



Protect Our Children

Antisemitism in Schools Report

May 2026





About Us



Parents Against Antisemitism is a grassroots network of concerned parents, formed in response to the rising incidence of antisemitism affecting children in UK schools. We work closely with families, community organisations and trusted partners to document incidents, identify recurring patterns and systemic failings, and ensure that concerns are fully understood and appropriately addressed.

We provide practical support to families and advocate for clear, effective safeguarding measures and policy responses, so that all children can feel safe, respected and able to learn without fear.



Introduction

The number of antisemitic incidents in settings from Nursery to Sixth Form has increased significantly since October 2023, contributing to a growing sense of fear and vulnerability among Jewish students, staff and their families. Parents Against Antisemitism (PAA) - a small group of concerned parents - put out a call in April for families and teachers to share their experiences. We were inundated with cases and this report reflects the evidence we received.

The most prevalent issue so far reported by parents of Jewish pupils to PAA is **peer hostility**, including antisemitic remarks and bullying (including physical violence).

Many incidents also relate to concerns about **teachers' lack of understanding** of their legal obligations when dealing with these incidents and concerns regarding the partiality of their teaching; for example, the use of highly subjective and politicised teaching materials, or, in some cases, the perceived promotion of anti-Jewish sentiment.

Whilst many incidents show traditional antisemitic stereotypes and blood libels, a prevailing theme across the reports submitted is that Jewish students and teachers are being actively persecuted for their race and an implied association with Israel. The influence of **social media** appears

to have affected access to properly balanced education on complex topics such as the Middle East for both students and teachers and added to antisemitic attitudes and inflammatory views on Israel being amplified.

The majority of respondents indicated that they have reported incidents to their school. Those who chose not to report cited **fear of further reprisals** as the primary reason. While some schools are proactive and responsive, others appear **unaware of the issues** and are reluctant to act. They may either dismiss parental concerns or side with the perpetrators. Some hesitate due to fears of being perceived as Islamophobic, or face pressure from unionised teaching staff. Where the police have been involved appropriate action has not always been taken, even in extreme cases of violence and threats. Faith leaders (e.g., where schools are Church of England) have not adequately dealt with concerns when these have been raised.

The findings presented by PAA demonstrate the urgent need for targeted action by the government and education sector to address the rise in antisemitism in schools and to implement the recommendations set out in this report. **Schools should be a safe place: free of political activism, indoctrination and hate.**



1. Pupil-to-pupil Antisemitism

'Classic' far right Nazi-inspired antisemitism is still very much alive and present in schools. However, a new, contemporary form of antisemitism is just as prevalent, if not more so. This takes the age-old blood libel of Jews as baby killers and applies it to Jewish children when any mention of Israel is made in the school environment. Jewish children and teachers are also expected to take a 'purity test' about whether they support Israel. Both these themes are manifested in the form of mental and physical abuse, social exclusion and isolation and a hostile environment where hatred towards a 'toxic' Israel, and by extension, Jews, is normalised and, in some cases, assumed. Conspiracy theories

ranging from 'Epstein antisemitism' to Jews/Israel carrying out false flag operations find huge expression through social media.

The result is a growing sense of anxiety, fear, vulnerability and isolation among Jewish pupils and teachers. Numbers of applications to Jewish schools have never been higher and a vacuum is starting to appear in schools which once had a thriving Jewish presence. In some cases Jewish students and teachers are leaving their schools because of the antisemitism they have faced.

Below are examples of antisemitism taken from evidence submitted by Jewish parents and teachers to PAA:

Examples of Nazi and Holocaust-inspired antisemitism in schools:

During a Drama lesson the teacher led an activity with the only Jewish child in the class being surrounded by peers giving him Nazi salutes which led to this being re-enacted as bullying in the playground.

Multiple examples of Jewish students being told they or all Jews should be gassed, including using bunsen

burners in Science lessons as a prop, being subjected to hissing noises, or suggesting they go on the "wrong train to Poland".

One child was told "1,2,3 Jew run or I'll gas you". Another was told "I want to build a gas chamber and chain up all Jews".

Swastikas, or 'kill the Jews' are being daubed on class

tables, Jewish students' notebooks or in student toilets. In one example of graffiti in a cubicle stating "Follow your dreams" a student added "My mum says I can't be Adolf Hitler".

A Jewish child was asked where his number was tattooed.

Hitler salutes and jokes about the Holocaust are

commonplace, directed at Jewish students (including in primary schools). Many are told “Hitler was right” and one child was physically assaulted after their attacker performed a Hitler salute.

One primary school child was sent a picture of Hitler accompanied by the caption “6 million victory”.

Hitler Youth songs are being sung that are found on social media and a Jewish teacher was told by a student that they “liked Hitler”.

A primary school child who was the only Jewish student in his year chose on Culture Day to wear a skull cap and when a peer then found out he was Jewish he was told

that they needed to “call Hitler”.

There are a number of examples of students who laughed when taught about the Holocaust including at one school during the oral testimony of a Holocaust survivor and students questioned why they needed to learn this topic.

Examples of contemporary and Israel-related antisemitism in schools:

When a 7 year old expressed that they liked Israel they were then actively bullied.

On Culture Day when a child showed an Israeli flag she was booed and the teacher took no action. Another child was told Jews have “no culture because they are white”.

Blood libels such as: “Jews kill and eat children”, “You can’t trust Jews”, “Jews are all rich”, “Jews are paedophiles”, “Jews control the world and media” are repeatedly targeted in person against Jewish students and teachers and are widespread.

A child who wore a piece of jewellery identifying her as Jewish was kicked to the ground.

One child was threatened with being beheaded “as all Jews deserve”.

Sixth Form students declared that “It isn’t antisemitic to suggest Jews are rich. It’s just true”.

A 9 year old child was asked if he was Jewish and upon responding affirmatively was

told to “lock his house” because it would be attacked.

At a Church of England primary school a Jewish child was told “Jews and Christians can’t play together” and that “Jews would be punished”.

A Jewish child was told “I’m going to kill you, you F***ing Jew” (whilst being chased with a weapon and threatened with being thrown from a large height).

A Jewish student was followed by a 14 year old peer who shouted “F*** the Jews, kill the Jews”.

Students openly celebrated the Manchester synagogue attack.

Derogatory remarks and racial slurs are regularly used, for example, “Jew scum”, “Kike”, “F*** all Yids”, “You People”.

Jewish students and teachers frequently get victimised and accused of attacking Palestine and anti-Israel sentiment is shouted at them.

Jewish children are being

forced to confirm that they support Palestine.

A Jewish primary school child was told “You are a pig because you are Jewish”.

A student threw a coin on the floor and asked a Jewish student if they dropped it and if they wanted it. When the Jewish student went to take it, the other student said “Of course, money grabbing Jew”.

Children (in primary and secondary level) are being openly excluded socially due to being Jewish.

Jewish teachers are targeted by students including being told “F*** the Jews” and that they are responsible for Gaza and 9/11.

“Free Palestine” chants are shouted at Jewish children and parents, and Palestine flags and symbols openly displayed and targeted at Jews.

In a primary school two 6 year olds covered their ears when they heard that they would be learning about Judaism and Jewish people as part of the Curriculum.

Students in a secondary school claimed when learning in RE about Judaism that “Hebrew is not a language”.

At a secondary school students were asked by peers if they wanted to “bomb Israel” and that Israel is “evil” and when questioned why they think that, they responded that Israelis are “evil” because they are “Zionist” but could not define what Zionism meant.

Rumours were spread about the only Jew in the year that this child wants to bomb Muslim houses.

A 5 year old Jewish child was told by his friends that he was “killing all the babies” and that his friends are “Team Palestine”. The child was then excluded from class birthday parties and eventually left to go to a Jewish school.

Bullying continues outside school via social media and Class and even Parent What’s App chats which are littered with antisemitic content, conspiracy theories and misinformation about Jews and Israel.

Peers tell Jewish students

that they can’t play with them because they are Jews, that their parents “hate Jews”, “I can’t buy anything from Israel because they start wars”, “I don’t like Israelis” (directed at a Jewish student) and “that it is against their religion (Islam) to be friends with a Jew”.

A primary school Jewish child was told by a peer that they “wished all Jews dead”.

At an event between a Jewish school and local State school Jewish students were taunted with “Free Palestine”.

A 9 year old Jewish child was called a “baby killer”.

A Jewish teacher was told by a student that Israel doesn’t exist.

Jewish parents are verbally abused by other parents about Israel or for being Jewish.

Students from schools surrounding a Jewish school chased Jewish students, threatened them with knives and hit and pushed students on Tube platforms.

Jewish school buses have been targeted with verbal and physical abuse, e.g. stones and bottles of water thrown.

A Jewish teacher had their whiteboard eraser daubed with “Erase the Jews”.

Students openly celebrated the Jewish New Year when a number of Jewish students were absent as “no Jew day”.

During football matches other teams have screamed “F***g Jew” and “N**** Jew” (one victim was mixed race) and other antisemitic slurs.

At an event with another school, students were asked (1) “What would you do to change the neighbourhood?” and a student responded “Get rid of Jews”; (2) Then they were asked “What is your favourite artist?” another student responded that it was Kanye West. When told that Kanye is antisemitic the student replied “That’s why I like him”.

Pupils report seeing their peers post antisemitic content online including one calling for the murder of Jews.

Many Jewish children express shame and/or terror if people know that they are Jewish and are often bullied more for reporting.



2. Teacher based antisemitism

This breaks down into two areas.

1. Teachers who have very little knowledge of Jews, what antisemitism is and the Jewish connection to Israel and can include hurtful and insensitive comments or dismiss incidents as not being a safeguarding issue or an issue of abuse/racism.
2. Teachers who bring their politics into the classroom through the wearing of political symbols, distribution of factually incorrect or partial educational materials, bringing in unvetted speakers or organisations and expressing their personal opinions in the classrooms and on their personal social media with the effect of creating hostility around Israel and Jews.

There is a lack of policy, guidance and referral pathways for dealing with incidents, a lack of clarity about defining antisemitism, especially around the mention of Israel and a lack of accountability within the leadership system.

A further regular occurrence is that schools are hosting external speakers or assemblies without adequate vetting or risk assessment.

This includes speakers associated with organisations promoting contested or misleading narratives about Israel.

School premises have been used for events with a clear political or advocacy focus, without sufficient safeguards to ensure compliance with duties of political impartiality and safeguarding.

Examples of teacher based antisemitism:

Maps are defaced on the walls or in books. Israel is 'deleted' without action taken by staff to educate on the issues.

The Israeli flag was removed from a flags display by the school.

History is being taught that Israel is a white colonial occupation and "an apartheid state", in RE that Jesus was not Jewish and teachers use antisemitic tropes e.g., that all Jews are wealthy.

Teachers are teaching entire segments on genocide using conspiracy theories and highly partisan and inaccurate content.

Holocaust Memorial Day is ignored, or Jews are not mentioned or the Holocaust

is trivialised or actively denied.

Jewish students have been dismissed by teachers as liars or “drama queens” for raising issues.

Jewish children are told that if they want to talk about the Holocaust they have to talk about the “Holocaust in Gaza”.

Teachers facilitated a debate about what was acceptable and unacceptable to do in war, allowing students to use conspiracy theories regarding Israel, and Jews to be blamed without moderation.

Antisemitic tropes repeatedly used by students go unchallenged by teachers.

Teachers chose a charity for the school to support which had links to pro-Palestinian activists.

A Jewish teacher’s classroom’s whiteboard was defaced with wording including “One Holocaust doesn’t justify another”, “Open air prison/ Concentration camp”, “Free Palestine”, “Anti-Zionist” underlined with “Antisemitic” crossed out and “Genocide”.

A teacher demanded a Jewish child should support Palestine.

Jewish teachers feel uncomfortable given the level of anti-Israel rhetoric coming from unions and colleagues including comments to “Globalise the Intifada” and feel they have no one to support them or escalate issues to.

In a PHSE lesson “From the

River to the Sea” chants were allowed despite Jewish students feeling threatened.

The Jewish faith was not acknowledged when teaching cultures or festivals in a school with a majority Muslim student body.

One Head teacher stated to a Jewish colleague that one of the students they would like to have taught was Hitler.

A teacher of Muslim background objected to teaching about the Holocaust on the grounds that it was taking sides and was inappropriate.

A teacher justified the 7 October massacre, saying that it had “context”.

Rampant Holocaust inversion (i.e., calling Jews the new Nazis) is repeatedly allowed to go unchallenged.

A Jewish teacher was told by their colleague that wearing a swastika is “not a big deal”.

Boycott Divest Sanctions motions are supported with no challenge or context and presentations from inflammatory speakers are allowed.

A teacher told a Jewish student that they were responsible for “inviting antisemitism”.

Teaching materials show one sided views of the Middle East conflict, including calling Israel terrorists, glorifying or excusing Hamas and blaming Israel for the conflict in the Middle East.

Teachers have compared hostages taken by Hamas with the Palestinian prisoners Israel released from jail as

part of the ceasefire (many serving sentences for terrorism and murder) as if equivalent and claiming that they are being neutral.

There appears to be a total misrepresentation of what Zionism means; instead it is being treated as synonymous with evil (e.g., in one case a child said Israel threatens the UK, in another that Jews are genocide deniers); with teachers not correcting this.

Teachers, staff, students and even parent representatives wear pro-Palestine clothing, and accessories e.g., necklaces with the whole of Israel being erased by the Palestine flag. Other political symbols being displayed have included wearing pro-armed resistance art work.

School/Parent groups accuse Jews as not being an ethnic minority since Jews are “too white”.

A teacher referred to a visibly identifiable Jewish student as “that Jew over there”.

One teacher stated that “Jews wear funny hats on their heads” and claimed that Hitler was Jewish.

When concerns are raised teachers usually misunderstand the nature of contemporary antisemitism and how singling out a Jewish student for the perceived actions of Israel is antisemitic. They often state that the issue is political, complex or about Israel even during clear cases of antisemitic bullying and violence.



3. Case Studies

Case Study 1: Daily incidents of antisemitism at State secondary school

A report was submitted by a family with a number of students at the school. The youngest child is concealing their Jewish identity due to how their siblings have been treated. There are three areas of concern: peer hostility from fellow pupils, lack of impartiality amongst some of the teaching body and no clear guidelines for schools on how to address these issues without fear of being labelled Islamophobic or racist.

It was noted that not a day has gone by since 7 October 2023 in which one or other of the children have not reported some antisemitic occurrence.

Incidents include:

- Gas/Bunsen Burners in a Science laboratory were deliberately turned on, and a child was asked whether they had “flashbacks”.
- When the child offered to lend lunch money to a fellow student, the offer was rejected with the remark, “*We don’t want your dirty Jew money*”.
- The child has also been subjected to repeated verbal harassment in school corridors, including chants such as “*Jew, Jew, Jew,*” and hissing derogatory remarks such as “*F*** Israel*” etc. Swastikas are daubed on tables and in toilets.
- Israel has been scrubbed out or defaced in maps in textbooks.
- In one lesson where it was being discussed that during World War I blood transfusions were carried out, a Somali student stated that “*Jewish blood is toxic*”.
- Jews were not mentioned in Holocaust Memorial Day.
- Regular physical intimidation has also been reported, including their phones being taken and smashed, pushing and shoving on stairs, in corridors and bullying on the sports ground.
- Harassment against the daughter is mostly of a sexual nature, largely emanating from Muslim boys, such as touching and very misogynistic remarks. Further harassment includes snarling and hissing of derogatory remarks when she wants to say something in class.
- Social repercussions include social exclusion and pressure on other students not to associate with the Jewish students.

- A particularly serious incident involved two Muslim girls approaching a child and stating *"We will send our family to behead yours like Jews deserve."* This incident was reported to the Metropolitan Police. According to the report, the response was that the girls involved were considered exemplary students and no substantive action was taken except talking to them via Police Community Support Officers. It was also stated that Islamophobia and Right Wing extremism was viewed as a more significant concern.
- LGBTQ+ posters have been ripped down because they are "Haram".
- Overall, the report presents a pattern of repeated verbal abuse, physical intimidation and social exclusion directed at students on the basis of their Jewish identity.
- The school has failed to recognise or deal with the systemic issues and fear they will be labelled Islamophobic.
- It is seen as 'trendy' to hate Israel and rampant antisemitism there is 'dressed up' as anti Zionism.
- When help was sought from the local Diocese since it is a Church of England school the case was shut down.

Case Study 2: Peer hostility leading to pupil leaving the school

A secondary school pupil faced ongoing antisemitism at their school commencing before 7 October 2023. They were asked if they were Jewish and attended a synagogue, which escalated into an appalling "joke" about the Holocaust: *"How many Jewish people can you fit in the car...2 in the front, 3 in the back and 6 million in the ashtray."*

Later, during a drama lesson a teacher led an activity that resulted in the pupil – the only Jewish child in the class—being surrounded by his peers giving Nazi salutes towards them. This led to a playground re-enactment of what happened in the lesson. No apparent disciplinary action or further training for the teacher appears to have happened.

During a Form Time session involving a video about Auschwitz the teacher commented that while the Holocaust was awful, *"there have been worse genocides in recent history."* Again no apparent training was given. At this stage, the pupil started expressing a desire to leave the school.

Alongside these incidents, there were many other events that occurred, of differing severity. For example, many comments about Palestine were directed towards the pupil by students, graffiti of a swastika was seen in one of the classrooms, a teacher referred to them as "Jew", the year group Snapchat group name was changed to *"F**k Israel, Heil Hitler"*. In this group were the 'usual' slurs - Jews causing 9/11, Jews controlling money, Jews being paedophiles (including accusing the child of being a paedophile by association), Jews being baby killers etc.

Things came to a head when the pupil refused to go to school. Eventually they told their parents that a large group of students had been chanting and taunting them about Israel/Palestine, fully aware of their Jewish identity. Even though a staff member witnessed it, they did nothing to intervene. On return to school they were found sobbing in a corner as students had threatened to beat them up, purely due to being Jewish. The school contacted the families of those students named as threatening violence, but although they were the ringleaders, there were many more bystanders who supported them. Ultimately, the pupil felt so unsafe that they left. They are now at another school but sadly are very traumatised by their experiences. Ofsted and the Council's safeguarding team were informed but nothing further has been heard.

Case Study 3: Forced isolation in exams

A secondary school Jewish pupil was subject to a sustained campaign of antisemitic abuse that ultimately forced her to abandon her education in person, sit her A-levels in isolation and later take a year out to recover from the trauma.

When Hamas attacked Israel on 7 October 2023, she saw the horror unfold on social media. Within an hour, one of her classmates had posted a Palestinian flag. She remembered looking at it and thinking – “this is going to be quite bad”. Over the months that followed she became the target of systematic abuse. Social media feeds were filled with posts from fellow pupils sharing Palestinian flags, anti-Zionist slogans, and images comparing Gaza to Nazi concentration camps. As one of only a handful of openly Jewish pupils in the school, she says it did not take long for suspicion to fall on her when she mentioned the social media posts to teachers.

On top of the regular pressures of Sixth Form – the workload, friendships, and the usual challenges of that period she faced a relentless and deeply distressing level of antisemitism. Incidents included anti-Zionist graffiti on her locker. Her friends also began isolating from her. Within approximately four months, only two girls in her year would speak to her or eat lunch with her. Classmates would abruptly fall silent when she entered a room. Circles would form to physically exclude her. Rumours were spread behind her back. Some pupils deliberately pushed the school’s uniform rules, wearing clothing featuring maps of Israel in Palestinian colours.

Abuse also arrived directly on her phone – text messages, social media posts, and private messages accusing her of being “misinformed” and racist. She says younger Jewish girls at the school were also targeted, with some allegedly subjected to Nazi salutes in classrooms. Despite repeatedly raising concerns, the school made little effort to protect her anonymity, even though she was one of only a handful of openly Jewish pupils. The abuse became increasingly overt.

On one occasion, a younger girl approached her in the library and told her she “knew something about her that made her different” before running off. A friend later explained that the girl had written “Israhell” on a sticky note and passed it to another student, having sought her out specifically because she knew she was Jewish. One pupil also called her a “Zionist pig”.

The school attempted to address the issue; disciplining those two students and bringing in a session on “What is antisemitism?” but a single lesson did not appear to change any behaviour. Her breaking point came during what was supposed to be an antibullying exercise. The responses submitted by students could be viewed by others. In answers that were then screenshotted and shared rapidly around the school, she was branded a racist and an Islamophobe by her classmates.

She could no longer face attending lessons regularly. She stopped going into school and began working independently instead. She was diagnosed with depression and anxiety. When exam season arrived, staff feared she would be targeted if she sat in the main hall alongside other students. Instead, she was escorted on and off site by a member of staff, walking from the school gates to a separate room where she sat every paper alone. “It was unbelievably isolating” she reported.

After leaving the school she took a year out to address the trauma the experience left behind. Even after beginning her studies at University she says she initially felt unable to openly express her Jewish identity because of fears for her safety.

While some of her subject teachers made genuine efforts to protect her and the school subsequently apologised, the school's leadership never made clear that there was a zero-tolerance policy on antisemitism. Instead, messages sent to the school community spoke vaguely of coming together and creating peace — a weak response that was clearly ignored by those responsible for the abuse.

Case Study 4: Teacher grievance

The teacher was subjected to multiple anti-Jewish and anti-Israel tropes by pupils (*"Jews eat babies"*, *"Jews control banks"*, *"You are personally responsible for Gaza"*). They experienced multiple displays of anti-Israel hostility and Palestinian support (flags, badges and lanyards). They reported the complete failure by the school to address issues which were requested on multiple occasions (e.g. promoting education to counter what they reported to be the manifestly antisemitic attitudes of many pupils which came from home and mosques). This teacher resigned from school as a result of what happened.

Their grievance was rejected and they went to another school because it was clear that there was no appetite to deal with antisemitism and an implicit message sent that the Jews were getting what they deserved.

Case Study 5: Football

A Year 10 child was competing as part of his Jewish school's football team at the EFSA quarter finals. The boys who were sitting on the bench were told to *"go back to the gas chambers"* and called *"dirty Jews"* and *"Jew Jew Jew"*. Another child who is mixed race was called "N***** Jew".

The boys told their manager; a teacher, and he told the other school's manager but their response was that they were saying "Jude Jude Jude" - calling out a boy's name. The teacher and team denied it. Footage of the match exists and is being analysed.

At football matches there is some 'banter' and the Jewish boys are sadly used to a bit of abuse e.g., being called "Jew Jew"; but this was a different level and it really affected them.

After the match, the boys were taken aside and told that the school's rule is that if there's any antisemitism "you calmly go and tell the manager and walk off the pitch and we don't play."

The next incident was with a team that the school often plays against. Parents attended and said that the Jewish school's team was 2:0 up and the other team was getting really upset with ten minutes to go. There was a "dirty Jew" comment. The Jewish students went straight over to their coach and their team left the pitch. This time the boys were prepared. The parents reported that Jewish students should not have to go through this experience every time they play a football match. It should not be normalised. The FA and others have been contacted regarding both incidents.



4. Recommendations

- 1.** All incidents of antisemitism reported by families, pupils, guardians, governors, staff and inspectors should be treated as such and investigated accordingly via a national standardised incident reporting database and monitoring system.
- 2.** Antisemitism should be taken as seriously as any other form of abuse, racism or safeguarding concern for any other minority group.
- 3.** Schools should provide safe and confidential reporting mechanisms (including whistleblower protections), guaranteed pastoral support and protections for affected students and staff in all cases of safeguarding and bullying issues.
- 4.** Schools should acknowledge complaints of antisemitism within 48 hours and outcome summaries and reviews to be standardised. There should be a direct escalation route to the Department for Education for unresolved antisemitism complaints or serious incidents of antisemitism. Failure to respond robustly to antisemitism should be subject to appropriate investigation and accountability.
- 5.** Antisemitism to be added as a specific example of a safeguarding concern and measures mandated to prevent and respond to it in Statutory Guidance, particularly in the Keeping Children Safe in Education guidance.
- 6.** Safeguarding measures should explicitly address antisemitism and other forms of hate disseminated through online platforms and social media.
- 7.** Mandatory annually certified antisemitism training to be provided for all staff and governors with advanced training for DSL's, DEI leads and school leaders. This should also be included in teacher training.
- 8.** Prohibitions around the promotion of teaching of partisan political content to be enforced. Schools should avoid allowing the display of political symbols or messaging in circumstances where this may reasonably be perceived as compromising impartiality or creating discomfort, intimidation or exclusion in the school environment. Discussion and criticism of governments or international affairs must not result in discriminatory treatment, hostility or exclusion of pupils or staff.

- 9.** In addition to the existing guidance on Holocaust education, National Curriculum guidance on contemporary antisemitism, Jewish identity and history should be published. Schools should ensure that Jewish organisations and subject-matter experts are centrally involved in the development and delivery of such teaching.
- 10.** Schools should be required to carry out a risk assessment of all external speakers and resource contributors and prohibit organisations and materials promoting extremist or partisan narratives. School staff should undertake impartiality training and how to navigate conspiracy theories in the classroom.



Standing with parents and communities to challenge antisemitism in schools.

Are you concerned that any child has suffered harassment, exclusion or discrimination on the basis of their Jewish race, ethnicity or identity?

If your child has experienced antisemitism at school, you can share the details with us in confidence. We will offer support and help you understand the options available.

Your report also helps us build a clearer picture of what's happening, so we can advocate for meaningful change and ensure that antisemitic incidents and hostile environments at every school across the UK are addressed.

All evidence submissions are protected by encryption. It is fully anonymous. We never log IP addresses or set tracking cookies. We adhere strictly to UK data protection laws. You decide what to share.

Together we can face antisemitism and support our children.

Every report helps us build a clearer picture of antisemitism in UK education and hold institutions to account.

Report via:

www.parentsagainstantisemitism.org.uk

For emergencies, please contact the Police or the Community Security Trust.