



Department
for Education

Independent review – antisemitism in schools and colleges in England

Government response

October 2026

CP 1693



Government of the United Kingdom
Department for Education

Independent review – antisemitism in schools and colleges in England: Government response

Presented to Parliament
by the Secretary of State for Education
by Command of His Majesty

October 2026



© Crown copyright 2026

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.uk/official-documents.

Any enquiries regarding this publication should be sent to us at <https://www.gov.uk/contact-dfe>.

ISBN 978-1-5286-6870-5

E03703743 10/26

Printed on paper containing 40% recycled fibre content minimum

Printed in the UK by HH Associates Ltd. on behalf of the Controller of His Majesty's Stationery Office

Contents

Contents	3
Foreword by the Secretary of State for Education	4
Executive summary	7
Government position	8
Background	10
Government response to each recommendation	11

Foreword by the Secretary of State for Education

Sir David Bell's review is a seminal piece of work that lays bare the scale and prevalence of antisemitism in British society and how that is reflected in our education system. I thank him for care and dedication he has shown in leading this review, as well as everyone who contributed their views and experiences.

His important report paints a picture of widespread, often casual and unreported, antisemitic views and an alarming number of antisemitic incidents in schools and colleges. He finds amongst 16–19-year-old Jewish students, almost three in five had experienced or witnessed antisemitism. This reflects a growing number of British Jews who feel unsafe and unwelcome in mainstream education.

Sir David is clear that the rise in antisemitism – especially the contemporary forms it takes, including when linked to the conflict in the Middle East – can no longer be ignored and must be confronted head-on.

This is a generational moment, one we must seize together, both to root out antisemitism in schools and colleges, but perhaps more importantly to educate this generation and the next on what contemporary antisemitism is, why it's wrong, and the real and historic impacts of what happens when societies allow it to take hold.

We have seen an intolerable rise in antisemitism online, in classrooms, staff rooms, communities and across society. Whilst it has ancient roots, its modern manifestations are pervasive and pernicious. Today it has mutated, has found new forms, new prominence and prevalence, and has become unacceptably casual. This is particularly acute amongst young people and on campuses. We can see the impact of this with fewer Jewish students choosing to be educated in mainstream schools, as Sir David demonstrates alongside the fact fewer educational visits are taking place to Jewish cultural institutions.

Schools and colleges play an essential role in helping young people grow up with tolerance, respect for difference, an understanding of diverse backgrounds, views and values. Contemporary antisemitism is a threat to this and so action taken in schools and colleges are not only important in its own right, but because it can start conversations in classrooms, staff rooms, and at dinner tables to combat antisemitism. Education helps to shape what our society will become next, so it is vital we get this right.

Geopolitical events have raised both the temperature and the stakes of the debate. They have left educators unclear about what they should do and when they should act. In some instances, this has meant our schools and colleges have become the scene of, rather than the antidote to, ignorance and hatred. Young people are particularly susceptible to casual misunderstanding.

Schools and colleges are also not supported in challenging antisemitism and taking action – they worry about impartiality and protests.

Sir David Bell's independent review offers us a roadmap to change.

Every education institution should be able not only to challenge antisemitism where they see and hear it but also have a responsibility to educate all our young people about these issues. Not shying away from difficult debate, but confidently challenging tropes and conspiracies, whilst showing there is a difference between criticism of the policies of the current Israeli government and the antisemitism that blames Jewish people for that.

The government accepts all 27 recommendations from Sir David Bell's independent review. This includes adopting the International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism in schools and colleges, and developing and rolling out high-quality training, good practice guidance and practical resources to help settings understand and tackle antisemitism. We will also work with partners to improve safety at Jewish schools and colleges and establish a dedicated support service to help education settings manage complex incidents. We will enhance support to aid the discussion of controversial issues and sensitive geopolitical events in a balanced way. Schools should also be teaching people about modern day Judaism, and we will strengthen the national approach to Holocaust education to ensure all pupils develop a secure understanding of the Holocaust.

This government will not rest until these recommendations are enacted and I have asked Sir David to do a one year on review to assess progress.

Antisemitism is not about Jews; it is about antisemites. This is why tackling it is a task for all of us - even those places, those schools or colleges, which might not have Jewish pupils, students or teachers. If hate is left unchecked, it takes root and grows, impacting the whole of society.

This report and the government response will meet this generational moment by equipping young people and teachers to have difficult conversations, understand where the lines are, and be confident in identifying and challenging antisemitism in their settings.

It is only when every school and college, not just those serving Jewish communities, is able to identify what antisemitism looks like today and address it with confidence that we will make our education system, and society, safe for Jewish people and build a future of dignity and respect for all.

A handwritten signature in blue ink, reading "Lucy Powell". The signature is written in a cursive style with a large 'L' and 'P'.

The Rt Hon Lucy Powell MP

Secretary of State for Education

Executive summary

Sir David Bell's review into antisemitism in schools and colleges makes a robust set of recommendations to better prevent, tackle and respond to antisemitism in schools and colleges, which the government welcomes. Relevant organisations should give consideration to those directed at them and play their part in achieving the review's wider ambitions.

The government recognises the depth of the review's analysis and its practical focus on how schools, colleges and wider partners can strengthen their approach. Our immediate priority is the swift implementation of key actions, while laying the foundation of long-term reform. We will work with schools, colleges, faith and community organisations, experts and children and young people to deliver meaningful change that improves the safety, inclusion and belonging for Jewish children, young people and professionals.

The department will now take forward work to:

- Encourage schools and colleges to **adopt the International Holocaust Memorial Alliance (IHRA) working definition of antisemitism** as a practical guide;
- Strengthen key statutory and non-statutory guidance, including ***Keeping children safe in education*** and **Teachers' Standards**;
- Develop and support the rollout of **high-quality online training on antisemitism** for school and college leaders and safeguarding leads;
- Publish **good practice guidance and practical resources** to help schools and colleges prevent and respond to antisemitism;
- Strengthening **teaching of contemporary antisemitism through the curriculum**, resources and wider educational provision;
- Establish a **dedicated support service and expert advice network** to help schools and colleges manage complex incidents;
- Work across government and with sector partners to **improve the safety of Jewish schools and colleges** and their learners and staff;
- Enhance support for schools and colleges in discussing **controversial issues and sensitive geopolitical events** in a balanced and age-appropriate way; and
- Work with **inspectorates and other partners to build a stronger evidence base** on effective practice.

Government position

Antisemitism is a significant and growing issue in modern Britain. It is a distinct form of racism and hatred, and effectively preventing and tackling it requires an understanding of its contemporary manifestations and the ways in which it continues to evolve. It can increasingly be encountered through online content, disinformation and misinformation, and harmful narratives that can then become normalised. Young people may share memes, repeat tropes or use language without understanding its origins or the harm it causes. That does not make such behaviour harmless; rather, it underlines the importance of education in preventing prejudice from taking root.

The government agrees with Sir David Bell's conclusion that education has a unique and indispensable role in tackling antisemitism. Schools and colleges do more than impart knowledge. They help shape values, develop critical thinking, and prepare young people to participate in a diverse and democratic society.

Education has two vital responsibilities.

First, schools and colleges must ensure that all young people develop a meaningful understanding of Judaism, Jewish life and the contribution Jewish people make to modern Britain, alongside an understanding of antisemitism and the forms it can take. Antisemitism is a specific form of racism and should be understood as such. Every child and young person should have the opportunity to learn about the historical and contemporary manifestations of antisemitism, the experiences and contributions of Jewish communities, and the damage that antisemitic prejudice continues to cause. Antisemitism is a challenge for society as a whole, and understanding and tackling it is an essential part of preparing young people to live and succeed in modern Britain.

Second, education has a responsibility to help instil the values of respect and tolerance. Schools and colleges help children and young people engage respectfully with different backgrounds and perspectives, challenge antisemitism, and navigate disagreement without resorting to hatred.

Antisemitism can present itself through conspiracy theories, coded language and stereotypes that are not always immediately recognised. It can emerge during discussions of wider geopolitical events and can become embedded in difficult or emotionally charged debates. Schools and colleges should help pupils and students understand the distinction between legitimate debate and antisemitic narratives, for instance, holding Jewish people collectively responsible for a state's actions.

Schools and colleges must take action to prevent antisemitism, not simply identify and respond to it when it occurs. This means intervening early, challenging

disinformation and misinformation and harmful narratives, and facilitating difficult conversations in a balanced and age-appropriate way.

Sir David Bell's review found that many educators do not feel sufficiently supported to recognise, prevent and respond to antisemitism in all its forms. Concerns about political impartiality, community tensions or saying the wrong thing can leave schools uncertain about when and how to act. In some cases, this has contributed to situations where antisemitism goes unchallenged or where difficult issues are avoided altogether.

Schools and colleges should not have to navigate these challenges alone. The review identified where further guidance, training and support are needed to help schools and colleges identify and challenge antisemitism, and create environments where respectful discussion can take place. Just as importantly, schools should have confidence that when they take reasonable and proportionate action to tackle antisemitism, they will be supported in doing so.

That is why the government welcomes Sir David Bell's review and accepts all its recommendations. Together, they provide a comprehensive framework for change.

Our ambition is that every teacher, leader and education professional feels equipped to have difficult conversations, challenge antisemitic attitudes and support pupils through complex debates. We want every child and young person to understand what antisemitism looks like today, why it is harmful and how it can be challenged. This is a responsibility for every school and college, whether or not they have Jewish pupils, students or staff, because antisemitism harms not only Jewish people but the values of respect, tolerance and inclusion that underpin our education system and wider society. And we want every Jewish child, young person and member of staff to feel safe, respected and able to participate fully in education.

The government is committed not only to implementing the recommendations, but to ensuring they lead to meaningful and lasting change. Progress against the recommendations will be monitored through the government's [Antisemitism Working Group](#), while the Department for Education has established an implementation group, made up of key stakeholders, to support the effective implementation of the review's recommendations.

Through continued engagement with schools, colleges, Jewish communities and sector partners, we will monitor progress, evaluate impact and maintain momentum to help end antisemitism once and for all.

Background

In March 2026, the then Secretary of State for Education, Bridget Phillipson MP, commissioned Sir David Bell KCB DL to conduct an independent review into antisemitism in schools and colleges in England. The review was commissioned in response to concerns about antisemitism within schools and colleges and to consider whether further action was required to support schools and colleges in preventing and responding to antisemitic incidents.

The review aims were to; examine the experiences of Jewish pupils, students and staff; assess the effectiveness of existing policies, guidance and practice; and identify opportunities to strengthen the education sector's response to antisemitism.

As part of its work, the review gathered evidence from a range of stakeholders, including pupils, students, parents, teachers, leaders, representative bodies, faith organisations, community groups and government departments. It considered existing research, policy and practice relating to antisemitism, equality, safeguarding and social cohesion within education.

The review reported to the Secretary of State in September 2026 and made 27 recommendations for government, schools and colleges and other organisations. These recommendations are intended to strengthen the education system's capacity to identify, prevent and respond to antisemitism, while supporting safe, inclusive and respectful learning environments.

This document sets out the government's response to those recommendations.

Government response to each recommendation

Recommendation 1

The Secretary of State for Education should encourage all schools and colleges to adopt the International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism.

Government response: Agree

The Department for Education agrees with this recommendation and will encourage all schools and colleges to adopt the [IHRA working definition of antisemitism](#) to be used as a practical guide to support understanding and discussion.¹ Understanding of antisemitism across schools and colleges must be as strong and well-developed as understanding of racism and prejudice more broadly. Greater consistency and confidence across the education system is essential. The IHRA working definition provides a widely recognised and practical framework that can help schools and colleges improve understanding of antisemitism and support informed discussion about what antisemitism is, and what it is not. Whilst not intended to be legally definitive, it provides an important tool to help schools and colleges recognise, understand and challenge antisemitism.

The department will also encourage schools and colleges to adopt the [government's definition of anti-Muslim hostility](#) as a practical guide. Similarly, it is intended to support a consistent understanding and help settings identify and respond effectively to incidents affecting Muslim pupils, students and staff.

The department will write to schools and colleges later this year to set out expectations that school and college leaders adopt the IHRA working definition and the anti-Muslim hostility definition. Schools and colleges will be surveyed during the 2027-2028 academic year to assess levels of adoption and support further implementation where needed.

¹ The [International Holocaust Remembrance Alliance](#) working definition of antisemitism is:
“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.”

Recommendation 2

The Department for Education should ensure that school and college leaders, staff and trainee teachers receive training in understanding antisemitism. To enable this:

- a. The Department for Education should commission the preparation of a dedicated training package on antisemitism for school and college leaders and designated safeguarding leads (DSLs).**
- b. The Department for Education should encourage school and college leaders to integrate understanding of antisemitism within safeguarding, equalities, and anti-racism training. This should encompass all staff and others working in schools and colleges, including support staff, governors, academy members and trustees.**
- c. The Department for Education should ensure teachers have a good understanding of antisemitism delivered through initial teacher training and the early career framework for schools and initial teacher training for further education teachers.**

Government response: Agree

The Department for Education agrees with this recommendation. The review makes clear that understanding of antisemitism is not sufficiently developed or consistent across schools and colleges and that many staff do not feel equipped to identify, prevent and respond to antisemitism when it occurs. Improving understanding of antisemitism among leaders, teachers and staff is critical to creating safe, inclusive and respectful environments for Jewish pupils, students, and professionals.

To support this, the department will commission the development and delivery of a dedicated online antisemitism training package for school and college leaders and Designated Safeguarding Leads (DSLs) to commence this academic year. The training will support leaders to identify prevent, and respond effectively to incidents of antisemitism and will include content on the IHRA working definition of antisemitism, tailored to the context of schools and colleges.

This commitment builds on the department's existing £7 million Tackling Antisemitism in Education programme, which is supporting schools and colleges through specialist resources, training, guidance and initiatives that promote understanding of contemporary antisemitism.² The new training package will

² The Department for Education has committed £7 million to help schools, colleges and universities prevent and respond to antisemitism, including through a £1 million innovation fund. £2.3 million has been awarded to Palace Yard and the Union of Jewish Students to deliver training, resources and a professional scholarship programme across schools, colleges and universities.

complement this wider programme and ensure a coherent and consistent approach to building capability across the sector. The department will work with expert partners and relevant stakeholders to make the training available to schools and colleges across England.

Alongside this, the department expects schools and colleges to ensure that antisemitism is appropriately reflected within wider safeguarding, equalities and anti-racism training. Understanding of antisemitism must extend to all those working in schools and colleges, including teaching staff, support staff, governors, academy trustees and academy members. Schools and colleges should review and update their training programmes as soon as practicable and, where necessary, no later than the start of the 2027/28 academic year.

It is equally important that teachers enter the profession with a strong understanding of antisemitism and are equipped to respond to it confidently and appropriately. Clear expectations are already placed on teachers to promote inclusion, foster mutual respect and create safe and respectful learning environments for all pupils. As part of the planned review of the Initial Teacher Training and Early Career Framework (ITTECF) in 2027, the department will strengthen existing requirements to make clearer the importance of understanding antisemitism and other forms of prejudice and hatred.

Similarly, from the 2026/27 academic year, specified Further Education Initial Teacher Education providers must have regard to statutory guidance on curriculum and delivery standards and register with the department. While the guidance does not currently specify training on antisemitism, it requires providers to prepare teachers to promote inclusion, fulfil safeguarding responsibilities and foster respectful learning environments. The department will ensure understanding of antisemitism can be further reflected within this landscape as implementation progresses.

The department also recognises the critical role of leadership in setting culture and responding effectively to prejudice and discrimination. As part of the ongoing review of National Professional Qualifications (NPQs), the department will strengthen leaders' capability to identify, challenge and respond to discrimination and prejudice, including antisemitism, and support NPQ providers to use examples and incorporate case studies that build leaders' confidence in addressing antisemitism effectively in schools. Updated programmes are expected to be available to participants from 2028 onwards.

Recommendation 3

The Department for Education should strengthen *Keeping children safe in education* to make clear that racism and prejudice, including antisemitism, may constitute harm. The guidance should make clear that early identification, challenge and intervention are important safeguarding responses, where appropriate.

Government response: Agree

The Department for Education agrees with this recommendation. The review highlights that antisemitism can have a profound impact on children's safety, wellbeing, mental health and sense of belonging. Schools and colleges need to identify and address antisemitic abuse at the earliest opportunity, taking appropriate action to protect those affected and prevent harm from escalating.

The department has strengthened [Keeping children safe in education](#), which came into force on 1 September 2026, by placing greater emphasis on the risks posed by harmful ideologies, hate and extremism. It provides clearer signposting to support and resources, including [Educate Against Hate](#) - the Department for Education's online resource hub for schools and colleges on extremism, radicalisation and related harms. These changes will help schools and colleges recognise and respond to discriminatory, prejudicial and harmful behaviour, including antisemitism, more effectively.

We will therefore strengthen Keeping children safe in education in 2027, subject to the usual consultation and the policy development considerations. This will include explicit mention of antisemitism and make clear that racism, prejudice and discriminatory behaviour can constitute safeguarding concerns requiring a safeguarding response. This will reinforce the importance of early identification, challenge and intervention as critical to promoting the safety and wellbeing of children.

Recommendation 4

Schools' and colleges' online safety policies, safeguarding policies, and associated staff training should ensure that staff are appropriately informed about the nature and risks of harmful antisemitic content that children and young people may encounter online.

Government response: Agree

The Department for Education agrees with this recommendation. We encourage schools and colleges to ensure that their online safety policies, safeguarding

arrangements and staff training reflect the risks posed by harmful antisemitic content online, in line with their legal duties and local risks.

Children and young people are increasingly exposed to harmful antisemitic content online. Antisemitic material can normalise prejudice, shape attitudes and behaviours, and contribute to harms experienced by Jewish pupils, students and staff. Schools and colleges play a critical role in helping children and young people navigate these risks safely, while identifying and responding where online harms affect wellbeing, behaviour or safety.

[Keeping children safe in education](#) makes clear that schools and colleges should have appropriate online safety and safeguarding arrangements in place, supported by staff training that reflects the risks facing their pupils and students. The department expects schools and colleges to consider antisemitic online harms as part of these responsibilities.

The department will strengthen the support available to schools and colleges by ensuring that existing guidance, training and resources on antisemitism and online harms are more clearly signposted through safeguarding materials. Future updates to Keeping children safe in education will continue to reflect emerging evidence on online harms, including antisemitism, subject to the usual consultation and policy development processes.

The department expects schools and colleges to ensure antisemitic online harms features within their wider safeguarding and online safety arrangements and to ensure staff receive training appropriate to the risks present in their setting. While leaders should retain flexibility to determine the most appropriate training and policies for their local context, they should be equipped to identify, challenge and respond effectively to harmful antisemitic content encountered by children and young people online.

Recommendation 5

The Department for Education should update the behaviour and preventing bullying guidance for schools to include advice on identifying, preventing and responding to antisemitism and other forms of hatred and prejudice, including setting out expected standards of support and good practice for victims of abuse.

Government response: Agree

The Department for Education agrees with this recommendation. The department is committed to strengthening schools' approaches to preventing and addressing antisemitism as part of behaviour and anti-bullying policies and processes.

Antisemitism needs to be recognised as a serious form of prejudice and discrimination that requires a clear, consistent and robust response from schools.

To support this, the department is undertaking a substantial evidence review programme of anti-bullying best practice, to inform the content and development of the Behaviour and Anti-bullying Toolkit, which is scheduled for publication in 2028. The toolkit will set out how schools can effectively prevent and respond to hate-related and prejudice-based incidents, with specific consideration of antisemitism, drawing on evidence gathered through Sir David Bell's review.

The first outputs from the best practice evidence review programme are expected in December 2026. Ahead of the publication of the Behaviour and Anti-bullying Toolkit, the department will update the existing [preventing and tackling bullying guidance](#), drawing on the department's anti-bullying best practice evidence review and the findings of Sir David Bell's review. Supported by this and wider evidence, the updated guidance will strengthen expectations on schools to prevent and respond effectively to all forms of bullying, including specifically antisemitic bullying, and will provide clearer advice on supporting victims and addressing discriminatory behaviour.

No child or young person should experience bullying, harassment or discrimination because they are Jewish. Through these reforms we will ensure schools are better equipped to identify, prevent and respond to antisemitism by providing and promoting effective support and clear expectations for schools.

Recommendation 6

College leaders should consider if their behaviour policy and student code of conduct includes steps to identify, prevent and respond to antisemitic and other forms of abuse, harassment and intimidation.

Government response: Agree

The Department for Education agrees with this recommendation. Colleges have a responsibility to provide environments in which all students are treated with dignity and respect, and where antisemitic abuse is not tolerated.

Responsibility for behaviour policies and student codes of conduct rests with individual colleges. The department expects college leaders to consider the review's findings to ensure their existing policies and codes make sufficiently clear that antisemitic abuse, harassment, and intimidation are unacceptable and will be addressed swiftly when it occurs.

College leaders should also ensure that behaviour policies, student codes of conduct and associated procedures support a culture in which antisemitism is challenged, victims are supported, and all members of the college community feel safe and able to participate fully in education.

Colleges must continue to meet their legal duties and, where they are registered with the Office for Students (OfS), applicable regulatory requirements.

Recommendation 7

Schools and colleges should establish clear and accessible systems for reporting, recording and monitoring antisemitic incidents. To enable this:

- a. Schools and colleges should support peer reporting and anonymous disclosures, and signpost learners to information about available support services (such as Community Security Trust)**
- b. Schools and colleges recording systems should include a specific category for antisemitic incidents, including the nature and type of incident, involving identifiable victims as well as wider manifestations of antisemitism.**

Government response: Agree

The department agrees that effective routes for reporting and systems for recording and monitoring prejudice-based incidents are essential to tackling antisemitism. When contemporary antisemitism is so prevalent, schools and colleges should have clear arrangements in place to identify, record and respond to incidents. While antisemitic incidents may currently be recorded under broader categories, we want all schools and colleges to record this as a specific category or sub-category. We will work with the sector so they can put this in place by the end of the 2027/28 school year. This will improve visibility of incidents, support more effective monitoring of trends, and help ensure an informed and robust response.

The department supports the aim of improving routes for reporting, and systems for recording and monitoring of antisemitic abuse, harassment and intimidation in colleges, alongside other forms of racially or religiously motivated abuse. The department encourages colleges, where appropriate, to review and strengthen their incident-reporting systems and student complaints processes.

Victims of serious hate incidents and hate crimes should be reported to the police. The department will update the preventing and tackling bullying guidance to encourage victims of antisemitic incidents to report them to the Community Security Trust (CST), which provides valuable analysis of national trends in antisemitism,

including within educational settings. Victims of anti-Muslim hostility should report incidents to the British Muslim Trust (BMT).

When the department writes to all school and college leaders later this year, it will also set out expectations that the sector improves routes for reporting antisemitic incidents and signposts pupils and students to external support services such as CST and the BMT.

Recommendation 8

The Home Office should work with the Department for Education to expand Prevent advice for schools and colleges, to provide clarity and support decision making on when antisemitism, and other themes relevant to extremist narratives, may be indicators of radicalisation risk.

Government response: Agree

The Home Office agrees with this recommendation and recognises that antisemitism remains a persistent feature of terrorist and extremist narratives across ideologies. A robust response requires practitioners to identify and understand how antisemitism manifests within these narratives and to respond effectively when it is present.

Following the [Independent Review of Prevent 2023](#), the Home Office has taken significant steps to strengthen Prevent's understanding of and response to antisemitism. This includes establishing a cross-government antisemitism taskforce, commissioning research into antisemitism within Prevent referrals and Channel cases, increasing the number of specialist intervention providers³, and developing training for Prevent practitioners on antisemitism across Islamist, extreme right-wing and other ideological narratives.

The Department for Education has recently updated [advice](#) to schools' and colleges' designated safeguarding leads on when antisemitic behaviour, and other themes relevant to terrorist narratives, may be relevant to Prevent. The Department will promote this guidance to school and college leaders and will also review the impact of the advice. Additional case studies will be added to the guidance showing how antisemitism may manifest across Islamist, extreme right-wing and mixed ideological narratives. This will support schools and colleges distinguish between behaviour requiring a classroom, pastoral or safeguarding response and indicators of radicalisation, where a Prevent referral may be appropriate.

³Intervention providers are specialist mentors or practitioners engaged through the Prevent/Channel process to deliver bespoke interventions aimed at reducing an individual's vulnerability to radicalisation.

Recommendation 9

The Office for Equality and Opportunity should launch a cross-sector awareness campaign to reinforce Public Sector Equality Duty responsibilities with respect to Jewish identity, as both a race and religion, so that it is fully recognised within school and college policies and processes to meet equality and safeguarding duties.

Government response: Agree

The Office for Equality and Opportunity (OEO) welcomes this recommendation and agrees with the vital importance of promoting and reinforcing the Public Sector Equality Duty (PSED) to advance equality and opportunities, including for Jewish individuals, in line with recognition of Jewish identity as both a race and religion under the Equality Act 2010.

The OEO will work closely with the Department for Education and the Equality and Human Rights Commission to ensure that the recognition of Jewish identity, as both a race and religion, is actively promoted through all our communications to schools, colleges and other public sector bodies to raise awareness and improve delivery of the PSED.

Recommendation 10

The Department for Education should produce, in partnership with relevant stakeholders, good practice guidance to support school and college leaders in developing a coherent and sequenced approach to tackling antisemitism. This should include curriculum content and wider educational opportunities that support understanding of historical and contemporary manifestations of antisemitism, alongside the policies, processes and support needed to ensure a whole-institution response.

Government response: Agree

The Department for Education agrees with this recommendation and will produce guidance for academic year 2027/28 to help schools and colleges develop and deliver a whole school or college approach to preventing and tackling antisemitism. The department will work in partnership with education providers, subject experts, community organisations and other stakeholders to do so. This guidance will support leaders to adopt a planned and sequenced approach that is embedded across curriculum (for schools), pastoral provision, staff development and wider enrichment activities.

The guidance will include examples of effective practice for building learners' understanding of both the historical and contemporary manifestations of antisemitism, while helping education settings respond to incidents appropriately and foster positive, respectful environments.

The department will seek to ensure that the guidance is practical, evidence-based and adaptable to different school and college contexts. It will complement existing curriculum and safeguarding arrangements and support schools and colleges in promoting critical thinking, respectful dialogue and social cohesion.

Recommendation 11

The Department for Education should strengthen the national approach to Holocaust education, underpinned by evidence and clear expectations, to ensure all pupils develop a secure understanding of the Holocaust, including the role of antisemitism within it. To enable this:

- a. The Department for Education should commission an evidence-informed review of the effectiveness of Holocaust education to understand better how pupils encounter and make sense of the Holocaust, identify effective practice and areas for improvement, and inform future guidance and support for schools.**
- b. The Department for Education should ensure that the purpose of, and expectations for, Holocaust education are clearly articulated and consistently supported through non-statutory guidance, including understanding antisemitism as a central explanatory factor in explaining the Holocaust.**
- c. All schools and colleges should mark Holocaust Memorial Day, supported by secure historical understanding and linked to wider educational provision.**

Government response: Agree

The Department for Education recognises the importance of ensuring that Holocaust education helps pupils develop a secure understanding of the Holocaust, including the central role of antisemitism in its causes and consequences.

The Department for Education has confirmed that Holocaust education will remain a central part of history education and it will continue to be taught as a compulsory element of the national curriculum. It is vital that pupils continue to understand both the role of antisemitism in the Holocaust and its continuing relevance in

contemporary society. High-quality Holocaust education supports pupils to develop a deeper understanding of antisemitism, prejudice, discrimination and their wider consequences.

The department will work closely with the sector on ensuring teaching of the Holocaust is based on the best possible evidence and research. This will include building on the substantial body of work already undertaken by specialist organisations, researchers and delivery partners, and where there are gaps, commissioning high-quality research to strengthen practice.

Oak National Academy will refresh its free teaching resources, including those that support the teaching of history and the Holocaust. The department also funds programmes to support the teaching of the Holocaust: the [Centre for Holocaust Education](#)'s continuing professional development programme which helps teachers strengthen their subject knowledge and confidence in teaching the Holocaust, including the role of antisemitism; the Holocaust Educational Trust's [Lessons from Auschwitz](#) programme which enables young people to visit Auschwitz-Birkenau; and the Supporting Holocaust Survivor Testimony in Teaching programme which helps schools makes good use of testimony in Holocaust teaching.

As the reformed curriculum is implemented, the department will hear from the sector about what further guidance or supporting material is needed, building on existing resources, to help schools deliver high-quality Holocaust education and strengthen pupils' understanding of both historical and contemporary manifestations of antisemitism.

The Department for Education also recognises the vital importance of Holocaust Memorial Day (HMD) as an opportunity for pupils and students to reflect on the Holocaust, subsequent genocides, and the dangers of antisemitism, hatred and prejudice. We are aware that some schools and colleges have expressed concerns about marking HMD, or in some cases have chosen not to do so, because of fears that pupils, students or parents may seek use the occasion to draw links with ongoing events in Israel/Palestine. HMD should remain focused on remembrance and education and should not be used to advance political or partisan views. The department encourages schools and colleges to mark HMD as part of their wider efforts to promote remembrance, understanding and respect. In recent years, the Secretary of State for Education has written to education settings in advance of HMD to underline its importance and encourage participation in commemorative activities.

To further strengthen educational engagement with Holocaust remembrance, the Secretary of State for Education will encourage all Members of Parliament to visit a school or college in their constituency on, or as close as possible to, HMD, to

support educational engagement with Holocaust remembrance and reinforce the importance of challenging antisemitism, hatred and prejudice.

The department will continue to work with expert organisations and sector partners to promote awareness of HMD and support education settings to access high-quality resources and opportunities.

Recommendation 12

The Department for Education, schools and colleges should address antisemitism through appropriate places in the curriculum, tutorial time and pastoral provision. To enable this:

- a. The Department for Education should ensure that citizenship education has sufficient opportunity to address contemporary antisemitism, alongside other forms of hatred and prejudice, within a coherent programme of learning.**
- b. The Department for Education should ensure schools and colleges embed high-quality teaching on media literacy and online safety, helping learners to recognise and confront harmful online content, including antisemitism and conspiracy theories.**
- c. Schools and colleges should make effective use of tutorial time, pastoral provision and wider learning opportunities to address contemporary antisemitism alongside other forms of hatred and prejudice.**
- d. The Department for Education should develop, quality assure and publish practical resources and tools to support schools, colleges, academy trusts, college groups, and/or local authorities in addressing antisemitism and wider hatred and social cohesion issues. These resources should include guidance and materials to help all staff discuss controversial issues and respond to significant global events, particularly those relating to the Israel-Palestine conflict and contemporary antisemitism.**

Government response: Agree

The Department for Education agrees that education plays a critical role in preventing antisemitism, building understanding and preparing children and young people to identify and challenge hatred and prejudice. Existing arrangements provide a strong foundation, but more must be done ensure antisemitism is addressed

consistently and confidently through curriculum reform, improved resources, guidance and engagement with the sector.

Citizenship education

Citizenship education provides an important opportunity for pupils to understand antisemitism alongside wider issues of prejudice, democracy and cohesion. The current statutory key stage 4 citizenship curriculum requires pupils to learn about the diverse identities that make up the United Kingdom, and the importance of mutual respect and understanding. The non-statutory key stage 2 programme of study suggests that pupils should be taught to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities and that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity.

The government agrees that contemporary antisemitism should be reflected appropriately within a coherent programme of citizenship education and that pupils should be equipped to recognise its historical roots, contemporary manifestations and harmful consequences.

As part of its response to the [Curriculum and Assessment Review](#), the department is reviewing the citizenship curriculum to ensure current programmes of study provide sufficient opportunity for pupils to understand contemporary antisemitism, including how it manifests online and in wider society, alongside other forms of prejudice and discrimination. The department expects there will be a public consultation on the proposals for the curriculum and assessment system in due course.

Media literacy and online safety

The department agrees that young people must be equipped to navigate an increasingly complex online environment. The new curriculum for relationships, sex and health education includes statutory content about online content, social media, conflicts and abusive behaviour. Crucially, it includes content on how pupils can take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. There is also specific content on how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.

The government's Media Literacy Action Plan, [A Safe, Informed Digital Nation](#), which was published in March 2026 also sets out a shared framework for action across government, while bringing together Ofcom and sector partners to strengthen media literacy across the UK. The action plan will help people build the skills and confidence to navigate the digital world, access trusted information, think critically about online content and participate safely online. Through this wider programme of

work, children and young people are supported to build resilience to harmful content, understand how information can be presented or manipulated online, and make informed decisions about the content they encounter. We will work with partners to ensure media literacy resources include practical examples that help learners identify antisemitic narratives, conspiracy theories and misinformation, including where these are embedded within wider online content.

This learning is reinforced beyond the classroom through support for parents and carers. The department's [Kids Online Safety Hub](#) provides trusted advice and practical tools to help children build resilience, critical thinking skills and safe online habits. The hub offers age-appropriate guidance on online safety, social media, parental controls, online harms and how to report concerns, complementing the work undertaken in schools and colleges and helping families to support young people in navigating harmful online content.

This work complements the government's commitment to make the [online world safer for children](#) through a range of measures. This includes banning social media platforms from offering their services to under-16s, banning under-16s from livestreaming; and requiring persuasive features to be switched off by default for 16 and 17-year-olds.

Beyond the curriculum

The government agrees that addressing antisemitism should not be confined to the formal curriculum. Schools and colleges should use tutorial time, assemblies, pastoral provision and enrichment activities to build understanding of antisemitism, challenge harmful attitude and promote respectful dialogue. These opportunities are particularly important when significant events affect community relations or lead to increased antisemitism.

Through the guidance committed to in Recommendation 10, the department will highlight effective approaches schools and colleges can take through tutorial time, assemblies, pastoral provision and enrichment activities to address antisemitism and build community cohesion.

Resources

The review identifies a need for practical resources that help staff discuss antisemitism confidently and accurately. Too often, staff report uncertainty about how to address contemporary manifestations of antisemitism or respond to international events that may affect Jewish pupils and students.

The department will strengthen and expand the resources available through *Educate Against Hate* and other channels to help schools and colleges address these issues effectively. We will continue to develop, quality assure and publish resources,

working with subject experts, representative organisations and practitioners to ensure materials are accurate, balanced, practical and responsive to emerging issues. We will also review existing resources to ensure they reflect contemporary manifestations of antisemitism, including online harms, conspiracy theories and the impact of significant national and international events.

The department further recognises the challenges staff can face when discussing controversial and sensitive issues, particularly where global events have a direct impact on antisemitism within schools, colleges and local communities. We will therefore strengthen support for schools, colleges, academy trusts, college groups and local authorities through practical guidance and examples of effective practice. This will help staff lead balanced, age-appropriate and respectful discussions on complex issues, including those relating to the Israel-Palestine conflict. It will support staff to address antisemitism confidently, facilitate constructive discussion, safeguard learners and maintain political impartiality.

While resources already exist, we recognise that schools and colleges can find it difficult to access practical support on contemporary antisemitism and managing the impact of significant global events. We will continue to strengthen and improve the accessibility of support available in these areas.

Recommendation 13

The Department for Education should ensure that Judaism is represented with appropriate depth and coherence within the proposed curriculum framework for religious education. The aims for the subject should reflect Judaism as a diverse and contemporary tradition, so that where antisemitism is addressed, it is grounded in a secure knowledge of Jewish life, belief, culture and community.

Government response: Agree

The Department for Education agrees with this recommendation, subject to the outcome of ongoing curriculum development and consultation processes. The department recognises the importance of ensuring that religious education (RE) supports pupils to develop an accurate, meaningful and nuanced understanding of different faiths and worldviews, including Judaism.

The Curriculum and Assessment Review recommended that the government explore including RE within the national curriculum, subject to achieving broad sector consensus. The sector advisory group has now reached consensus and provided draft curriculum materials to the department. As a result, the department intends to consult on a draft RE curriculum as part of the wider national curriculum consultation process.

The department agrees with the intent of this recommendation and recognises the importance of ensuring that Judaism is represented with appropriate depth, coherence and accuracy. Teaching about Judaism should reflect it as a diverse, living and contemporary faith tradition, encompassing religious belief, cultural identity, history and community life.

The department also recognises that tackling antisemitism requires a secure understanding of Jewish life and experience. Teaching about antisemitism should therefore be grounded in an accurate understanding of Judaism and contemporary Jewish life, helping pupils to recognise and understand both historical and contemporary manifestations of antisemitism within a broader and balanced educational context.

Any final curriculum content will be subject to consultation and consideration of stakeholder feedback. The department will implement this recommendation as part of the curriculum development process and considering the outcomes of the forthcoming consultation.

Recommendation 14

The Department for Education, the Department for Digital, Culture, Media and Sport, and the Ministry of Housing, Communities and Local Government should promote and enable opportunities for schools and colleges to engage with Jewish communities and contemporary Jewish life through social mixing, enrichment and cultural engagement.

Government response: Agree

The Department for Education recognises the value of meaningful engagement with Jewish communities and contemporary Jewish life in promoting understanding, challenging stereotypes and strengthening social cohesion.

The department is aware of reports that some education settings have reduced visits to Jewish religious and cultural sites due to concerns about safety. Direct engagement makes an important contribution to students' and pupils' understanding of Jewish life, history and traditions. While schools and colleges will always need to consider security and safeguarding as part of their planning, concerns in these areas should not, in themselves, prevent children and young people from accessing meaningful educational experiences and opportunities to engage directly with different faiths and communities. Schools and colleges should be supported to make informed, proportionate decisions that enable meaningful engagement wherever possible. To reinforce this position, the department will write to schools and colleges

before the end of the year to reiterate the importance of facilitating access to these educational opportunities.

The department will support schools and colleges to make use of enrichment, cultural and community engagement opportunities that enable learners to interact with people from different backgrounds and experiences. This includes promoting the use of the [Enrichment Framework for Schools and Colleges](#) through awareness-raising and embedding activity in academic year 2026/27 and supporting partnerships with community organisations, cultural institutions and faith groups.

The government has committed £500,000 to fund community-led school linking projects, which will bring together children from different backgrounds, including through the participation of Jewish schools. Building on this, the Department for Digital, Culture, Media and Sport (DCMS), with support from the Department for Education, will develop a schools outreach pilot with Manchester Jewish Museum to increase opportunities for pupils to engage with Jewish life. The pilot will support encounters between pupils from faith and non-faith schools, helping to build relationships, increase understanding of Jewish life and challenge prejudice. Evaluation of the pilot will inform the potential development of a larger national programme to reach more children and young people and strengthen interfaith understanding at greater scale.

Alongside the pilot, DCMS has committed £1 million to the Jewish Museum London, helping secure its future and expand its community outreach. Together, this investment will preserve Jewish culture, heritage and history for future generations, while strengthening the institutions that enable young people to encounter, understand and engage with Jewish life. This will create lasting opportunities for communities to learn, mix and build understanding.

These measures support the government's [Protecting What Matters](#) social cohesion action plan. The action plan recognises the role of schools and colleges in strengthening belonging, supporting shared values and helping young people build the confidence, empathy and critical thinking needed to navigate a diverse society and challenge harmful narratives.

Recommendation 15

The Department for Education should ensure that professionals working in schools or colleges are clear that antisemitism and other forms of prejudice and hatred are forms of discrimination that are incompatible with professional conduct. To support this:

- a. **The Department for Education should amend Part One of the Teachers' Standards to enhance expectations on teachers to manage pupil behaviour includes a requirement to challenge prejudice and hate-based behaviour, including antisemitism.**
- b. **The Department for Education should amend Part Two of the Teachers' Standards to ensure antisemitic, racist and other discriminatory behaviour is incompatible with professional conduct, within and outside the school, including online.**
- c. **Schools and colleges should ensure their staff code of conduct specifies that antisemitic, and other forms of religious and racial harassment, abuse and discrimination, are incompatible with professional conduct.**

Government response: Agree

The Department for Education agrees with this recommendation and is committed to ensuring that schools and colleges are safe, inclusive environments where high standards of professional conduct are upheld and antisemitism is actively challenged. Contemporary forms of antisemitism are not always well understood and, in some cases, this has contributed to conduct by staff that falls short of the high standards expected of the profession.

All staff are expected to treat pupils, students and colleagues with dignity and respect, and for schools and colleges to have clear expectations, policies and procedures in place to prevent and address unacceptable conduct where it occurs.

The department will:

- As part of future reviews of behaviour and anti-bullying policy and guidance, strengthen expectations on school staff to identify, challenge and respond to prejudice-based behaviour, including antisemitism.
- Continue to work with sector experts and representative bodies to support schools and colleges in promoting high standards of professional conduct, with clear expectations of staff behaviour and robust processes to prevent and address antisemitic abuse and discrimination.
- Review the Teachers' Standards as soon as possible to ensure the remit includes strengthening the standards to provide clearer expectations on teachers' responsibilities to challenge antisemitism and other forms of prejudice-based behaviour and uphold professional conduct that promotes respect, inclusion and equality.

- Review the Teachers' Standards as soon as possible to ensure the remit includes clarifying that the standards relate to teachers' conduct both inside and outside school, including online.
- Develop any proposed changes to the Teachers' Standards in consultation with the education sector and relevant stakeholders.

The department expects all schools and colleges to maintain clear policies and codes of conduct that make clear that antisemitic and other racist or discriminatory behaviour are incompatible with professional conduct. School and college leaders should ensure staff understand their responsibilities to model respectful behaviour, challenge harassment, discrimination and abuse wherever it occurs, and contribute to safe and inclusive learning environments.

To support efforts to tackle antisemitism, the department expects schools, and their employers, to use the recently published guidance on [preventing and tackling the bullying and harassment of school staff](#), including content on discrimination related to protected characteristics and specific reference to antisemitism. Schools and colleges should review their staff codes of conduct and related policies to ensure expectations are clear, staff are protected, and robust processes are in place to prevent and address antisemitism. These measures are intended to help ensure that Jewish pupils, students and staff feel safe, respected and able to participate fully in education.

Recommendation 16

School and college leaders should consider the appropriateness of political expression and identifiers in their respective settings, considering the time place and manner alongside their respective legal duties. To enable this:

- School leaders should carefully consider the time, place, and manner of political expression (including in relation to staff dress codes and pupil uniform policies), ensuring that the wearing or displaying of political symbols, flags, or slogans, and the expression of political views, are compliant with their legal duties in relation to political impartiality, whilst being mindful of promoting respectful dialogue, inclusion and engagement.**
- College leaders should consider setting out how they will approach the wearing or displaying of political identifiers by staff, balancing their duties relating to safeguarding, equality and freedom of speech, with the need to ensure that all students can engage effectively in their education and that the welfare of students under 18 is protected.**

Government response: Agree

The Department for Education agrees that schools play a vital role in maintaining environments in which all learners and staff feel safe, supported and included. Leaders should carefully consider whether the display of political identifiers could be perceived as promoting partisan political views.

Where displays are for the purpose of teaching, leaders should ensure that they support learning in line with duties on political impartiality. Teachers should facilitate conversations with pupils and students, ensuring a balanced presentation of opposing views. The department will strengthen political impartiality guidance to support leaders and teachers in facilitating these conversations.

The department also agrees that colleges should be inclusive environments in which all students can participate fully in education. College leaders should review and, where necessary, update existing policies, ensuring they provide sufficient clarity on the display of political identifiers and the expression of political views by staff, particularly in teaching and student-facing contexts. In doing so, colleges should balance their responsibilities relating to freedom of speech, equality and safeguarding, recognising that in some circumstances the display of political identifiers may affect students' willingness to participate. Registered colleges will need to meet the OfS conditions of registration on harassment,⁴ including where such behaviour affects Jewish students and staff.

The department will continue to support schools by providing guidance on their legal duties, as will the OfS to registered colleges in relation to their free speech duties. Responsibility for developing, communicating and implementing appropriate local policies will remain with individual schools and colleges, reflecting their circumstances and communities.

Recommendation 17

The Department for Education should strengthen guidance for schools on political impartiality to provide clear examples that illustrate how it should be applied in practice, particularly in relation to contemporary and sensitive geopolitical topics.

Government response: Agree

The Department for Education recognises the importance of ensuring that schools can confidently apply political impartiality requirements. When antisemitism is

⁴ [Condition E6: Harassment and sexual misconduct - Office for Students](#)

increasingly expressed through political and geopolitical narratives, schools must be equipped to recognise and challenge antisemitism wherever it arises, while ensuring that legitimate political discussion can take place in a balanced, evidence-based and respectful manner. This helps create an environment in which prejudice is challenged, pupils learn to engage critically with differing perspectives, and Jewish pupils and staff feel safe, respected and included.

Clear and practical guidance is essential to help schools navigate these topics in a balanced and age-appropriate way, support respectful discussion, and uphold political impartiality.

This is why the department is committed to strengthening the political impartiality guidance for schools and supporting schools to teach in line with their legal duties. We recognise that this can be challenging where antisemitism intersects with political and geopolitical issues.

Schools should be equipped to ensure pupils are presented with a balanced range of relevant viewpoints and are able to engage critically and respectfully with differing perspectives.

The department recognises that guidance alone may not improve confidence, which is why it recently published the [Building Resilience: strengthening staff confidence in managing difficult conversations](#) resources, which includes staff training, practical tools, assembly ideas and provides a framework for practitioners to manage discussions on challenging topics, while maintaining political impartiality.

Recommendation 18

School and college employers should have a robust reporting, escalation and response to antisemitic abuse, bullying, harassment or discrimination against staff and, where relevant, governors and trustees. All incidents against staff, including those involving pupils, students, parents, colleagues or third parties, should be identified, recorded, investigated and addressed promptly and appropriately.

Government response: Agree

The Department for Education supports this recommendation. The experiences highlighted by the review are deeply concerning. It is appalling that Jewish staff and volunteers are being subjected to abuse, bullying, harassment and discrimination in our schools and colleges, and that some are choosing to leave the profession as a result. Responsibility for establishing operating arrangements to prevent, report, escalate and respond to incidents affecting staff, rests with school and college

employers, in accordance with their legal duties and local circumstances. The department supports employers by setting clear expectations, providing guidance and promoting effective practice.

Harassment, intimidation or abuse directed at anyone for carrying out their professional duties is wholly unacceptable. This includes bullying or harassment perpetrated by pupils, parents or carers, other members of school staff or governors and trustees, or members of the public, whether online or offline.

The department recognises that school and college leaders and employers need support when faced with external pressures and campaigning following disciplinary related decisions and actions taken to address incidents of abuse, bullying, harassment and discrimination. The department will support school and college leaders to make decisions and in taking firm action when incidents occur. A dedicated support service will be established to provide advice and practical assistance to help leaders and employers respond effectively (see Recommendation 20).

The department recently published guidance for schools and their employers on [preventing and tackling the bullying and harassment of school staff](#). The guidance sets out clear expectations for employers, clarifies protections available to staff, and supports schools in responding proportionately to a wide range of situations, including discrimination related to protected characteristics, specifically referencing antisemitism. It reinforces the importance of clear reporting and recording of incidents so that employers can identify patterns, understand the scale and nature of concerns, and take effective action in response.

Schools, colleges and academy trusts should have clear and robust processes for reporting, escalating and addressing incidents affecting staff, including incidents involving pupils or students, parents, colleagues, leaders, governors, trustees or other third parties. Staff should be made aware of the mechanisms available to raise concerns, including relevant grievance, complaints and human resources procedures.

The department will offer training on understanding antisemitism to all schools and college leaders to help ensure serious allegations of antisemitic abuse, bullying, harassment or discrimination are recognised, recorded appropriately, investigated promptly, and handled with the sensitivity and confidentiality they require. Employers should take timely and proportionate action and ensure that affected staff receive appropriate support.

From 30 October 2026, the Employments Right Act 2025 requires employers to take all reasonable steps to protect their staff from third-party harassment and may be

liable where they fail to do so. This strengthened law reinforces employers' responsibility to implement and maintain robust processes for reporting, recording, monitoring and responding to allegations of harassment, such as antisemitic abuse, alongside appropriate training and support for staff.

Schools and colleges should ensure incidents are properly reported through clear and effective data capture systems so that trends can be monitored and reviewed regularly. Effective monitoring and evaluation enables leaders to identify contributory factors, address systematic weaknesses and ensure support is targeted where it is needed.

The department expects school and college employers to review their policies and procedures regularly to ensure they remain effective, accessible and well understood by staff, and that they foster a culture in which concerns, including allegations of antisemitism, are raised, taken seriously and addressed appropriately.

Recommendation 19

Education unions should have robust policies and processes to tackle antisemitism and ensure members are sufficiently trained in understanding, recognising and responding to antisemitism. Any incidents of alleged antisemitism by trade union officials, representatives or members must be consistently addressed in line with union policies to tackle racism or prejudice.

Government response: Agree

The Department for Education supports this recommendation. We are concerned by evidence presented to the review that, in some cases, the actions or inaction of some education unions may have contributed to an environment in which antisemitic attitudes, rhetoric or behaviour have not been challenged as robustly as they should be.

Education unions have an important leadership role in promoting professional standards and fostering inclusive environments for their members. We therefore expect all education unions to have clear and robust policies and processes for preventing and addressing antisemitism, supported by appropriate training to ensure members can recognise and respond to antisemitic incidents and behaviour. Allegations of antisemitism by union members should be investigated and addressed consistently and effectively, in line with established policies on racism, discrimination and prejudice.

Recommendation 20

The Department for Education should establish a dedicated support service to help schools, colleges and local authorities manage complex incidents related to antisemitism and other forms of prejudice and hatred. To enable this:

- a. The Department for Education should establish a well-defined and well publicised ‘front door’ for support**
- b. The Department for Education should establish a network of peer-to-peer advisers (at local authority or at school/college leader level, as appropriate) to provide rapid, expert support.**

Government response: Agree

The Department for Education agrees that schools, colleges and local authorities should be able to access rapid, expert support when managing complex incidents relating to antisemitism, hatred and prejudice. At a time when antisemitism can be nuanced and disguised, education leaders must be able to access timely specialist advice to help them respond confidently, proportionately and effectively when difficult or fast-moving situations arise. This is essential to supporting informed decision-making and maintaining the confidence of pupils, students, staff, parents and local communities. The department will establish a clear and accessible route for education leaders to seek advice and support, with a view to putting appropriate arrangements in place later by the next academic year.

The department will explore options for providing specialist support and will work with the sector to establish a peer-to-peer network drawing on the expertise of local authorities and school and college leaders. This network would help share good practice, provide practical advice and enable education settings to access experienced support quickly when dealing with complex or sensitive incidents. It will also promote consistency across schools and colleges and strengthen capability to respond effectively to emerging challenges.

Alongside this, the department will strengthen the support available through [Educate Against Hate](#) by developing or sourcing practical tools, resources and case studies to help school and college leaders prevent and respond to antisemitism and other forms of hatred and prejudice. The visibility and accessibility of this support will be improved, ensuring that schools and colleges can quickly access relevant information when needed.

Through these measures, the department will provide schools, colleges and local authorities with a coherent package of support that helps prevent incidents from escalating and ensures that education leaders are not left to navigate these challenges alone. This will strengthen confidence in responding to difficult situations,

support consistent decision-making, and reinforce schools' and colleges' capability to prevent and address antisemitism and other forms of hatred and prejudice.

Recommendation 21

The Home Office should utilise some of the £250 million recently announced by the Home Secretary for additional security support for Jewish communities to help ensure that Jewish schools and colleges can undertake educational visits safely, alongside meeting wider security needs.

Government response: Agree in principle

The government agrees in principle with this recommendation. When antisemitic incidents remain a persistent threat to Jewish communities, the Home Office expects the recently announced funding package for neighbourhood policing to strengthen support through an enhanced policing presence in areas with significant Jewish populations and increased operational capacity around synagogues, schools and colleges, and key religious festivals and events.

This additional investment has the potential to improve the security environment for Jewish schools and colleges and may help provide greater reassurance for pupils, students, staff and families when undertaking educational activities and visits. Policing plans should be informed by local engagement, including with education settings, to develop a meaningfully visible and reassuring presence within Jewish communities.

Decisions on the deployment of policing resources remain operational matters for chief constables. Local police forces will determine how resources are allocated based on assessments of threat, risk and local need, informed by engagement with affected communities.

The government will continue to work closely with policing partners and community representatives to understand the security challenges facing Jewish schools and help ensure that available support is targeted where need and risk is greatest.

Recommendation 22

The Department for Transport should deliver a joint communications campaign with relevant stakeholders to deter antisemitic behaviour, with campaign activity strategically placed at transport hubs near Jewish schools and colleges and accompanied by an evaluation to assess impact and inform future activity.

Government response: Agree

The Department for Transport recognises the importance of ensuring that all passengers can travel safely and confidently, free from antisemitism, hatred, harassment and other forms of unacceptable behaviour. A strong and visible response is essential.

The Department for Transport will work with local and strategic authorities, transport operators, policing partners, community representatives and other relevant stakeholders to ensure communications activity is used effectively to challenge antisemitic behaviour and promote respectful conduct across the transport network.

This work will consider where campaigns can have the greatest impact, including locations serving communities and educational establishments that may be disproportionately affected by antisemitic incidents. Campaign messaging will reinforce expected standards of behaviour, encourage reporting and make clear that hate-related behaviour will not be tolerated.

An effective response will require strong cross-government coordination and alignment with wider antisemitism and hate crime activity at local and national level. The Department for Transport will work with stakeholders to develop and deliver targeted communications activity that is insight-led, evidence-based and supported by robust evaluation to assess effectiveness and inform future action.

Recommendation 23

The Department for Education should work in partnership with relevant organisations and community stakeholders to ensure that Jewish school and college leaders have access to comprehensive support, specialist advice on security and safeguarding risks, opportunities to participate in professional networks for sharing good practice, and leadership support and mentoring.

Government response: Agree

The Department for Education is particularly concerned by evidence highlighting the extent to which security has become a routine part of life in Jewish schools and colleges. Although these measures are vital for protecting pupils, students and staff, it is deeply regrettable that Jewish children and young people must experience this reality as part of their education.

Furthermore, the review heard compelling evidence that contemporary antisemitism is adversely affecting the wellbeing and retention of Jewish school and college

leaders, with some leaving the profession altogether. Leaders of Jewish settings, and those with high numbers of Jewish pupils and students, must have access to specialist advice, welfare support and opportunities to learn from their peers.

The department will promptly commission an organisation with expertise in antisemitism, education and community engagement to provide targeted welfare support and help leaders manage security-related incidents to improve wellbeing and retention. This support may also extend to leaders of settings that have a high number of Jewish pupils and students facing similar security concerns.

Schools and colleges can also draw on existing security and safeguarding support, including:

- [Faith security training - GOV.UK](#) - free security awareness training for faith communities
- [Protective security and preparedness for education settings - GOV.UK](#).- guidance for education settings on preparing for and responding to acts of terrorism and other major incidents
- [ACT for Education | ProtectUK](#) – a suite of free resources to help education settings keep learners safe from acts of terrorism and other major incidents

The department will also support schools and colleges to understand and implement the requirements of [The Terrorism \(Protection of Premises\) Act 2025 - GOV.UK](#) (Martyn's Law), with further guidance planned.

Together, these measures will ensure that Jewish school and college leaders are not left to face these challenges alone. They will empower leaders to respond confidently to the concerns of pupils, students, parents, staff and their communities, supported by specialist advice, targeted welfare provision and a strong network of peers.

Recommendation 24

Ofsted and the Independent Schools Inspectorate should each build on existing training and professional development to support inspectors' confidence in evaluating and reporting on how effectively leaders identify, manage and prevent incidents of antisemitism and other forms of racial and religious prejudice.

Government response: Agree

The Department for Education recognises the importance of ensuring inspectors have the knowledge and confidence to evaluate how effectively schools and colleges prevent, identify and respond to antisemitism. With rising levels of antisemitic

incidents in schools and colleges, inspection must provide appropriate scrutiny of how settings fulfil their responsibilities.

Responsibility for inspector training and professional development rests with Ofsted and the Independent Schools Inspectorate (ISI). The department will work closely with both inspectorates to ensure the issues raised by this review are reflected in inspection practice and professional development.

Ofsted welcomes this recommendation. Its inspection framework, introduced in November 2025, strengthened inspection activity of faith-based and other forms of prejudice. Consideration of these issues forms part of evidence gathering on behaviour, including bullying, within the attendance and behaviour evaluation area.

All Ofsted inspectors receive regular mandatory training on equality, diversity and inclusion, Equality Act duties, and cultural sensitivity. From autumn 2026, this will include additional antisemitism case studies drawn from recent inspections, alongside other examples of racial and religious prejudice.

In April 2026, all senior Ofsted staff received mandatory training on [understanding and responding to antisemitism](#). Ofsted regions with significant Jewish communities, including London and the North West, also maintain relationships with community groups to support inspection activity in Jewish faith schools.

Independent school inspection by ISI and Ofsted assesses compliance with the Independent School Standards, including requirements relating to the quality of education, leadership and management, the spiritual, moral, social and cultural (SMSC) development of pupils, and their health, safety and welfare, including safeguarding.

ISI welcomes this recommendation. ISI has developed a research-led model to evaluate school culture, evaluating the extent to which school leaders hear the range of pupil experience. Its inspection methodology and training emphasise professional noticing, evaluation of school culture and triangulation of evidence, including the experiences of pupils whose voices may be marginalised and therefore less readily heard. Inspectors undertake mandatory termly professional development, including on equality, diversity and inclusion.

The department approves ISI's inspection framework and methodology. ISI regularly reports on inspection outcomes and inspector professional development and will set out how it is strengthening inspectors' confidence in evaluating and reporting on leadership responses to antisemitism and other forms of racial and religious prejudice.

Recommendation 25

The Department for Education should commission Ofsted and the Independent Schools Inspectorate, separately and within their respective remits, to undertake thematic work on how schools and colleges identify, prevent and respond to antisemitism and other forms of racism and religious prejudice, helping to build a stronger national picture and improve understanding of effective practice.

Government response: Agree

The Department for Education agrees that thematic inspection and research activity should play a stronger role in building and strengthening the evidence base on the prevalence of antisemitism. Such work could help identify effective practice, expose areas where responses are falling short, and inform future policy development.

The department will work with the inspectorates to take this work forward. This will include consideration of the respective roles of Ofsted and ISI to ensure that findings reflect the experiences of pupils and students across different educational settings and provide greater visibility of how institutions prevent and respond to antisemitism.

Any future programme of thematic work should strengthen understanding of how schools and colleges prevent and respond to antisemitism and other forms of prejudice, identify systemic weaknesses, and highlight opportunities for more effective leadership, governance and oversight across the sector to support safe, inclusive and respectful learning environments.

Ofsted and ISI welcome this recommendation and will work with the department to develop proposals on scope, methodology, funding and publication timescales, ensuring that future work provides meaningful assurance regarding the sector's response to antisemitism and other forms of racism and religious prejudice.

Recommendation 26

Local authorities should, through existing responsibilities, partnerships and local intelligence arrangements, work with safeguarding partners and other relevant agencies to strengthen local visibility of patterns of antisemitism and other forms of hatred and prejudice affecting children and young people, and to support schools and colleges in responding effectively where concerns arise.

Government response: Agree

The Department for Education recognises the importance of understanding local trends and emerging issues relating to antisemitism, which remains a serious and enduring challenge affecting children and young people. Effective local partnerships play a vital role in enabling schools and colleges to identify concerns early and respond appropriately where incidents occur.

Local authorities, safeguarding partners and other relevant agencies are responsible for determining how this work is undertaken locally within their existing responsibilities and arrangements, and are often well placed to share information, identify patterns of concern and coordinate support for schools and colleges. The department expects strong partnership working to safeguard the safety, wellbeing and inclusion of all children and young people.

Responsibilities for monitoring, reporting and responding to incidents are distributed across a range of statutory agencies and local partnerships. The department does not intend to create new mandatory monitoring requirements but will continue to support the sharing of good practice and promote effective local collaboration within existing safeguarding and partnership arrangements.

The department will work with relevant partners to consider how schools, colleges and local agencies can be better equipped to identify and respond to incidents of antisemitism, ensuring that responses are effective, proportionate and aligned with existing local responsibilities and structures.

Recommendation 27

Ofsted should consider, as it develops its academy trust inspection framework, how trust-level oversight of responses to antisemitism and other forms of hatred and prejudice can be reflected proportionately, particularly where concerns are serious, repeated, or evident across more than one school.

Government response: Agree

The Department for Education recognises that, at a time when antisemitism remains persistent and deeply concerning, effective oversight of schools and academy trusts and their responses to antisemitism is critical.

As the department develops Trust Standards and Ofsted refines its approach to academy trust inspection, they will consider how trust-level leadership, culture and oversight arrangements support the effective prevention of, and response to,

antisemitism and other serious or recurring incidents of this kind across the schools within a trust.

Ofsted will carefully consider this recommendation as it develops its trust inspection framework, taking into account the Trust Standards the Department for Education will publish. Trust inspection will provide an opportunity for rigorous consideration of trust-level responses to antisemitism and other forms of hatred and prejudice, focussing on systemic issues, particularly where concerns are serious, repeated or indicative of wider patterns affecting more than one school. When inspecting a trust, Ofsted will be required to identify those that are not performing to an acceptable standard, and the department will take intervention action where necessary.

978-1-5286-6870-5

E03703743