they know it might be experienced negatively by some people in their community.

“If calling things fundamental British values alienates some people, and those people tend to come from BAME and Muslim backgrounds, but they don’t have a problem with the content of the policy, then maybe you don’t need to call them fundamental British values.

“Part of the reason it alienates people is because there has been a tendency in some schools and nurseries to see fundamental British values and just stick up a Union Jack and loads of rather clichéd pictures of ‘Britishness’ so it’s like the word British triggers a set of representations.

 “And of course that is alienating if you’re for example Bangladeshi or Muslim British and if Britishness comes along down the list of your identities or not at all, then it’s a problem.

 “The policy sets teachers up to promote fundamental British values as a protection and resilience against radicalisation but in doing that you alienate a particular group who are already fairly marginalised by the whole discourse about terrorism and you frame children as in need of an intervention to promote values when the evidence suggests they already support the values.

“When you listen to kids they want to understand where does terrorism come from, why are people terrorists and how does radicalisation happen?

“If you are concerned with promoting values and surveilling people you’re not necessarily doing that proactive building of knowledge and understanding that children want, which I would argue is the job of a teacher.

“So there’s a problem, if you position the policy as safeguarding and risk reduction, you’re not positioning it as curriculum and teaching and what’s taught is distorted through that lens and not really giving kids what they need to make sense of the world.

 “Whilst many commentators have been concerned that Prevent represents a form of securitisation of education, this book also reveals a parallel process of normalisation, in which education and childcare professionals develop their own take on the Duty and mould it around their own existing professional and institutional cultures and ethos, in the context of their wider relationships with families and communities.”