A guide for schools and education settings

Addressing antisemitism in child safeguarding and protection

Safe to Learn

Addressing antisemitism in UK schools

The guide was produced by Safe to Learn, a network of teachers, parents, researchers, policymakers, young people and child safeguarding practitioners, working together to end antisemitism in UK schools.

Safe to Learn[1] welcomes all comments and suggestions on how to improve this resource.

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About this guide

All children have the right to be safe in school, whatever their nationality, ethnicity, race, religion or belief. All schools are responsible for safeguarding children from harm, treating them equally and protecting them from discrimination, harassment and victimisation.

This guide aims to support school leaders and everyone working in schools to better safeguard Jewish children and staff from antisemitism. It was developed in response to growing evidence of a steep rise in antisemitism in UK schools and the urgent need for dedicated tools and resources to help address it.

Research carried out in 2024-5[2] shows that almost 70 per cent of Jewish children in the UK attend Jewish schools, an increase of almost 10 per cent over the past 10 years. One of the factors behind this increase is antisemitism experienced by children in non-faith schools, coupled with parental fear of antisemitism. In 2024, almost a quarter[3] of British Jewish parents reported that their child or children had faced antisemitism in or around school. Jewish children have been physically assaulted[4] on their way to school, subjected to bullying and abuse by their classmates, threatened in both Jewish and non-faith schools and had their property deliberately damaged or destroyed. The safeguarding and welfare of Jewish children may also be affected by their experiences of antisemitism in the broader community including when online, as well as harm caused by witnessing antisemitic abuse of their family, friends and community.

In a recent survey by NASUWT[5] carried out in July 2025, 51 per cent of Jewish teachers experienced antisemitism in the workplace in the past year.

A number of child safeguarding practice reviews have demonstrated that safeguarding measures that do not fully address racial bias and discriminatory attitudes, or take into account how children are impacted by racism and other forms of discrimination, can jeopardise children's safety[6], wellbeing and education. This is underlined in the child safeguarding practice review panel's briefing of March 2025.

The primary objective of this guide is to help leaders to strengthen safeguarding practice in schools by addressing antisemitism. A broader goal is to contribute to safer schools where all children are treated equally, safeguarded from racism, discrimination, harassment, and victimisation so that they are safe to learn and protected from harm.

> **Not only does a failure to safeguard children from antisemitism in schools have a direct impact on Jewish children, it also risks harming all children by exposing them to a school culture in which hatred, discrimination and exclusion are tolerated and normalised.**

Who this guide is for

This guide is for:

- Governors and trustees
- Proprietors
- Senior leadership teams
- Designated safeguarding leads (DSLs)
- Heads of Personal, Social, Health and Economic Education (PSHE)
- School staff.

Pupils and their parents and/or carers may also find this guide helpful in understanding what school leaders can do to help address antisemitism, racism and discrimination in schools.

Understanding safeguarding and antisemitism in schools

What is antisemitism?

Antisemitism means having negative ideas, stereotypes or hatred towards Jewish people just because they are Jewish. Antisemitism can target individuals, groups, or even buildings, symbols and places connected to Jewish life, like synagogues or schools. Antisemitism can sometimes be targeted with the aim of hurting or upsetting people, but at the same time, it can sometimes be unintentional and caused by people not considering the needs of Jewish people.

The Government has formally adopted[7] the International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism[8] and the accompanying illustrative examples. This definition has also been recognised by the Royal College of Policing in their guidance to police forces in the UK.

This definition is guidance, not law, however it offers an accepted standard to define antisemitism and respond to concerns. It is endorsed by all representative Jewish organisations in the UK engaged in combatting antisemitism.

The International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism:

> *'Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities'.*

Illustrative examples of safeguarding concerns related to antisemitism in schools might include:

- Holding Jewish children responsible for real or imagined wrongdoing committed by a single Jewish person or group.
- Discriminating against Jewish children or treating them less favourably.
- Bullying, harassing or excluding children because of their Jewish identity, beliefs or views on Israel.
- Failing to adequately respond to safeguarding concerns related to antisemitism.
- Penalising staff, pupils and parents for raising safeguarding concerns related to antisemitism.
- Implementing policies and decision-making that exclude or disadvantage Jewish children.

- Failing to understand and assess the risks to children of radicalisation and extremism, including when online and to put adequate measures in place to protect children from these risks.

Legal duties of schools

All schools have a legal duty to safeguard and promote the welfare of all children under 18 in their care as set out in Section 175 of the Education Act, 2002[9]. The Statutory Guidance for keeping children safe in education[10] requires schools to maintain robust safeguarding policies and procedures, clear reporting and responding processes and appropriate staff training. Schools must also follow the guidance set out in Working together to safeguard children[11]. This sets out how all professionals and organisations, including schools, local authorities, police and health services, must work together to keep children safe from harm.

The Equality Act, 2010[12] prohibits schools from discriminating against, harassing, or victimising staff or children based on 'protected characteristics'. These include race, nationality, ethnicity, religion and philosophical belief. Discrimination can be direct or indirect and can take many forms. Staff and children are also protected from harassment, which is defined as unwanted conduct that creates an intimidating, hostile, degrading, humiliating or offensive environment and victimisation. The legal duty also includes addressing any incidents of antisemitism that are witnessed or reported. Schools are also bound by the Public Sector Equality Duty[13] under Section 149 of the Act to consider how their policies and practices impact upon people with protected characteristics.

Where a state school or academy fails to prevent bullying related to any protected characteristic, inspectors are likely to determine that the school is not meeting its statutory duties under the Education and Inspections Act 2006, Section 89[14], which requires headteachers and governing bodies to establish measures to promote good behaviour and prevent all forms of bullying. Under the Ofsted Education Inspection Framework (EIF)[15], inspectors will consider failures in safeguarding, behaviour and leadership in their judgements.

Where a proprietor of an independent school fails to ensure that bullying related to any protected characteristics is prevented, it is likely that inspectors will determine Independent School Standards and Regulations (ISSR)[16] standards 3(j) and 5(b)(vi) are unmet and report this accordingly. Proprietors of independent boarding schools have additional responsibilities as indicated in the National Minimum Standards (NMS) for Boarding[17].

Making sure all children in your school are safe to learn

All schools should actively work to maintain a culture of safety, equality and protection.

The following audit tool can be used to help school leaders strengthen safeguarding practice by addressing antisemitism in their policies and procedures. This includes, reporting, monitoring and response processes, staff training and listening to children, and taking account of their wishes and feelings.

The audit tool includes references to both statutory obligations and best practice which in combination will help to ensure children are safe to learn.

Addressing antisemitism in safeguarding policies and procedures

1   How does your safeguarding/child protection policy and related policies set out your commitment to safeguarding pupils from antisemitism, racism and other forms of discrimination and exclusion? For example, by publishing the policy or an anti-discrimination statement.

2   How does the school make it clear that they will refer incidents involving antisemitism, racism and other forms of discrimination and exclusion to external agencies where required and fully co-operate in any associated multi-agency work?

3   How do you check your staff's understanding of policy and procedures?

4   Do your safeguarding policy and procedures contain a clear definition of antisemitism, racism and other forms of discrimination and exclusion?

5   Do safeguarding policies and procedures recognise the additional vulnerability of pupils who have SEND?

6   What measures does your school have in place to prevent and respond appropriately to concerns about antisemitism, racism and other forms of discrimination and exclusion in and around school?

7   How does your school's code of conduct for staff and volunteers make it clear that antisemitism, racism and other forms of discrimination and exclusion are unacceptable and may result in disciplinary action?

8   Are safeguarding files stored and recorded in such a way that allows the prompt identification of trends and patterns as well as individual incidents of antisemitism, racism and other forms of discrimination and exclusion?

9   Does your school conduct regular audits of your safeguarding policy, procedures and practice with governors to help ensure that antisemitic, racial and other discriminatory bias is addressed?

10   How do leaders work with the local authority (such as staff training, advice, section 175 submission) to help ensure that antisemitic, racial and other discriminatory bias is addressed?

11   How do proprietors/governors ensure that leaders implement the safeguarding/child protection policy effectively?

12   How are proprietors/governors made aware of incidents involving antisemitic, racial and other discriminatory bias and how do they verify what is reported by leaders?

13   What measures does your school have in place to prevent and respond appropriately to concerns about online abuse including antisemitism, racism and other forms of discrimination and exclusion?

14   How does your school proactively identify contextual safeguarding and child protection risks related to antisemitism, racism and other forms of discrimination and exclusion, and put measures in place to prevent and mitigate them? How often are these risks reassessed?

15   What measures does your school have in place to prevent and respond to child-on-child abuse including antisemitism, racism and other forms of discrimination and exclusion, in and around school?

16   How does the school's early help provision support pupils, parents and staff with antisemitism, racism, and other forms of discrimination and exclusion concerns?

17   How are the risks of radicalisation and extremism identified, mitigated and reviewed in line with the Prevent Duty? What measures does your school have in place to meet its duty to protect children from radicalisation and extremism in line with the Prevent Duty?

18   Are leaders in touch with DfE's regional Prevent education co-ordinators (RPECs) and what use do leaders make of the counter terrorism local profile in understanding, assessing and acting on contextual risks to pupils?

19   How does the school ensure that filtering and monitoring of the school's internet is appropriate and how and when are these arrangements reviewed (as per the Department for Education standards for filtering and monitoring[17])?

20   For boarding schools - how do leaders mitigate the risk of boarders accessing inappropriate content on their own devices using 3/4/5G or downloading inappropriate content to their devices before arrival?

Addressing antisemitism in child safeguarding and protection

Reporting and responding

1 What systems does your school have in place to ensure that adults know how to raise concerns about antisemitism, racism and other forms of discrimination and exclusion and feel supported in doing so?

2 How do leaders monitor the log of low-level concerns about adults working or volunteering in the school for indications of antisemitism, racism and other forms of discrimination and exclusion?

3 What systems does your school have in place to ensure that pupils know how to raise concerns about antisemitism, racism and other forms of discrimination and exclusion and feel supported in doing so?

4 How do leaders know that the barriers to pupils disclosing antisemitism, racism and other forms of discrimination and exclusion are minimised as far as possible?

5 How does your complaints procedure and staff Code of Conduct make it clear that all concerns about antisemitism, racism and other forms of discrimination and exclusion, in and around school, must be reported to an identified senior leader without delay?

6 Does your procedure for responding to complaints include clear instructions on what to do if a concern about antisemitism, racism and other forms of discrimination and exclusion is raised?

7 Does your whistleblowing policy and procedures set out the steps you will take if concerns about antisemitism, racism and other forms of discrimination and exclusion are reported?

8 What measures are in place to support adults who have been affected by antisemitism, racism and other forms of discrimination and exclusion?

9 How does your school's behaviour management policy allow school leaders to respond appropriately to incidents of antisemitism committed by pupils of your school both within and outside of school?

10 How are pupils, staff and parents helped to understand that the school has a zero-tolerance approach to incidents of antisemitism, racism and other forms of discrimination and exclusion and helped to understand what this means in practice?

11 How are logs of pupil behaviour incidents related to incidents of antisemitism, racism and other forms of discrimination and exclusion monitored by leaders to identify trends and patterns? How is the DSL involved in this process?

Addressing antisemitism in child safeguarding and protection

Training and awareness-raising

1   How have school leaders and governors made a clear public commitment to safeguard pupils from antisemitism, racism and other forms of discrimination?

2   How do leaders ensure that there is a whole school involvement in addressing antisemitism, racism and other forms of discrimination, including a cross-curricular approach?

3   What measures does your school have in place to ensure that all staff know and understand their own role and responsibilities regarding safeguarding pupils from antisemitism, racism and other forms of discrimination?

4   How does your school ensure all staff and governors receive mandatory high-quality training on safeguarding children from antisemitism, racism and other forms of discrimination? Including:

   a. recognising antisemitism in and around schools (including discussing and breaking down stereotypes)
   b. how to respond to concerns
   c. addressing child-on-child bullying and abuse
   d. conflict resolution including respectful dialogue and non-violent communication
   e. their role in identifying and acting on concerns related to children's exposure to radicalisation and extremism.
   f. recognising and responding to adverse childhood experiences and the results of intergenerational trauma.

5   Are DSLs provided with enhanced training and decision-making tools on safeguarding including on how antisemitism, racial bias and discriminatory attitudes can influence safeguarding practice?

6   How do school leaders ensure your school is a safe environment for staff to discuss and report antisemitism, racism and other forms of discrimination and exclusion without harassment or victimisation?

7   How are parents made aware of the school's policies and procedures to address antisemitism, racism and other forms of discrimination and exclusion?

8   How are pupils, parents and staff involved in developing policies and procedures to address antisemitism, racism and other forms of discrimination and exclusion?

Support for pupils and their participation in safeguarding

1. How are pupils in your school given information about their right to be treated equally and protected from discrimination, harassment and victimisation as well as how to report concerns?

2. For boarding schools - how is the induction of new boarders used to help them understand the importance of respect for the beliefs and traditions of all?

3. How do school leaders ensure your school is a safe environment for children to discuss and report antisemitism, racism and other forms of discrimination and exclusion (including discussing and breaking down stereotypes), without harassment or victimisation?

4. How does your school ensure pupils understand what antisemitism is, recognising that it can be both explicit (open and direct) and implicit (hidden, subtle, or expressed through stereotypes or exclusion), and that both forms are unacceptable?

5. How does your school curriculum provide pupils with the skills and tools to recognise and responsibly challenge antisemitism, racism and other forms of discrimination and exclusion?

6. How do leaders ensure that the PSHE curriculum is regularly adapted to take into account incidents and trends at school, local and national level?

7. How do leaders know that the PSHE curriculum meets the needs of pupils?

8. How do leaders ensure that pupils' views and experiences of antisemitism, racism and other forms of discrimination and exclusion are heard, taken seriously and acted on?

9. How do school leaders ensure that pupils are confident that safeguarding concerns related to antisemitism, racism, and other forms of discrimination and exclusion will be listened to and responded to appropriately and that these concerns can be raised easily, including anonymously?

10. How do leaders ensure pupils understand how reported concerns will be dealt with? Is there a clear flow diagram that is age-appropriate for pupils?

11. How does your school teach pupils about conflict resolution including respectful dialogue and non-violent communication to all children?

12   What adaptations are made for pupils who have SEND in the teaching of PSHE and spiritual, moral, social and cultural (SMSC) and what is the involvement of the SENDCo in developing the PSHE curriculum development?

13   How does your school develop peer-led safeguarding initiatives that help support pupils with concerns about antisemitism, racism and other forms of discrimination and exclusion without harassment or victimisation and ensure their voice is heard?

14   How does your school involve pupils in identifying safeguarding risks related to antisemitism, racism and other forms of discrimination and exclusion, as well as designing and evaluating safeguarding measures to address them?

15   How are pupils who have been involved in antisemitism, racism and other forms of discrimination supported?

16   How do school leaders ensure PSHE leads incorporate safeguarding from antisemitism, racism and other forms of discrimination and exclusion into the PSHE curriculum?

Notes

[1] http://www.everyonesafetolearn.uk

[2] https://www.jpr.org.uk/insights/five-interesting-facts-about-jewish-schools-uk

[3] https://www.jpr.org.uk/reports/antisemitism-schools-how-prevalent#:~:text=Some%20 of%20the%20key%20findings,or%20from%20school%20(9%25).

[4] https://cst.org.uk/research/cst-publications/antisemitic-incidents-2024#incident-victims

[5] https://www.nasuwt.org.uk/article-listing/call-to-act-on-antisemitism-in-schools.html

[6] https://assets.publishing.service.gov.uk/media/67cb0a9d5993d41513a45c5b/Race_ Racism_Safeguarding_March_2025.pdf

[7] https://www.gov.uk/government/news/government-leads-the-way-in-tackling-anti-semitism

[8] https://holocaustremembrance.com/resources/working-definition-antisemitism

[9] https://www.legislation.gov.uk/ukpga/1989/41/section/47

[10] https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

[11] https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

[12] https://www.legislation.gov.uk/ukpga/2010/15/contents

[13] https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities

[14] https://www.legislation.gov.uk/ukpga/2006/40/section/89

[16] https://www.gov.uk/government/publications/education-inspection-framework

[15] https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/ Independent_School_Standards_Guidance.pdf

[16] https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards

[17] https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

Further resources

UNESCO – Addressing antisemitism through education
https://www.unesco.org/en/education-addressing-antisemitism/

The Red Card
https://www.theredcard.org/

GOV.UK – Regional Prevent education co-ordinators
https://www.gov.uk/guidance/regional-prevent-education-coordinators

GOV.UK – Department for Education Standards for filtering and monitoring
https://www.gov.uk/guidance/meeting-digital-and-technology-stand-ards-in-schools-and-colleges

NSPCC – talking to children about racism
https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/chil-dren-race-racism-racial-bullying/

Ambitious about Autism – Racism explained
https://www.ambitiousaboutautism.org.uk/sites/default/files/resourc-es-and-downloads/files/racism-explained-visual-story.pdf

PSHE Association – Resources for addressing discrimination and extremism
https://pshe-association.org.uk/belonging-and-community

UK Parliament – Racial Discrimination in schools
https://commonslibrary.parliament.uk/research-briefings/cdp-2023-0049/

UKCCIS – Anti-Bullying Alliance – Tackling race and faith targeted bullying face to face and online
https://assets.publishing.service.gov.uk/media/5bf86fbced-915d17d7f68481/Tackling_race_and_faith_targeted_bullying_face_to_face_and_online_-_a_guide.pdf

Anti-Bullying Alliance – Racist and faith targeted bullying: What does the Law say?
https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/racist-and-faith-targeted-bullying/racist-and-1

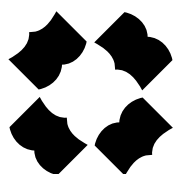**GOV.UK – Preventing and tackling bullying**
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

GOV.UK – Israel-Hamas conflict: Advice for schools from Ministers
https://educationhub.blog.gov.uk/2023/10/israel-hamas-c onflict-ad-vice-schools-ministers/

Educate Against Hate
https://www.educateagainsthate.com/

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www.safetolearn.uk