

A group of five young adults, three women and two men, are smiling and posing for a photo. They are wearing light blue hoodies with the UJS logo. The background is a dimly lit indoor space with a green exit sign visible on the left.

# Best Practice Guidance

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Support Jewish Students

# What is UJS?

## What is UJS?

The Union of Jewish Students has represented Jewish students across the UK and Ireland for over a century. It supports more than 10,000 Jewish students across 80 Jewish Societies (JSocs), delivering national advocacy, educational programming, and welfare support.

UJS works year-round with students, universities, policymakers, and communal partners to promote inclusion, combat prejudice, and ensure Jewish students can participate fully and confidently in campus life.

This guidance would not have been possible without the valued support and contributions of:

Advance HE, the Antisemitism Policy Trust, the Board of Deputies, the Community Security Trust, Conservatoires UK, the Department for Education, Holocaust Education Trust, the Jewish Leadership Council, the Office for Students, Progressive Jewish Students, the Student Jewish Medical Association, Universities Scotland, Universities UK, and University Jewish Chaplaincy.

We extend particular gratitude to:

Lord Mann, His Majesty's Government's Independent Advisor on Antisemitism, for his advice and contribution to this guidance.

Our donors and partners, who enable the work we do.

Our Jewish student leaders, who have fought tirelessly to protect and empower their communities.

The whole Union of Jewish Students team, for their endless work to fight for proud Jewish life on campus.

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## Foreword by Lord Mann



The Union of Jewish Students is the organised Jewish voice on campus, open to all Jewish students, democratic, and independent.

**For every higher and further education leader, wherever there is a Jewish Society, it is obligatory to meet with it, consult with it, and work with it.**

The Union of Jewish Students has proven itself up to the job required, showing a rational and reasoned leadership both institutionally and nationally. Other comparable countries would give a lot for the benefit that this provides to our university leaders.

The Union of Jewish Students does not seek nor demand special privileges or priorities. It exists solely to ensure that Jewish students have equal rights, free from hassle, and to guarantee that all Jewish students have the ability to be themselves, living a Jewish way of life, in the way they choose, as they benefit from, and contribute to, their place of learning.

This guide gives precise detail on how best institutions, across higher and further education, can ensure that these standards are met routinely, but also confidently, within their own institution. This is what education is about.

I recommend this guide to all education leaders and I urge all to welcome and directly engage with the positivity and inclusiveness that the Union of Jewish Students' approach and ethics require for every student, including every single Jewish student.

*– Lord Mann, His Majesty's Government's Independent Advisor on Antisemitism*

## Introduction by Louis Danker



**The rise in antisemitism on campus since October 7th 2023 has been one of the core challenges facing university leaders for several years now. It sits at the nexus of regulatory complexity, debates over academic freedom, and a societal culture war, leaving our universities in an unenviable position. Many institutions have led the way with brilliant work in response, which my UJS colleagues and I see week-in, week-out. Organisations like Universities UK and Advance HE, as well as UJS and government, have also brought together sector leaders to discuss respective challenges and share what works.**

This publication is part of our contribution to that work. It is a lengthy guidebook of measures that can be taken to improve Jewish inclusion and respond to antisemitism, proactively and reactively. These measures are drawn from what Jewish students and Jewish Society (JSoc) leaders have told us really works, as well as from strong engagement across the higher education sector and the community. Many recommendations are already undertaken by institutions; indeed, some are drawn from existing regulatory guidance. Other recommendations will be low hanging fruit – small measures that make a real difference to Jewish students' sense of belonging on campus. UJS' 2026 Time for Change report found 1 in 5 students would be reluctant to houseshare with a Jewish peer; helping Jewish students feel like they belong has never been more important.

This is not the first collection of 'best practice' on supporting Jewish students. In 2023, the Government's Independent Advisor on Antisemitism, Lord Mann, published a series of important recommendations. UJS's Best Practice Guidance sets out, in great depth, what more might be done to complement existing approaches. It can never be totally comprehensive, nor can it include every example of institutions brilliantly supporting their students. But when we meet with university leaders, we are often asked which institutions have found "a good way of handling this". This resource should be helpful to identify areas where your current approach can be built on.

The UJS team are immensely grateful for all the constructive engagement with university and student union leaders over the years. With so many institutions we've built mutually supportive relationships; we support you to know how best to be there for Jewish students, and you support us to help our students to navigate complex university landscapes. That crucial collaboration, on a local and a national level, has never been more urgent. Your commitment to supporting Jewish students is more vital than ever. Thank you for everything you are already doing, and I hope this piece of work enables further progress in the coming months and years.

*– Louis Danker, UJS President 2025/26*

# Overview of Recommendations

**Institutions have a responsibility to ensure that Jewish students can participate fully in campus life, practice their faith, express their identity, and feel safe, respected, and included within the university community. This guidance sets out a framework of practical recommendations to achieve that aim.**

The recommendations are intended to support institutions navigating complex issues, seeking to support Jewish students and uphold the open character of university life. UJS looks forward to continuing to work as a partner to institutions in this endeavour.

Some recommendations will apply in varying ways to different institutions. Furthermore, many recommendations will help institutions to strengthen support for other groups. Institutions should further develop specific support for groups with varying needs. This guidance does not constitute legal guidance and in any questions of conflict, the law should always prevail.

The recommendations outlined below focus on four core areas: inclusion, education, policies and processes, and response.

## Inclusion (Page 19)

Institutions should recognise Jewish religious practice, cultural identity, and communal life in their policies, planning, and student support. Institutions should:

### Shabbat and Jewish festivals (page 20)

- Publicly celebrate Jewish festivals
- Offer open day options that are not exclusively on Shabbat
- Provide reasonable adaptations to enable students to observe Shabbat in university accommodation
- Minimise disruption during Freshers' week where this coincides with Jewish festivals
- Minimise disruption where deadlines and exams fall on Shabbat or Jewish festivals
- Minimise disruption where graduations fall on Shabbat or Jewish festivals

### Campus cohesion (page 35)

- Have a responsible agent for campus cohesion

### Kosher food (page 24)

- Where possible, provide kosher food in campus shops
- Clearly signpost the availability of kosher food
- Where appropriate, offer kosher accommodation options in halls of residence
- Provide reasonable adaptations to enable students to keep kosher in university accommodation

### Enrolment (page 26)

- Provide students with the option to state religious requirements during the enrolment process
- Include 'Jewish' as an ethnicity option in enrolment forms

### Interfaith (page 27)

- Take a proactive approach to building interfaith relationships on campus
- Empower and enable students to undertake interfaith initiatives

### Chaplaincy teams (page 28)

- Ensure Jewish representation within chaplaincy teams

### JSoc spaces (page 32)

- Ensure JSoc has a sufficient, dedicated space for programming

### Platforming Jewish voices (page 29)

- Meet regularly with JSoc and UJS
- Offer 'protected status' to JSocs where Jewish student numbers are low or not yet known
- Liaise with JSoc, UJS, and the Jewish chaplains on statements and political developments that may affect Jewish students
- Ensure that Jewish students are permitted to bring UJS into meetings where appropriate

### EDI policy (page 33)

- Include faith and ethnicity in EDI policies
- Adopt the International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism in full

## Education (Page 37)

Institutions should take active steps to improve understanding of Jewish identity, antisemitism, the Holocaust, and other culturally significant events which have affected Jewish students. Institutions should:

### Holocaust education (page 38)

- Provide funding, spaces and publicity for JSoc Holocaust Memorial Day initiatives
- Attend JSoc Holocaust Memorial Day initiatives
- Proactively organise Holocaust Memorial Day initiatives, in liaison with JSoc, UJS and the Jewish chaplains
- Engage with Holocaust education sensitively

### October 7th commemoration (page 41)

- Provide funding and space for JSoc October 7th commemorations
- Attend JSoc October 7th commemorations
- Proactively reach out to Jewish students and staff around the anniversary of October 7th

### Academic freedom (page 46)

- Provide staff with clear guidance on the distinction between academic freedom and antisemitism
- Ensure that staff are clear on when it is appropriate to express personal political beliefs in teaching
- Ensure that staff are clear on the appropriate ways to express personal political beliefs in teaching

### Raising awareness of antisemitism (page 43)

- Raise awareness of antisemitism on social media
- Arrange UJS Antisemitism Awareness Training across the institution
- Include antisemitism awareness in induction training for students
- Include antisemitism awareness in teacher training courses as part of holistic training
- Include antisemitism awareness training in medical training courses as part of holistic training
- Include antisemitism awareness in medical, nursing, and other healthcare courses as part of Equality, Diversity and Inclusion initiatives

### Education policy (page 48)

- State clearly at the outset of university's education policy that the system should be inclusive for everyone

## Policies and processes (Page 49)

Institutions should ensure that the policies and processes shaping institutional culture and trust are robust and proactive, so that Jewish students are properly supported and antisemitism is addressed effectively.

### Security (page 50)

- Maintain a holistic approach to security for the Jewish community
- Ensure campus security maintains a strong, proactive relationship with JSoc
- Ensure campus security maintains a strong, proactive relationship with CST
- Ensure campus security can provide security for JSoc events on campus where needed
- Work with CST to enable them to provide security for JSoc events on campus
- Ensure JSoc spaces are covered by CCTV
- Ensure there is a police liaison who maintains a strong, proactive relationship with CST and JSoc

### Social media use (page 53)

- Ensure official social media accounts are used in line with their purpose, and wider organisational objectives
- Ensure staff understand their legal and professional duties when using personal social media accounts
- Provide students with guidance on the appropriate use of personal social media accounts and group chats

### External speakers (page 55)

- Ensure sufficient due diligence is undertaken on external speakers to identify and manage risk
- Do not permit speakers where there are reasonable grounds to believe they are likely to express support for proscribed groups
- Engage with JSoc, UJS and the Jewish chaplains where visiting speakers are likely to cause significant offence, upset, or distress Jewish students
- Put appropriate mitigations in place where speakers present a high risk of crossing the line of acceptable conduct
- Provide opportunities for a range of perspectives and experiences to be heard

### Reporting processes (page 58)

- Ensure that third party reporting is available
- Ensure that anonymous disclosures are available
- Allow anonymous disclosers to be contacted by the investigator or through a trusted individual
- Ensure reporting systems are clearly signposted
- Signpost to students that they can report to relevant Jewish community bodies
- Have a publicly available maximum response time for reports
- Put clear safeguards in place to prevent conflict of interest between investigators, complainants, and subjects of investigations
- Include an option in the initial stages of reporting to categorise an incident as antisemitism

### Extremism and extremist groups (page 62)

- Engage fully with the government's cohesion strategy
- Take firm action against extremist student groups, whether affiliated or unaffiliated
- Provide students with clear guidance on unaffiliated student groups
- Undertake appropriate risk assessment in relation to engagement with external organisations, including by affiliated student societies

### Code of conduct (page 65)

- Include antisemitic behaviour in codes of conduct
- Ensure enforcement of codes of conduct

## Response (Page 67)

Institutions should be prepared to respond promptly and proportionately when incidents or tensions arise. Institutions should seek to balance freedom of expression and protest rights with the ability of all students to participate fully in university life. Institutions should:

### Protests (page 68)

- Alert JSoc, UJS and the Jewish chaplains where protests are likely to impact Jewish students
- Put appropriate mitigations in place to protect Jewish students and prevent protests from crossing the line of acceptable conduct
- Ensure that protests take place in an appropriate time, place and manner
- Work with local authorities and the police to ensure that protests do not take advantage of non-university land to evade institutional oversight or accountability
- Take lawful action to prevent external actors from co-opting student protests to promote violence, hostility towards protected groups, or support for proscribed organisations

### Encampments and occupations (page 71)

- Set out clear rules of engagement and behavioural expectations for encampments
- Do not engage with encampments that glorify terrorism, promote violence, or create an intimidating environment for students
- Ensure occupations do not prevent the continuation of essential university functions

### Glorification of terrorism (page 73)

- Report cases where individuals or groups have expressed support for proscribed organisations to the police
- Take firm disciplinary action against individuals or groups who glorify terrorism
- Do not engage with groups who glorify terrorism

### Incident response (page 74)

- Report antisemitic incidents to CST
- Report incidents to police where appropriate
- Liaise with JSoc, UJS and the Jewish chaplains on incidents that occur
- Take firm disciplinary action where appropriate
- Make public statements following incidents on campus to condemn antisemitism and provide reassurance for the Jewish community
- Act to address any emerging trends in antisemitism
- Publicise details of action taken following incidents

### Major incidents elsewhere (page 77)

- Communicate directly with Jewish students and staff to offer support and provide reassurance
- Review security arrangements in coordination with CST
- Make public statements to condemn antisemitism and provide reassurance for the Jewish community

## Using These Recommendations

**Written by the Union of Jewish Students, these recommendations build on earlier work in this area, including that of His Majesty’s Government’s Independent Adviser on Antisemitism, Lord Mann. They set out clear, practical steps to support Jewish students in higher education, following continued engagement across the sector.**

Throughout this guidance, the term ‘institutions’ refers to higher education providers, their constituent bodies, and students’ unions. Some recommendations apply equally to universities and students’ unions, while others will be more relevant to one than the other. In all cases, effective implementation requires a joint-up approach, with both encouraging one another to adopt the recommendations.

These recommendations are intended for institutions of all sizes, including conservatoires and specialist providers. Not every recommendation will be equally relevant or reasonably achievable in every setting, but all institutions should consider how far they can give effect to the principles set out in this guidance. Where a particular recommendation cannot be implemented in full, institutions are encouraged to engage with UJS, the Jewish Society (where there is one), and Jewish chaplains to identify the most appropriate approach. Examples of best practice are included throughout to support implementation and to illustrate how recommendations can be applied in practice. The examples are not comprehensive. We know that institutions nationwide are doing brilliant work, for which Jewish students are grateful, that we could not capture in this guidance.

Although this guidance is focused on Jewish students, many of its recommendations will also be relevant to Jewish staff. Additionally, the recommendations are not exhaustive, nor are they exclusive to the Jewish community. Many will also help institutions strengthen support for other marginalised groups and improve campus cohesion more broadly, and should inform similar approaches where appropriate.

Institutions should embed work to tackle antisemitism within existing systems and frameworks, alongside efforts to tackle other forms of hatred and racism.

Institutions should implement these recommendations in a manner consistent with their legal and regulatory obligations, including duties relating to equality, harassment, Prevent, freedom of speech, and academic freedom. Any decisions institutions make should be evidence-based, proportionate, and context-specific.

Any reference to a legal or regulatory duty refers only to the specific duty identified. Other references to what institutions should do are recommendations rather than legal or regulatory requirements.

This guidance does not constitute legal or regulatory advice. In the event of any conflict between this document and statutory requirements, the law prevails. Nothing in this document overrides legal obligations, and all recommendations are made subject to compliance with applicable legislation, including, but not limited to, the Higher Education and Research Act 2017, the Equality Act 2010, and the Counter terrorism and Security Act 2015.

## Legal Framework

**Universities and students’ unions operate within a complex legal and regulatory framework that includes duties relating to freedom of speech, academic freedom, equality, harassment, safeguarding, campus safety, and the prevention of people being drawn into terrorism. Institutions are often required to balance these responsibilities in difficult and sensitive circumstances. This is particularly so, where events, protests, teaching, speakers, or online activity affect different groups of students in different ways.**

Freedom of speech and academic freedom are fundamental to higher education and are protected in law. Universities should be places where difficult, controversial, and challenging ideas can be contested. Students and staff must be able to express lawful views, engage in protest, and participate in academic inquiry without fear that lawful disagreement alone will lead to disciplinary consequences.

These freedoms do not exist in isolation from institutions’ other responsibilities. Universities and students’ unions also have duties under equality and harassment law, including responsibilities relating to unlawful discrimination, harassment, and victimisation. Public authorities are additionally subject to the Public Sector Equality Duty, which requires them to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups. Furthermore, institutions must also comply with the Prevent duty and a range of wider obligations relating to student welfare and campus safety. Institutions in different regions may have specific or additional legal and regulatory responsibilities.

Many of these duties reflect broader rights protected under the European Convention on Human Rights. Universities may therefore be required to balance competing rights and freedoms in practice, including freedom of expression and assembly under Articles 10 and 11 alongside rights relating to private life, freedom of religion or belief, and protection from discrimination under Articles 8, 9, and 14. Jewish students, like all students, are entitled to these protections which ensure that they may participate fully in university life without harassment or exclusion.

For this reason, the existence of lawful freedom of expression does not remove the need for institutions to consider the impact that conduct or rhetoric may have on other students, particularly where it gives rise to harassment, intimidation, exclusion, or the breakdown of campus cohesion.

For many Jewish students, Jewish identity encompasses religious, ethnic, cultural, and familial dimensions simultaneously. Events relating to antisemitism, extremism, terrorism, Israel and the wider Middle East will generally have a particularly acute impact on Jewish students and campus Jewish life. Institutions should be mindful of these realities when considering how best to support Jewish students and maintain an environment in which all students are able to participate fully in university life.

This guidance is intended to assist institutions in navigating these responsibilities in a practical and proportionate way. It sets out practical recommendations aimed at strengthening support for Jewish students, improving campus cohesion, building institutional trust, and helping institutions respond more effectively to antisemitism and related concerns where they arise.

# Who are Jewish Students?

**Jewish students are spread across institutions around the UK and Ireland. Some institutions are home to over a thousand Jewish students, and some are home to only a handful. UJS works to support every Jewish student, no matter the size of the community.**

Jewish Societies (JSocs) are the focus of Jewish student life on campus and are part of UJS, the umbrella body of JSocs in the UK and Ireland. JSocs host a variety of activities for their members, with Friday Night Dinners often at the heart of JSoc’s programming.

JSocs are led by a democratically elected committee of dedicated Jewish students who receive guidance, support, and resources from UJS. Like UJS, JSocs are open to all Jewish students, from all backgrounds, denominations, and points of view.

Whilst not every institution hosts a JSoc, their absence does not mean that Jewish students are not on the campus. Moreover, it does not exempt institutions from their responsibility to protect and support Jewish students.

**There is huge diversity within the Jewish student community, as with any other community:**

- **Denominational** Jews may identify with a specific denomination of Judaism. There are Masorti Jews, Orthodox Jews, Progressive Jews, ultra-Orthodox Jews, and more, all with distinct approaches to their Judaism. Within each denomination there is huge diversity, with varying levels of adherence to Jewish law and differing understanding of Jewish tradition
- **Ethnic Background** Historically, Jews originate from the Middle East, though Jews have lived in the diaspora for thousands of years. There are Ashkenazi Jews, Mizrahi Jews, Sephardi Jews and more. These different backgrounds often inform different approaches to Jewish practice
- **Political** Like any community, Jews sit across political spectrums, including traditional left-right spectrums and in areas that specifically affect the Jewish community such as the conflict in the Middle East. UJS is a representative organisation, taking positions and approaches decided through our democratic process

Jewish identity is both religious and ethnic. Jews share a system of religious belief, as explained to varying degrees, as well as common ancestry, community practice, and culture.

**Many Jews have specific religious requirements:**

- **Shabbat** Shabbat is the Jewish sabbath, the holiest day of the week. It begins on Friday evening and ends on Saturday evening, with the exact times being determined by sunset and nightfall. There are strict laws surrounding traditional observance of Shabbat. These include the prohibition on working, driving, writing, using technology, using electricity and carrying outside
- **Jewish Festivals** There are a variety of Jewish festivals, sometimes referred to as Yom Tov or Chaggim, throughout the year. These include the High Holy Days in September or October, Chanukah in December, Purim in March, Passover in April, Shavuot in May or June and others. The festivals often have similar laws to Shabbat
- **Kashrut** There are strict laws surrounding food, called Kashrut. These include not mixing milk and meat, only eating animals killed in a certain way, and only eating certain types of meat and fish. For some, food is only kosher if it is prepared in a kosher kitchen using crockery, utensils and equipment only ever used for kosher food

There is significant diversity in approach to these laws. Some Jews strictly follow these laws, others may only follow some of these laws. For example, some Jews will only eat kosher meat but will eat kosher meat that has been cooked in an oven that is also used for non-kosher meat. Some Jews may usually observe Shabbat but may make the decision to take an exam if it falls on Shabbat. All these approaches must be respected and facilitated, representing religious freedoms no matter the approach. Institutions can consult with JSoc, UJS and the Jewish chaplains where there are questions about specific cases.

**Alongside UJS, there are a variety of organisations that work to support Jewish students on campus. Those that are most relevant to this guidance are named here:**

- **Community Security Trust (CST)** provides physical security for the Jewish community and promotes research into racism, antisemitism and extremism. CST records antisemitic incidents and works closely with the police and government. CST have a department dedicated to campuses and protecting Jewish students
- **Progressive Jewish Students (PJS)** supports and builds a vibrant, joyful and egalitarian Progressive Jewish life on campuses in the UK and Ireland – offering religious support and pastoral care for university students and empowering everyone to engage with their Judaism in a way that is meaningful to them. PJS is present on campuses, supporting JSocs to create inclusive spaces and connecting students and local communities
- **University Jewish Chaplaincy (UJC)** works across the UK to enhance the Jewish campus experience, aiming to create warm, inclusive environments for Jewish students of every background. UJC appoints and places Chaplains around the country who live within the local campus region, providing a permanent, in-person presence for students. Chaplains foster a special, enduring relationship with both the university and JSocs, offering a reliable “home away from home” and immediate pastoral care whenever it is needed. This collaborative approach, in partnership with UJS, ensures a seamless network of support that enriches the vibrant fabric of Jewish life on campus

# What is Antisemitism?

**Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities<sup>1</sup>.**

Antisemitism is often described as the world's oldest form of hatred, having been present for millennia. It manifests itself in various ways, having developed over time and across the planet.

In 2025, CST recorded 3,700 antisemitic incidents in the UK. This was the second highest total ever reported to CST in a single year, following 4,298 antisemitic incidents reporting in 2023<sup>2</sup>. These numbers come in the aftermath of the October 7th 2023 attacks on Israel. These numbers are reflected on campuses, with Jewish students experiencing a 413% increase in antisemitic incidents in the year following October 7th 2023<sup>3</sup>.

It is important to note that like all hate crime, antisemitism is severely underreported. UJS works with the Jewish community, institutions and Jewish students to promote reporting where appropriate.

In March 2026, UJS released our landmark Time for Change report. It collated qualitative testimony from Jewish students and quantitative data collected on non-Jewish students' attitudes towards antisemitism and extremism. It found that antisemitism is normalised on campus, with one in five students reporting that they would be reluctant to or would never house share with a Jewish student; that glorification of terrorism is going unpunished, with 49% of students reporting that they have heard slogans or chants glorifying Hamas, Hezbollah or other proscribed groups on campus; and that students are tired of protests disrupting their education, with 65% of students reporting that they had learning disrupted by protests. The report outlines a set of recommendations for Government and the sector. This guidance builds on the report with recommendations for institutions. The cultural problem diagnosed must not be met with inaction and apathy.

Antisemitism can become extreme, involving violence and terror attacks targeting Jewish communities. In 2025, two were killed outside the Jewish Museum in Washington DC, two were killed in an attack on Yom Kippur on the Heaton Park synagogue in Manchester, and fifteen were killed in an attack on a Chanukah event on Bondi Beach. In 2026 up to April, four Iranians were arrested in the UK on suspicion of spying on locations and individuals in the Jewish community, a synagogue in Michigan was attacked, a Jewish school in Amsterdam was attacked, there was an arson attack against Hatzola ambulances in Golders Green, synagogues in Finchley and Kenton were attacked, and two Jews were stabbed in Golders Green. The threats to the global Jewish community are severe.

For most Jews, Israel is an important part of how they understand and express their Jewish identity, and Jews often have family or close friends who live in Israel, meaning they have personal connections to Israel, aside from any political considerations. Whilst criticism of Israel is not in and of itself antisemitic, nor can all anti-Israel activity be defined as antisemitic; criticism of Israel can stray into antisemitism. Like any other state, Israel should be subject to scrutiny and criticism in relation to international law and will at times face criticism that is inaccurate or unfair. However, the idea

that there is something uniquely illegitimate and immoral about Israel's existence can be antisemitic. Contemporary antisemitism also often occurs in the context of or alongside extreme feelings about Israel and Palestine, and hostility toward Israel is often expressed through or motivated by anti-Jewish rhetoric, stereotypes, and conspiracy theories. CST has recorded an increase in antisemitic incidents in the UK each time there is an escalation in tensions or war in the Middle East.

There can also be overlap between antisemitism and anti-Zionism. Zionism is the position that the Jewish people should have the collective right to self-determination in their ancestral homeland. Identifying as a Zionist says nothing of an individual's political outlook, whether they support the Israeli government, its policies, or its actions, or about their views on the Israel-Palestine conflict. Anti-Zionism will sometimes manifest in rhetoric and conduct which can result in violence, hatred, and exclusion of students who are Jewish or Israeli.

One useful framework for determining the line between legitimate criticism of Israel and antisemitism looks at the motivation, target, and content of the criticism. This framework is explored in detail in UJS' Antisemitism Awareness Training, details of which can be found below.

Israeli students can also face extreme xenophobia and racism. Calls for excluding students based on their country of origin are racist and Israeli students deserve protection like any other. They may also require extra support in face of conflict in the Middle East, often having family and friends living in Israel.

UJS delivers Antisemitism Awareness Training across the higher education sector to thousands of Students' Union staff, student leaders, and university staff. Our training equips them with the knowledge and confidence to identify antisemitism, challenge it effectively, and support Jewish students on campus. The sessions are entirely free, supported by the Department for Education. Training can be booked here ([calendly.com/training-ujs/antisemitism-awareness-sessions](https://calendly.com/training-ujs/antisemitism-awareness-sessions)).

## Antisemitism Education

Antisemitism Education is a digital library of resources to help you understand, recognise and effectively respond to antisemitism. Created by the Union of Jewish Students (UJS) with support and funding from the Department for Education, the library brings together key resources from leading experts alongside original materials produced by UJS in one central and comprehensive space.

[understanding-antisemitism.org.uk](https://understanding-antisemitism.org.uk)

<sup>1</sup> <https://holocaustremembrance.com/resources/working-definition-antisemitism>

<sup>2</sup> <https://cst.org.uk/research/cst-publications/antisemitic-incidents-report-2025>

<sup>3</sup> <https://cst.org.uk/data/file/f/d/Campus%20Antisemitism%20in%20Britain%202022-2024.1733481071.pdf>



# Part I: Inclusion

## Part 1: Inclusion

Institutions should recognise Jewish religious practice, cultural identity and communal life in their policies, planning and student support, so that Jewish students can participate fully and confidently in campus life. This includes taking practical steps around Shabbat and festivals, kosher food, accommodation and enrolment, while also investing in interfaith relationships, Jewish representation in chaplaincy, and regular engagement with JSoc, UJS and the Jewish chaplains.

Institutions should ensure Jewish student societies have the visibility, space and institutional backing they need to function effectively, and that Jewish identity is properly reflected in EDI policy and wider work on campus cohesion so that Jewish students are included and effectively supported.

# Shabbat and Jewish festivals

**Recognising the importance of Shabbat and Jewish festivals enables Jewish students to freely participate in university life without facing avoidable barriers to attendance and inclusion.**

## Resources

To find dates of Jewish festivals, please visit the following page on the UJS website

➤ [ujs.org.uk/jewish\\_festival\\_calendar](https://ujs.org.uk/jewish_festival_calendar)

To find dates further into the future, please visit the following website

➤ [hebc.com/holidays](https://hebc.com/holidays)

## Recommendation

Publicly celebrate Jewish festivals

### Explanation

Publicly marking Jewish festivals is a simple but meaningful way to recognise Jewish student life. While institutions may not be able to celebrate every festival of every faith or group, marking key festivals each year is a practical way to reflect the diversity of the student community. Institutions should liaise with JSoc, UJS, and the Jewish chaplains in advance to ensure any celebration is appropriate, well timed, and informed.

- Post celebratory messages on social media
- Create social media content in collaboration with Jewish students
- Include celebratory messages in communications to Jewish students or the wider student body
- Display celebratory messages on screens and noticeboards across campus and in university and students' union buildings
- Mark Jewish festivals through events with JSoc and the Jewish chaplains

### Why this is important

Publicly marking Jewish festivals can have a significant positive impact on Jewish students. It helps create visible, positive Jewish life on campus and shows how institutions can engage with Jewish students not only in response to antisemitism, but as a valued part of the university community. Even small gestures can help students feel included, building trust that their institution recognises Jewish life on campus. Marking any faith festivals on campus helps ensure that there is wider religious literacy and helps promote cohesion and diversity in campus spaces.

### Example

Every year, the University of Edinburgh works with the JSoc to produce videos explaining the festivals of Chanukah and Passover for the university's social media account.

## Recommendation

Offer open day options that are not exclusively on Shabbat

### Explanation

University open days tend to take place on Saturday, and therefore clash with Shabbat, preventing many Jewish prospective students and their families from attending. Institutions should provide alternative opportunities to visit, such as open days on Sundays or similar smaller weekday visit options. Institutions should also ensure these options do not clash with other Jewish festivals.

### Why this is important

Access to open days is an important part of choosing a university. Jewish prospective students, and their parents, want to visit universities and should not face avoidable barriers due to religious observance. Open days which fall outside of Shabbat help ensure they are able to engage fully in that process.

### Example

The University of Warwick runs regular Talk and Tours for prospective students to visit the university. It is a two-hour programme on a weekday where visitors hear a talk from the admissions team and join a tour of the campus with current students.

## Recommendation

Provide reasonable adaptations to enable students to observe Shabbat in university accommodation

### Explanation

University accommodation can present practical barriers making it difficult for students who observe Shabbat and other festivals. For example, where access depends on electric locks, a student who observes Shabbat would not be able to enter without breaking Shabbat. Reasonable adaptations can be made to allow for the observance of Shabbat in university accommodation:

- Offer some rooms with manual keys rather than electric locks
- Make it possible for doors with electric locks to remain unlocked
- Allow students to use their own hotplates
- Signpost the availability of reasonable adaptations for students observing Shabbat on accommodation webpages
- Where accommodation listings allow students to input their accessibility requirements, include observing Shabbat as a consideration

### Why this is important

This enables Jewish students who observe Shabbat to live in university accommodation like any other student. No student should have to live in non-student accommodation or choose not to go to a specific institution because of their religious observance.

### Example

Homerton College at the University of Cambridge gives Jewish students who observe shabbat manual keys and can disable light sensors in the fridges.

## Recommendation

Minimise disruption during Freshers' week where this coincides with Jewish festivals

### Explanation

The start of the academic term and Freshers' weeks often coincide with the Jewish High Holy Days, Rosh Hashanah and Yom Kippur. When this occurs, Jewish students might miss key parts of university induction and early student life such as societies and sports fairs, academic introductions, and student social activities. Institutions can take steps to minimise these disruptions:

- Liaise closely with the JSoc, UJS and the Jewish chaplains well in advance of freshers' week to identify any clashes
- Where possible, schedule activities so they do not fall during the High Holy Days, including the late afternoon and evening before as Jewish festivals begin at sunset
- Where clashes cannot be avoided, alternative options for Jewish students to access key activities and information should be provided
- Communicate clearly with Jewish students about any clashes, changes made, and the support available. This could be made visible on an institution's website, sent as an email to students at the start of term, or shared with the JSoc to distribute to Jewish students
- Include Jewish festivals, along with other groups' festivals, in institution wide calendars to support forward planning

### Why this is important

Freshers' week is a core aspect of the university experience, setting the tone for the year and providing key opportunities for development of friendships and gaining understanding of how one's course works. It is therefore difficult for students to miss.

### Example

One year, Yom Kippur (the holiest day in the Jewish calendar) fell during the University of Warwick's freshers' week. The university and students' union coordinated to ensure that JSoc had a stall at freshers' fair that wasn't on Yom Kippur, that no academic sessions took place on Yom Kippur, including the evening at the start of Yom Kippur, and that there was clear communication to students about these changes and the options students had over the festival. This involved a prominent page on the freshers' area of the website outlining these details.



## Recommendation

Minimise disruption where deadlines and exams fall on Shabbat or Jewish festivals

### Explanation

Exams and deadlines can fall on, or be concentrated around, Shabbat and Jewish festivals. This creates avoidable barriers for students who observe them as work is often not permitted during this time. Institutions can take a number of steps to minimise disruption:

- Implement an accessible system for students to state dates on which they cannot sit exams and ensure that their exams are not scheduled on these dates
- Provide an alternative sitting where an exam falls on Shabbat or a Jewish festival, without requiring the student to defer to the resit period, be offered a 'capped' exam retake, or retake the year
- Implement systems for deadline extensions where needed to accommodate religious observance

### Why this is important

No student should be disadvantaged because of their faith. Taking reasonable steps to prevent academic disadvantage for Jewish students who observe key festivals and Shabbat is consistent with institutions' wider duties under equality law, including the Public Sector Equality Duty.

### Example

The University of Leeds has a form on which students can state the dates when they cannot attend exams or assessments as a result of 'Sabbaths, holy days or religious festivals'. The form is available on the University website and clearly states the deadlines to fill out the form for different exam periods.

## Recommendation

Minimise disruption where graduations fall on Shabbat or Jewish festivals

### Explanation

Graduation ceremonies can fall on Friday afternoons, Saturdays, or Jewish festivals, creating barriers for students who observe Shabbat or key festivals. Where possible, institutions should avoid scheduling ceremonies at these times. Where this cannot be avoided, students should be offered the option to graduate on an alternative day within the same graduation period. Where possible, this alternative option should not be deferral until the next graduation period.

### Why this is important

Graduation is a significant milestone for students and their families, marking the culmination of substantial time, effort, and financial commitment. Students should not have to miss this moment because of their religious observance.

# Kosher Food

Providing and signposting access to kosher food is a visible and practical way to remove barriers to Jewish students' ability to take part in university life.

## Resources

To find out which supermarket confectionary items are kosher visit this website [isitkosher.uk](http://isitkosher.uk)

### Recommendation

Where possible, provide kosher food in campus shops

#### Explanation

Where possible, institutions should ensure that campus shops stock food which is certified as kosher. Where such options are not currently available, they should be introduced. Institutions should also consider, where possible, offering cooked kosher food in university cafés from certified kosher suppliers.

#### Why this is important

Institutions should have options in campus shops that accommodate students with diverse needs. This helps signal to students from minority groups that their needs are recognised and valued.

#### Example

Oxford Brookes University sell kosher meals at their cafe in their main building, which are available to order. This is facilitated by keeping a stock of frozen meals which can be heated upon request. This is advertised by a sign on the counter.

### Recommendation

Clearly signpost the availability of kosher food

#### Explanation

As it can be hard to locate kosher food, institutions should clearly signpost where kosher food is available on campus through university and students' union websites, and should also consider including nearby options, such as kosher shops, supermarkets with kosher sections, and delivery services.

#### Why this is important

Access to suitable food is vital to students' health and wellbeing at university. Clear signposting helps students find the information they need and eases the transition into university.

### Recommendation

Where appropriate, offer kosher accommodation options in halls of residence

#### Explanation

For Jewish students who keep kosher, sharing kitchen space and equipment that has been used to prepare non-kosher food can present significant practical challenges. Where there is a sufficient Jewish student population, institutions should consider providing designated kosher flats in consultation with the Jewish Society and the Jewish chaplains. In cases where managing kosher accommodation is not reasonably achievable, institutions could place students who request it in flats with others who keep kosher, allowing them to manage the kosher status of the flats themselves, as a less onerous option.

#### Why this is important

Access to appropriate cooking facilities can be an important factor in whether Jewish students are able to live comfortably in university accommodation. Suitable provision can improve wellbeing and help ensure Jewish students are not excluded by avoidable practical barriers.

#### Example

The University of Birmingham has designated kosher flats in one of their accommodation buildings. Students can select these flats when choosing their accommodation.

### Recommendation

Provide reasonable adaptations to enable students to keep kosher in university accommodation

#### Explanation

For Jewish students who keep kosher, sharing kitchen space and equipment that has been used to prepare non-kosher food can present significant practical challenges. Institutions should consider mitigations such as allowing students to bring their own cooking equipment such as an air fryer or electric hob-ring and providing lockable cupboards to keep utensils separate. Staff may also need to explain to other residents the importance of respecting these arrangements.

#### Why this is important

Access to appropriate cooking facilities can be an important factor in whether Jewish students are able to live comfortably in university accommodation. Suitable provision can improve wellbeing and help ensure Jewish students are not excluded by avoidable practical barriers.

#### Example

Students in catered halls at the University of Nottingham can pre-order kosher food. This is clearly stated on the university website page on catered accommodation.

# Enrolment

Enrolment is the formal process through which students provide key personal information before beginning their studies. These processes should allow students to share relevant religious requirements and self-identify as Jewish where appropriate, so institutions can better understand and support their student communities from the outset.

## Recommendation

Provide students with the option to state religious requirements during the enrolment process

### Explanation

When students enrol at university, they tend to be asked for personal information. Institutions should include the option to state their religious requirements on these forms.

### Why this is important

Having this data from enrolment would enable institutions to make preparations early, likely reducing costs and avoiding last minute issues as a result of undeclared religious requirements.

## Recommendation

Include 'Jewish' as an ethnicity option in enrolment forms

### Explanation

University enrolment forms often ask students to state their ethnicity. Being Jewish should be included as an option in this list. Further explanation on being Jewish as an ethnicity is included in the 'Jewish Students' section of this guidance.

### Why is this important

Having this data helps institutions to understand their diverse student communities. It also permits the Jewish community the right of self-definition.

# Interfaith

Interfaith work supports positive relationships between different faith and belief groups on campus. A proactive and student-centred approach can help institutions foster trust, improve campus cohesion, and support students to lead meaningful initiatives that build understanding across communities.

## Recommendation

Take a proactive approach to building interfaith relationships on campus

### Explanation

Interfaith relationships can be difficult to build and maintain, especially when societal tensions are high. Institutional support for their development can be impactful and helpful for students and groups.

- Institutions should hold meetings between faith societies to discuss shared issues, including the facilitation of a network of faith societies that would host regular events
- Institutions should hold specifically interfaith events. This may also apply to different ethnic groups as well as specifically faith groups

### Why is this important

Interfaith relations are essential for campus cohesion, with poor relations affecting large numbers of students. Work to develop such relationships is a method of fostering good relations, in line with the Public Sector Equality Duty. This work contributes to tackling long running hate, polarisation, and even extremism, with familiarity essential to this work.

### Example

King's College London Students' Union runs an Interfaith Network to bring faith societies together 'to connect, collaborate and collectively work together to support students of faith at King's'.

## Recommendation

Empower and enable students to undertake interfaith initiatives

### Explanation

Institutions could provide funding and spaces for student led interfaith initiatives, as well as advertising them. Institutions could also provide resources on building positive interfaith relationships.

### Why is this important

Student led work often leads to more engagement due to personal buy-in from students. Supporting such work contributes towards leadership development for students.

# Chaplaincy Teams

Chaplaincy teams provide pastoral, spiritual, and practical support to students across university communities. Ensuring appropriate Jewish representation within these teams helps institutions respond to students' needs, strengthen religious inclusion, and support better understanding between faith groups on campus.

## Recommendation

Ensure Jewish representation within chaplaincy teams

### Explanation

University chaplaincy teams should include a Jewish chaplain. This will usually involve working with University Jewish Chaplaincy (UJC), who provide Jewish chaplains across the country. Jewish chaplains often cover multiple universities across regions. Institutions should build relationships with Jewish students and local communities to supplement support within institutions.

### Why this is important

University chaplaincies provide essential support to students, including pastoral support and guidance surrounding religious freedoms and inclusion. Having a Jewish chaplain helps to ensure that Jewish voices are represented during these discussions. It can also help build understanding and tolerance, contributing towards developing interfaith relations on campus. Furthermore, dedicated support for Jewish students from a specifically Jewish chaplain is invaluable, as is often the case for other groups.



# Platforming Jewish Voices

Platforming Jewish voices means ensuring Jewish students are heard, represented, and meaningfully involved in decisions that affect their university experience. Regular engagement with Jewish student representatives, appropriate support for JSocs, and clear routes for students to access advocacy help institutions build trust, respond effectively to concerns, and maintain visible Jewish life on campus.

## Recommendation

Meet regularly with JSoc and UJS

### Explanation

Regular engagement with JSoc, UJS and the Jewish chaplains is important because they are the democratically elected representative bodies of Jewish students, with a direct understanding of Jewish student life, concerns, and priorities. Working with them helps institutions build trust, strengthen relationships, and respond more effectively to the needs of Jewish students.

- Vice Chancellors and other senior leaders as well as Students' Union Presidents and CEOs should hold regular such meetings with JSoc and UJS
- Other relevant teams and leads should also develop such relationships and ensure regular engagement. This might include relevant SU sabbatical officers, EDI, security, wellbeing, disciplinary teams, and cohesion leads
- Institutions should be proactive in developing these relationships, not waiting for students to reach out or for issues to arise. Whilst these meetings should not exist only in response to antisemitism, they should occur more regularly during times of particular tension and unrest
- Institutions that do not have a JSoc should engage with UJS and the Jewish chaplains

### Why is this important

As the only democratically elected representative organisations of Jewish students, JSocs and UJS work closely together to support institutions to understand the concerns and needs of Jewish students. Holding these relationships builds confidence and trust with Jewish students. Furthermore, it enables preparation to prevent issues arising and makes incident response easier and quicker.

### Recommendation

Offer 'protected status' to JSocs where Jewish student numbers are low or not yet known

#### Explanation

At some institutions, Jewish student numbers may be too low, or not yet clear, for a JSoc to meet standard students' union requirements on membership or committee size. In these cases, students' unions should offer protected status to ensure that Jewish students are still able to maintain a recognised space on campus. Where there are not enough students to form a committee, students' unions should still take practical steps to maintain visibility for Jewish student life, including by ensuring representation at societies fairs, with support from staff and, where appropriate, UJS. Students' unions should also ensure that, in cases where disciplinary action is taken in relation to a JSoc or its members, arrangements are in place to preserve the continued existence of the society wherever possible.

#### Why this is important

A JSoc can provide a vital space of belonging, representation and community for Jewish students. Maintaining that presence on campus is important both for current Jewish students and for prospective students considering whether they will be able to find Jewish life and support at university.

#### Example

The University of Salford Students' Union has granted the Salford JSoc 'protected status', ensuring the society continues to exist when there are not enough members. SU staff set up and manage a stall at societies fairs.

### Recommendation

Liaise with JSoc, UJS and the Jewish chaplains on statements and political developments that may affect Jewish students

#### Explanation

Institutions may choose to make statements or take positions on political issues that have a particular impact on Jewish students. This may include, statements or decisions relating to Israel. In such cases, they should engage in advance with JSoc, UJS and the Jewish chaplains to explain the proposed approach, set out the reasons for it, and provide space for feedback and relevant considerations to be raised. This is not about granting a veto, but about ensuring meaningful engagement with affected students. Institutions should allow sufficient time for that engagement and avoid seeking responses at times when students may be unable to engage fully, including during Shabbat or Jewish festivals.

#### Why this is important

This approach helps to build trust between institutions and Jewish students, ensures Jewish students feel heard, and enables institutions to anticipate concerns and respond more effectively. More broadly, it reflects the importance of meaningful stakeholder engagement where institutional decisions may affect particular groups.

#### Example

The University of Oxford Students' Union holds monthly meetings with JSoc and UJS and discusses any statements being made in advance of making public statements affecting Jewish students.

### Recommendation

Ensure that Jewish students are permitted to bring UJS into meetings, where appropriate

#### Explanation

When incidents or concerns relating to antisemitism arise, Jewish students may be asked to attend meetings to discuss appropriate steps. Where appropriate, students should be permitted to bring UJS and Jewish Chaplains with them for support. Institutions should make this clear in advance of such meetings, so that students know they are entitled to request that support. Where this is not considered appropriate, institutions should explain the reasons clearly.

#### Why this is important

UJS is the democratically elected representative body of Jewish students in the UK and Ireland and provides dedicated support to Jewish students. Allowing students to bring UJS into meetings can help them feel supported, increase confidence in the process, and enables institutions to engage more effectively with Jewish student concerns.



# JSoc Spaces

JSoc spaces provide a practical and communal foundation for Jewish student life on campus. Ensuring access to suitable spaces for events, meals, and religious or cultural programming helps Jewish students build community, practise their faith, and feel supported within the wider university environment.

## Recommendation

Ensure JSoc has access to a suitable, dedicated space for programming

### Explanation

JSocs often require access to suitable space in order to run core elements of Jewish student life on campus. This may include Friday Night Dinners, which often involve sit-down meals with kosher food and therefore require enough space for students to gather, as well as access to appropriate kitchen facilities. Institutions should take reasonable steps to support this:

- Where possible, ensure access to a kosher kitchen
- Ensure JSoc can use other spaces to host events
- Where appropriate, provide a dedicated Jewish space or funding to help Jewish students locate a suitable space

### Why this is important

Appropriate space is essential to enabling Jewish student life to function and flourish on campus. It allows JSoc to provide a safe and welcoming environment for Jewish students, supports community-building and religious life, and helps build trust between institutions and Jewish students.

### Example

The University of York provides JSoc with a flat in a university college where it can prepare for Friday Night Dinners and run small events. JSoc can book a university space nearby to run larger events such as Friday Night Dinners.



# EDI Policy

Equality, Diversity and Inclusion policy sets out how institutions approach fairness, representation, and belonging across their communities. Clear recognition of Jewish identity within these policies helps ensure that both faith and ethnicity are properly reflected.

### Resources

- [holocaustremembrance.com/resources/working-definition-antisemitism](https://holocaustremembrance.com/resources/working-definition-antisemitism)
- [antisemitism.org.uk/wp-content/uploads/2020/03/Web-IHRA-2020.pdf](https://antisemitism.org.uk/wp-content/uploads/2020/03/Web-IHRA-2020.pdf)
- [antisemitism.org.uk/wp-content/uploads/2020/06/IHRA-Explainer-Web-Pages.pdf](https://antisemitism.org.uk/wp-content/uploads/2020/06/IHRA-Explainer-Web-Pages.pdf)
- [wonkhe.com/blogs/understanding-the-ihra-definition-of-antisemitism](https://wonkhe.com/blogs/understanding-the-ihra-definition-of-antisemitism)
- [cst.org.uk/news/blog/2018/07/11/what-is-the-international-holocaust-remembrancealliance-definition-of-antisemitism](https://cst.org.uk/news/blog/2018/07/11/what-is-the-international-holocaust-remembrancealliance-definition-of-antisemitism)

## Recommendation

Include faith and ethnicity in EDI policies

### Explanation

In England, both race and religion or belief are protected characteristics under the Equality Act 2010. EDI policies should therefore recognise that Jewish identity can engage both faith and ethnicity and reflect this clearly in institutional policy and practice. Without that clarity, Jewish identity can be overlooked within EDI work.

- Institutions should ensure that both faith and ethnicity are included in their EDI frameworks, and that Jewish identity is explicitly recognised within them
- EDI leads and other relevant teams should also undertake UJS Antisemitism Awareness Training, as outlined in the Education section of this guidance, so that they are equipped to understand how Jewish students and staff fall within the remit of their work

### Why is this important

This helps to ensure that Jewish students and staff are not overlooked in institutional equality work, and that protections are embedded in a way that reflects the complexity of Jewish identity and belief. For public authorities, this is also consistent with the Public Sector Equality Duty, which requires due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.

### Recommendation

Adopt the International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism in full

#### Explanation

The IHRA working definition of antisemitism is a non-legally binding tool intended to help institutions understand and identify antisemitism in practice. Institutions should adopt it in full, including all accompanying examples, and use it as a supporting framework to inform investigations, education, public messaging, and decision-making, in a way that is consistent with relevant free speech duties. The definition should be publicly available on the institution's website and referenced within relevant complaints and disciplinary processes. The Office for Students has stated that use of the IHRA definition is compatible with its approach to freedom of speech and given specific notes on their own adoption of it<sup>4</sup>.

#### Why this is important

This is an important tool for understanding and responding to antisemitism. Its adoption can help build trust with Jewish students by showing that institutions are taking antisemitism seriously and using a definition that is widely recognised within the Jewish community. Using the full definition, including its examples, also gives institutions greater clarity and consistency when identifying and addressing antisemitism in practice. Adopting additional or alternative definitions alongside it risks creating confusion and inconsistency.

#### Example

The Office for Students has a list of all providers who have adopted the IHRA definition<sup>5</sup>.

### Recommendation

Ensure placement programmes account for inclusion considerations

#### Explanation

Institutions should ensure that placement programmes give the same regard to inclusion and religious freedoms as other students are granted. This might include permitting Jewish students to finish work early on a Friday in order to be home in time for Shabbat, making up for this time separately; supporting observant Jewish students in keeping kosher on placement; and allowing religious wear in the workplace.

#### Why this is important

All students, whether on placement or not, deserve the support of their institutions in living according to their religious or ethnic requirements. This may particularly affect medical students, as placements form a significant aspect of medical degrees.

<sup>4</sup> <https://www.officeforstudents.org.uk/for-providers/student-protection-and-choice/harassment-and-sexual-misconduct/tackling-antisemitism/>  
<sup>5</sup> <https://www.officeforstudents.org.uk/for-providers/student-protection-and-choice/harassment-and-sexual-misconduct/tackling-antisemitism/>

# Campus Cohesion

**Campus cohesion is about fostering positive relationships, trust, and shared belonging across the university community. Clear leadership in this area helps institutions coordinate relevant teams, build strong stakeholder relationships, and respond proactively to tensions that may affect students on campus.**

### Recommendation

Have a responsible leader for campus cohesion

#### Explanation

Campus cohesion should be treated as an important area of institutional responsibility. Institutions should therefore identify a responsible agent to lead this work, whether that is a senior member of staff, a dedicated lead, or a cross-body working group. This role should bring together relevant areas of work, maintain relationships with key stakeholders including JSoc, UJS and the Jewish chaplains, and support preparedness for incidents that may affect campus cohesion, whether they arise on campus or in response to wider events. External incidents might include social unrest around the country or a war elsewhere that affects students of certain groups.

#### Example

A university in the North of England established a social cohesion group bringing together heads of key departments, including the Students' Union CEO, the Head of Security and the EDI lead, alongside other relevant representatives. The group meets regularly to support a proactive response to the current climate. It was established following the Southport riots in 2024 and has since provided a useful structure for strengthening campus cohesion.

#### Why is this important

Clear ownership helps ensure that campus cohesion is addressed proactively rather than only in response to incidents. It supports stronger relationships, better preparedness, and more effective coordination when tensions arise. For institutions subject to the Public Sector Equality Duty, this is also consistent with the duty to foster good relations between people who share a protected characteristic and those who do not.





# Part II: Education

## Part II: Education

Institutions should take a proactive approach to education, awareness, and institutional understanding. Jewish students should not have to carry the burden of educating others about antisemitism or explaining the realities of Jewish student life. Instead, institutions should take responsibility for embedding this work across campus life, including through support for Holocaust Memorial Day and October 7th commemorations, and through antisemitism awareness in staff training, student induction, and professional education.

Institutions should also ensure that staff understand the boundaries between academic freedom and antisemitism, and the appropriate place for personal political views in teaching. Taken together, these steps help build knowledge, strengthen trust and create an educational environment that is inclusive, rigorous, and responsive to the experiences of Jewish students.

# Holocaust Education

**The Holocaust was the systematic murder of six million Jewish men, women and children by Nazi Germany and its collaborators, alongside the persecution of other groups. Holocaust education remains essential to preserving historical truth, ensuring that remembrance remains a living part of campus life as opportunities to hear directly from survivors become rarer.**

Therefore, Holocaust Memorial Day, the UK's National Day of Commemoration, remains an important moment in the university calendar, taking place on January 27th each year. Jewish Societies may also mark Yom HaShoah, the Jewish community's annual day of Holocaust commemoration. As it follows the Hebrew calendar, the date varies each year but usually falls in the springtime.

## Recommendation

Provide funding, spaces, and publicity for JSoc Holocaust Memorial Day initiatives

### Explanation

JSocs often lead initiatives to mark Holocaust Memorial Day, with support from organisations such as UJS, the Holocaust Memorial Day Trust, and the Holocaust Educational Trust. Institutions should support these initiatives in practical ways:

- Provide funding for a venue, speaker fees, and, where needed, travel and accommodation for speakers
- Provide a venue that is suitable in terms of size, technology, and accessibility
- Publicise initiatives through social media, newsletters, and other student communications, with appropriate regard to security considerations and in liaison with JSoc and CST where needed

### Why this is important

Holocaust education is an essential part of promoting understanding, tolerance, and historical awareness, and universities have an important role to play in advancing it. As the number of Holocaust survivors able to share living testimony continues to decline, it becomes ever more important that institutions actively support opportunities for remembrance and education. Jewish students should be able to help shape and lead this work, but institutions should share the responsibility by providing practical support for student-led initiatives.

### Example

The University of Exeter and the Exeter Students' Guild have a dedicated budget every year for Holocaust Memorial Day provision. They reach out early each academic year to JSoc to make arrangements. JSoc are involved throughout the process, including contributing to all decisions surrounding the provision.

## Recommendation

Attend JSoc Holocaust Memorial Day initiatives

### Explanation

JSocs often organise Holocaust Memorial Day initiatives, with support from organisations such as UJS, the Holocaust Memorial Day Trust, and the Holocaust Educational Trust. Attendance by university and students' union representatives is a simple but meaningful way to support these events and engage with Jewish students.

### Why this is important

Attendance helps strengthen relationships with Jewish students, while demonstrating the institution's commitment to Holocaust education and remembrance.

### Example

The University of Warwick and Warwick Students' Union ensure that senior university staff and sabbatical officers attend JSoc Holocaust Memorial Day initiatives. Furthermore, they support these initiatives, working in partnership with JSoc, publicising events, and contributing funding. The University has also covered travel and accommodation costs, and provided transport, for Holocaust survivors speaking on campus.

## Recommendation

Proactively organise Holocaust Memorial Day initiatives, in liaison with JSoc, UJS and the Jewish chaplains

### Explanation

Responsibility for Holocaust education on campus should not rest solely with Jewish students. Institutions should work with JSoc, UJS and the Jewish chaplains to organise Holocaust Memorial Day initiatives and strengthen Holocaust education on campus. This may include academic talks, vigils, film screenings, or exhibitions.

### Why this is important

Institutional leadership on Holocaust education helps promote knowledge, understanding and tolerance, all of which are essential to modern society. Working in liaison with JSoc, UJS and the Jewish chaplains also helps ensure that Jewish students can shape how Holocaust Memorial Day is marked on campus.

### Example

The University of Westminster organise a Holocaust Memorial Day event every year, liaising with JSoc throughout the process.

## Recommendation

Sensitively engage with Holocaust education

### Explanation

Holocaust education should be approached with historical rigour, care and sensitivity across teaching, events, and commemorative activity on campus, including the marking of Holocaust Memorial Day. Institutions should be alert to the risks of Holocaust inversion, trivialisation and the weaponisation of Holocaust memory in contemporary political discourse. Educational activity in this area should uphold historical accuracy, good practice, and sensitivity to the experiences of Jewish students.

### Why this is important

In 2021, the Claims Conference found that 52% of people in the UK did not know that six million Jews were murdered in the Holocaust<sup>6</sup>. Holocaust education is essential to preserving historical truth and strengthening understanding of antisemitism. Universities have an important role to play in promoting knowledge, tolerance and remembrance, and in ensuring that the Holocaust is engaged with in a way that is serious, informed and respectful.

### Example

The University of Exeter have several modules relating to the Holocaust. They take care to engage with topics relating to Israel sensitively and appropriately, recognising the importance of academic engagement with difficult areas in a way that is respectful to different communities and sensitive to the experiences of students.

<sup>6</sup> <https://www.claimscon.org/uk-study/>

# October 7th Commemoration

**October 7th refers to the Hamas terrorist attacks in southern Israel on October 7th 2023, during which more than 1,200 people were brutally murdered and over 250 were taken hostage. Many Jewish students have direct personal, familial, or communal connections to those affected, including people who were killed, injured, or taken hostage. Institutions should recognise the significance of the anniversary by supporting Jewish students during a deeply sensitive time.**

## Recommendation

Provide funding and space for JSoc October 7th commemorations

### Explanation

Jewish Societies often organise commemorative events on or around the anniversary of October 7th, which can serve both as memorial spaces for Jewish students and as opportunities for wider education and understanding on campus. Institutions should support these initiatives in practical ways, including through funding, venues, publicity, and security.

### Why is this important

For many Jewish students, October 7th remains a source of ongoing grief and trauma. Institutional support for commemorative events signals recognition of that impact and demonstrates a commitment to supporting Jewish students at a deeply sensitive time. It also helps ensure that commemorations can take place safely, visibly, and with dignity.

### Example

The University of Glasgow hosted an October 7th memorial event in a university building, providing a prominent and secure space for Jewish students to commemorate the anniversary.

### Recommendation

Attend JSoc October 7th commemorations

#### Explanation

JSocs often lead October 7th commemoration events on campus. Attendance by university staff and students' union representatives is a simple yet meaningful way to support these initiatives and engage with the Jewish student community.

#### Why this is important

Attendance demonstrates institutional recognition of the significance of the anniversary and provides an opportunity to build trust and strengthen relationships with Jewish students. It also signals solidarity with students who may still be experiencing the emotional impact of events.

#### Example

At the University of Bristol, senior members of staff including the Vice-Chancellor, EDI lead, and Head of Student Experience all attended the October 7th memorial vigils.

### Recommendation

Proactively reach out to Jewish students and staff around the anniversary of October 7th

#### Explanation

Institutions should proactively communicate with Jewish students and staff in the lead-up to and around the anniversary of October 7th. This can be done through direct communication, where appropriate, via JSoc, UJS or Jewish chaplains, or through wider institutional messaging. Where communications are made publicly, institutions should be prepared to moderate and respond to inappropriate or hostile responses.

#### Why this is important

Proactive engagement is a simple yet impactful way to acknowledge the continued impact of October 7th and demonstrate support. It can significantly strengthen trust and relationships between institutions and Jewish students, particularly during a sensitive time.

## Raising Awareness of Antisemitism

**Raising awareness of antisemitism helps institutions build understanding, challenge ignorance and take a proactive approach to tackling antisemitism on campus.**

### Recommendation

Arrange UJS Antisemitism Awareness Training across the institution

#### Explanation

UJS delivers free, in-person, two-hour antisemitism awareness training for universities and students' unions. Institutions should arrange this training as widely as possible across relevant teams and roles. This may include senior leaders, welfare, disciplinary, security, EDI, legal, and chaplaincy teams in universities, as well as sabbatical officers, staff, and society leaders in students' unions.

#### Why is this important

Knowledge is essential in supporting Jewish students and tackling antisemitism. Institutions can bring UJS in to deliver wide-ranging training on these matters to boost knowledge to staff across the institution. The training is supported by the Department for Education, who encourage all providers to undergo the training. The training is not restricted to England.

#### Example

King's College London have arranged training for a wide range of staff across the institution. KCL worked with UJS to adapt the training to include content which was specific to the institution, including signposting specific support and programmes at the institution as well as further trainings that are available.



### Recommendation

Include antisemitism awareness in induction training for students

#### Explanation

Students often undergo online training at the start of the year. Institutions should work with UJS to include a section on antisemitism into this induction training. This can be an in-person training or an online module.

#### Why is this important

Antisemitism, like other forms of hatred, often stems from ignorance. Including antisemitism within induction training is one way to promote awareness and knowledge of antisemitism among students. Furthermore, this would contribute to building the trust and confidence of Jewish freshers.

#### Example

The University of Oxford and the University of Cambridge arrange an abridged version of UJS' Antisemitism Awareness Training to be delivered to freshers in their colleges at the start of each year. The training is optional but strongly encouraged and receives high levels of engagement. The training is delivered by members of the Jewish Society, trained by the UJS team.



### Recommendation

Include antisemitism awareness in teacher training courses as part of holistic training

#### Explanation

Within teacher training courses, values and professional behaviours are taught. Institutions should include antisemitism awareness training as a mandatory aspect of this teaching, rooted in safeguarding principles. Institutions should work with UJS to design and deliver this.

#### Why is this important

In the aftermath of October 7th, institutions have seen heightened levels of antisemitism. Teachers should be equipped to recognise and respond to antisemitism in schools, both to ensure Jewish students are safeguarded as well as to promote British values of mutual respect and tolerance of different faiths and beliefs. This supports teachers in upholding the Keeping Children Safe in Education requirements.



### Recommendation

Include antisemitism awareness in medical, nursing, and other healthcare courses as part of Equality, Diversity and Inclusion initiatives

#### Explanation

Institutions should include antisemitism awareness training as a mandatory aspect of medical training. This should be rooted in respect and dignity as core values of medical practice. Institutions should work with UJS to design and deliver this. This should extend to medical EDI teams.

#### Why is this important

In the aftermath of October 7th, the medical sector has seen heightened levels of antisemitism. Medical professionals should be equipped to recognise and respond to antisemitism, in order to protect Jewish colleagues and patients.

### Recommendation

Raise awareness of antisemitism on social media

#### Explanation

Institutions can use social media as one way of raising awareness and understanding of antisemitism. This may include sharing content from JSoc, UJS, CST, and the Holocaust Educational Trust, posting infographics or short explainers, or creating content in collaboration with Jewish students and institutional leaders. Institutions may also wish to share the UJS Understanding Antisemitism resource portal. Content of this kind should be developed in liaison with JSoc, UJS and the Jewish chaplains.

#### Why is this important

Raising awareness about antisemitism helps build knowledge, challenge ignorance, and promote tolerance. Used well, it can support a more informed campus culture and contribute to tackling antisemitism proactively.

# Academic Freedom

**Academic freedom is fundamental to higher education, and institutions must give particular regard to securing it, but institutions should ensure that its scope and limits are clearly understood, including how it interacts with responsibilities relating to antisemitism and the rights of others.**

## Recommendation

Provide staff with clear guidance on the distinction between academic freedom and antisemitism

## Explanation

Institutions in England have a duty under the Office for Students' Freedom of Speech guidance to offer 'adequate training' to staff on Freedom of Speech and Academic Freedom. Therefore, institutions should ensure that staff receive clear guidance on freedom of speech and academic freedom, including how these interact with responsibilities relating to antisemitism. This guidance should make clear that academic freedom is fundamental to higher education but does not remove the need for teaching and conduct to remain lawful, academically rigorous, and professionally appropriate. The guidance should be clear that the distinction between academic freedom and antisemitism cannot often be simply drawn. Institutions might therefore give guidance through training, decision-making frameworks, and scenarios, rather than through a document. Institutions outside of England should also provide such training.

## Why this is important

Academic freedom is an essential part of university life, but, like other rights and freedoms, it is not without limits. Institutions should ensure that these boundaries are clearly understood by staff. This gives institutions greater confidence in responding where concerns arrive.



## Recommendation

Ensure that staff are clear on when it is appropriate to express personal political beliefs in teaching

## Explanation

Academic freedom protects the right of lecturers to express their personal political views when relevant to the subject matter. However, when not relevant to the academic context, this right may not be protected. For example, the Office for Students' Freedom of Speech guidance is clear that an institution could (for instance) discipline a maths lecturer for expressing their personal political views at length in a maths lecture, even if the views are legal, without breaching the duty to secure freedom of speech and academic freedom (Example 14)<sup>7</sup>. Institutions should provide clear guidance on when it is appropriate for staff to express these personal political views.

## Why this is important

Academic freedom is an essential part of university life, but, like other rights and freedoms, it is not without limits. Institutions should ensure that these boundaries are clearly understood by staff. This gives institutions greater confidence in responding where concerns arrive.

## Recommendation

Ensure that staff are clear on the appropriate ways to express personal political beliefs in teaching

## Explanation

Academic freedom protects the right of lecturers to express their personal political views when relevant to the subject matter. However, academics should still teach with academic good practice and in the spirit of open debate. Students should not be made to feel that there is only one correct outcome of discussion or debate. For example, reading lists should use reputable sources and include multiple perspectives and opinions. When lecturers are teaching an opinion which aligns with their belief, they should make clear that this is the case and that alternative opinions are welcome, and at times, encouraged. Institutions should provide clarity and offer clear guidance to staff on how it is appropriate to teach these personal political views within the scope of academic freedom.

## Why this is important

Academic freedom is essential in a modern society and clear guidance helps staff understand how the expression of personal political views is appropriate and supports institutions in maintaining teaching that is academically relevant, rigorous and professionally appropriate.

<sup>7</sup> <https://www.officeforstudents.org.uk/publications/regulatory-advice-24-guidance-related-to-freedom-of-speech/>

## Education Policy

Education policy sets the tone for how a university designs and delivers teaching, assessment, and the wider academic experience. It should make clear from the outset that the education system is intended to be inclusive and to work for all students. Embedding this principle at the heart of education policy helps ensure that inclusion is reflected not only in values, but in decision-making and practice across the institution.

### Recommendation

State clearly at the outset of the university's education policy that the system should be inclusive for every member of the institution

#### Explanation

Universities should include a statement at the start of their education policy that the system should be inclusive and work for everyone. This helps establish inclusion, fairness, and accessibility as core principles of the institution's educational approach.

#### Why this is important

Including this principle at the outset helps embed it within the structure of the university's education system. In turn, this can shape decisions and practice in ways that better reflect the needs of diverse student communities.



# Part III: Policies & Processes

## Part III: Policies & Processes

Institutions should ensure that the systems shaping campus safety, accountability, and trust are robust, transparent, and proactive. This includes maintaining a strong approach to security for Jewish students and events, setting clear expectations around the use of official and personal social media, managing the risks associated with external speakers and extremist activity, and ensuring reporting processes are accessible, trusted, and responsive. Institutions should also make clear through their codes of conduct that antisemitic behaviour is unacceptable and will be acted upon, while ensuring senior oversight through appropriate governance structures. Taken together, these measures help create an institutional environment in which Jewish students are better protected, better supported, and more confident that concerns will be taken seriously.

# Security

**Without confidence that events, spaces, and communal activity can take place safely, Jewish students may feel unable to participate fully in university life. Institutions should take a holistic and proactive approach to the security of Jewish students, Jewish spaces, and Jewish events on campus to help build trust, strengthen preparedness, and ensure that Jewish students can participate in campus life safely and with confidence.**

## Recommendation

Maintain a holistic approach to security for the Jewish community

## Explanation

Security must be considered across all aspects of Jewish student life on campus, rather than only in response to particular incidents or events. Institutions should ensure that universities, students' unions and security teams coordinate closely on relevant risks, planned activity, and appropriate mitigations. This should include horizon scanning for events such as Freshers' Fairs, as well as regular liaison between senior leadership, students' unions, and security teams on the wider threat picture, informed where appropriate by advice and potential risks from CST, UJS and the Jewish chaplains

## Why this is important

Security for Jewish events and for the Jewish community is necessary given the threat faced by the Jewish community. Significant violent attacks on Jewish communities are a reality, including in the UK, with the Yom Kippur attacks in Manchester in October 2025, the Hatzola ambulance arson attack in March 2026, attempted arson attacks on synagogues in London, and the stabbing of two Jews in Golders Green in April 2026. Maintaining a holistic approach to security, with a coordinated, institution wide approach, helps close gaps and strengthens preparedness to ensure that Jewish students can participate in university life safely.

## Example

At the University of Oxford, the head of security met with the JSoc President in advance of the freshers' fair to discuss the risk assessment in place to protect JSoc. The university security team worked with the Students' Union on this matter, ensuring that the JSoc stand was placed next to an exit door, that the security team would regularly pass JSoc's stall, and that JSoc has the contact details for the event organisers to quickly raise any concerns.

## Recommendation

Ensure campus security maintains a strong, proactive relationship with JSoc

## Explanation

The head of campus security, or a designated senior liaison, should engage regularly with JSoc, UJS and the Jewish chaplains, with this relationship supported by CST. This should include regular meetings to discuss Jewish activities on campus, relevant risks, and the security arrangements required. Institutions should ensure that this relationship remains close, responsive, and maintained, so that concerns can be raised and addressed quickly.

## Why this is important

Given the high threat facing the Jewish community, it is important that university security liaises regularly with JSoc to protect Jewish students. Holding such a relationship enables JSoc to quickly raise concerns allowing issues to be addressed in a timely manner and CST to provide detailed and specialised advice and guidance.

## Example

After attacks against the Jewish community in North London in 2026, Keele University's campus security team reached out to JSoc to invite Jewish students to observe their operational facilities and to meet to discuss concerns.

## Recommendation

Ensure campus security maintains a strong, proactive relationship with CST

## Explanation

CST is a key source of expertise on security for the Jewish community, including on campus. Institutions should ensure that campus security teams maintain a close working relationship with CST and draw on its advice in relation to risks affecting Jewish students, spaces, and events. This engagement should take place proactively and alongside JSoc, UJS and the Jewish chaplains.

## Why this is important

A strong relationship with CST ensures that institutions can draw on relevant expertise when assessing risk and planning security arrangements. This creates quicker, more effective responses when security concerns or incidents arise.

## Recommendation

Ensure campus security can provide security for JSoc events on campus where needed

## Explanation

University security should be able to provide security for Jewish events on campus. This might be for regular Friday Night Dinners or for particularly high-risk events such as Holocaust Memorial Day initiatives or October 7th commemorations. Where appropriate, institutions should be ready to offer security and should coordinate with JSoc, UJS and CST to regularly evaluate this necessity.

## Why this is important

Security for Jewish events and for the Jewish community is a foundational condition for Jewish student life to flourish on campus. Significant violent attacks on Jewish communities remain a concerning reality and university security teams should be prepared to protect the Jewish community on campus.

## Example

At the University of Edinburgh, the university security team were present for JSoc's October 7th memorial and JSoc's Holocaust Memorial Day event.

### Recommendation

Work with CST to enable them to provide security for JSoc events on campus

#### Explanation

CST provide security for the Jewish community and Jewish events around the country, working closely with the police and government to do so. In some cases, CST may judge it necessary to provide security for JSoc events, particularly where an event is larger or presents a heightened level of risk. Where appropriate, institutions should work with CST to ensure that appropriate arrangements are in place to enable them to operate effectively on campus.

#### Why this is important

Enabling CST to support security on campus is a practical way of helping to protect Jewish students at events that may require additional safeguards. It also strengthens institutions' ability to respond appropriately to the particular security needs of Jewish student life.

### Recommendation

Ensure JSoc spaces are covered by CCTV

#### Explanation

JSoc spaces have been the target of antisemitic incidents. Institutions should ensure that JSoc spaces are covered by CCTV with a particular focus on the entrances to the spaces.

#### Why this is important

Ensuring CCTV coverage of JSoc spaces can act as a deterrent, enabling institutions to gather evidence when incidents do take place in order to take the most appropriate action. This contributes towards building a safe space for the Jewish community on campus, building trust between the Jewish community and the institution.

#### Example

At the University of York, an antisemitic incident occurred outside the JSoc flat. The university was unable to act because there was no CCTV coverage of the incident. Following this, the university placed CCTV around the entrance to the flat.

### Recommendation

Ensure there is a police liaison who maintains a strong, proactive relationship with CST and JSoc

#### Explanation

Many campuses have a specific police liaison officer linked to the institution. Where this exists, institutions should ensure that the liaison is connected with CST, JSoc, UJS and the Jewish chaplains, and maintains a proactive relationship with them. Where no such arrangement exists, institutions should seek to establish one with the local police.

#### Why this is important

Jewish communities on campus may need to engage with the police in relation to security planning, higher-risk events, or incidents that have taken place. Having a clear point of contact enables concerns to be raised quickly, supports faster and more effective incident response, and reassures Jewish students that appropriate protective infrastructure is in place.

## Social Media Use

**Social media can have a significant impact on campus culture, student wellbeing, and trust in institutions. Online spaces are often where antisemitism is expressed, amplified or normalised, and content shared by institutions, staff, or students can have immediate consequences for Jewish students' sense of safety and belonging. Institutions should therefore treat social media as part of the wider campus environment and ensure that its use is guided by clear expectations, accountability, and good judgement, whilst ensuring conformity with relevant freedom of speech requirements.**

### Recommendation

Ensure official social media accounts are used in line with their purpose, and wider organisational objectives

#### Explanation

Institutions should provide clear guidance on the use of official social media accounts, including accounts that may reasonably be perceived as representing the institution even if they are not formally designated as such. This may include, for example, a students' union sabbatical officer's personal Instagram account where that account is used in connection with their role and is likely to be understood by students as linked to the students' union, even if it is not formally designated as an official account. Content shared through such accounts should be consistent with the account's purpose and the institution's wider objectives. Institutions should hold those responsible to account on following this guidance. This is not intended to restrict lawful freedom of expression, but to ensure that accounts associated with institutions are used responsibly and appropriately.

#### Why is this important

Content shared through official or institution-linked accounts can significantly affect student trust, campus culture, and perceptions of institutional neutrality or support. Clear expectations help ensure that communications are responsible, consistent, and aligned with the institution's role.

### Recommendation

Ensure staff understand their legal and professional duties when using personal social media accounts

#### Explanation

Institutions should provide clear guidance to staff on the use of personal social media accounts. This should explain the boundaries between personal and professional conduct, make clear that illegal behaviour and unlawful content are unacceptable online as well as offline, and set expectations in line with institutional policies around harassment, hate speech, equality, and support for terrorism. Institutions should also be clear that where staff conduct online undermines student wellbeing or breaches professional standards, it may require action. Decisions surrounding such action should be evidence-based, proportionate, and context-specific.

#### Why this is important

Students, including Jewish students, should be able to trust that staff will act professionally and lawfully, including online. Clear guidance helps protect students, reduces the risk of harmful conduct on social media, and supports staff in understanding their responsibilities.

### Recommendation

Provide students with guidance on the appropriate use of personal social media accounts and group chats

#### Explanation

Institutions should provide students with clear guidance on the use of personal social media accounts and group chats. This should make clear that illegal behaviour and unlawful content are unacceptable online and should explain the boundaries between lawful expression and harassment, hate speech, breaches of equality law, and support for terrorism. The guidance should apply not only to public platforms, but also to private or semi-private spaces such as WhatsApp group chats, including, for example, student-created Freshers' chats. Institutions should also be clear that conduct in these spaces that may amount to harassment, intimidation, unlawful behaviour, or breaches of institutional rules may still have disciplinary consequences where it breaches institutional rules or affects the safety and wellbeing of students. Decisions surrounding such consequences should be evidence-based, proportionate, and context-specific.

#### Why this is important

Social media and group chats are a significant part of student life, and harmful behaviour in these spaces can have a direct impact on the safety, wellbeing, and sense of belonging of other students, including Jewish students. Clear guidance helps set expectations, reduce harm and reinforce that online behaviour is part of the wider campus environment.

## External Speakers

**External speakers can make an important contribution to university life, but they can also create significant risks for Jewish students where previous conduct, rhetoric, or affiliations raise concerns about antisemitism, extremism, or support for proscribed groups. Institutions must therefore balance their duty to give particular regard to securing freedom of speech with their wider responsibilities to protect students, give due regard to the Prevent duty, manage risk, and maintain campus cohesion.**

### Recommendation

Ensure sufficient due diligence is undertaken on external speakers to identify and manage risk

#### Explanation

External speakers have frequently caused concern for Jewish students. Institutions must secure freedom of speech within the law while also protecting students' rights and wellbeing. To do this effectively, they should carry out sufficient due diligence on proposed speakers before approval, so as to identify and manage the risk of a speaker crossing legal or institutional lines. Those responsible for this research should have completed UJS Antisemitism Awareness Training. Institutions should also have reasonable checks in place to ensure that research is sufficiently robust, and universities, students' unions, and security teams should coordinate throughout the process to support decision-making. Where helpful, institutions may also draw on academic expertise and input.

#### Why is this important

Robust due diligence reduces the risk of concerns being identified only at the last minute, enabling institutions to manage risk more effectively and protect students. Too often, Jewish students find themselves having to alert institutions to a speaker's history of antisemitism or extremism shortly before an event. Responsibility for identifying such risks should not fall on Jewish students. Early and effective due diligence also supports institutions in meeting their wider legal and regulatory responsibilities, including under Prevent and the Public Sector Equality Duty.

### Recommendation

Do not permit speakers where there are reasonable grounds to believe they are likely to express support for proscribed groups

#### Explanation

Where due diligence suggests that a proposed speaker is likely to invite support for a proscribed organisation, or to express views supportive of a proscribed organisation in a way that is likely to encourage support for it, the institution should not permit the speaker. It is important to consider contextual factors relating to these individuals. However, reasonable grounds for this may include, for example, current or former membership of a proscribed organisation; a pattern of previous statements supportive of such organisations; repeated conduct of this kind in similar speaking contexts; or an event framed as a defence of a proscribed organisation or its actions.

#### Why this is important

Unlawful speech is not protected by freedom of speech or academic freedom. Institutions should therefore take appropriate steps to prevent it in order to protect students and to comply with their wider duties, including under Prevent and the Public Sector Equality Duty.

### Recommendation

Engage with JSoc, UJS and the Jewish chaplains where visiting speakers are likely to cause significant offence, upset, or distress to Jewish students

#### Explanation

Institutions have a duty to secure freedom of speech, but they should also protect students and engage with affected communities where there is a risk of significant offence, upset, or distress. Where a visiting speaker is permitted despite such concerns, institutions should engage in advance with JSoc, UJS and the Jewish chaplains. This engagement should explain why the speaker has been permitted, set out any mitigations that have been put in place, and provide an opportunity for questions, concerns and relevant considerations to be raised. Where possible, institutions should allow sufficient time for this engagement and should avoid limiting it to periods covered by Shabbat or Jewish festivals, or reaching out immediately before they begin.

#### Why this is important

Early engagement helps build trust between institutions and Jewish students, demonstrates understanding of Jewish student experiences, and reduces distress caused by becoming aware of such events without prior engagement from the institution. It can also help institutions anticipate concerns and reduce demands later in the process.

#### Example

The University of Bristol Students' Union engages with JSoc when visiting speakers are likely to cause offence, upset or distress to Jewish students.

### Recommendation

Put appropriate mitigations in place where speakers present a high risk of crossing the line of acceptable conduct

#### Explanation

Where a speaker is permitted but presents a heightened risk, institutions should put in place appropriate mitigations. Depending on the circumstances, this may include providing clear guidance to the speaker and event organisers on relevant legal and institutional boundaries; setting out in advance what action will be taken if those lines are crossed; and recording the event so that evidence is available if needed. Possible consequences may include stopping the event, restricting future speaking activity on campus, or issuing a public statement of condemnation. Any mitigations should be necessary and proportionate to the level of risk. These mitigations should be communicated to JSoc, UJS and the Jewish chaplains.

#### Why is this important

Appropriate mitigations reduce the risk of speakers crossing legal or institutional lines and help protect students where concerns exist. They also demonstrate that institutions are taking those risks seriously, which can help build trust with Jewish students. In some cases, such mitigations may also help reduce the risk of individuals being drawn into terrorism.

### Recommendation

Provide opportunities for a range of perspectives and experiences to be heard

#### Explanation

Institutions have a duty to secure and promote the importance of freedom of speech in higher education. Where there are wider concerns about the campus atmosphere, institutions should also ensure there are opportunities for open discussion and for different perspectives to be represented. This may include facilitated discussion groups, alternative speakers, public statements, or direct communication to students recognising that different communities may experience events in different ways. The aim should be to ensure that a range of voices and experiences can be heard on campus.

#### Why is this important

Universities should be places of tolerance, respect and open debate. Providing space for multiple narratives and experiences can help reduce exclusion and discomfort, while ensuring that affected students do not feel excluded from campus discussion and debate.



# Reporting Processes

**Accessible, trusted, and transparent reporting processes are essential to ensuring that antisemitic incidents are identified, recorded, and addressed effectively. The approach reflected in the Office for Students' Condition E6 on harassment and sexual misconduct provides a useful model here, including the importance of clear information, effective reporting mechanisms in practice, and routes for anonymous and third-party reporting<sup>8</sup>.**

## Recommendation

Ensure that third party reporting is available

### Explanation

Institutions should ensure that students are able to report through a third party where they do not wish to report directly themselves. This is particularly important where a student may be reluctant to come forward at the outset or may feel more comfortable disclosing through a trusted organisation or individual. Consistent with the reporting approach reflected in the Office for Students' Condition E6, institutions should ensure that reports can be accepted on behalf of students or witnesses from third parties. In this context, that may include UJS, JSoc, CST and the Jewish chaplains.

### Why this is important

Third party reporting can reduce barriers for Jewish students who may feel unable or unwilling to report antisemitism directly. It helps ensure that antisemitic incidents are still brought to the institution's attention, that students can access support through trusted Jewish organisations and individuals, and that institutions are better able to identify patterns and respond effectively.



## Recommendation

Ensure that anonymous disclosures are available

### Explanation

Institutions should ensure that students are able to disclose antisemitism anonymously where they do not feel able to identify themselves. Anonymous disclosure routes should be easy to access, clearly signposted, and embedded within the institution's wider reporting system as a transparent and trusted mechanism for raising concerns. They should be designed to gather sufficient detail about the nature of the incident, where and when it took place, and whether others were involved, so that institutions can identify patterns, recurring issues and areas of concern, even where anonymity means that formal investigation or disciplinary action is not possible. Information from anonymous disclosures should also inform institutional understanding of antisemitism on campus and contribute to wider monitoring of incidents and trends.

### Why is this important

Anonymous disclosure can reduce barriers for Jewish students who may fear repercussions, lack confidence in the process, or feel too vulnerable to report openly. It helps ensure that antisemitic incidents are still recorded and understood, even where a student does not feel able to come forward by name. This improves institutions' understanding of the scale and nature of antisemitism on campus, and supports a more informed, consistent, and proactive response.

## Recommendation

Allow anonymous disclosers to be contacted by the investigator or through a trusted individual

### Explanation

Institutions should ensure that students who disclose anonymously can still be contacted, while remaining anonymous. This may be through an online reporting mechanism that enables follow-up without revealing identity, or through a trusted third party who can act as a liaison between the institution and the reporter. For example, a student may nominate UJS to relay questions or information between the institution and the reporting party. Such a mechanism may also help build trust and, where appropriate, support the student in choosing to identify themselves later in the process. A further mechanism that institutions could utilise is confidential reporting where only the investigator is aware of an individual's identity.

### Why is this important

Anonymous disclosure reduces barriers to disclosure, but institutions may otherwise be limited in the support they can offer or the action they can take. A mechanism for follow-up helps preserve anonymity while enabling institutions to gather further information, provide support, and investigate where appropriate.

<sup>8</sup> <https://www.officeforstudents.org.uk/for-providers/student-protection-and-choice/harassment-and-sexual-misconduct/condition-e6-harassment-and-sexual-misconduct/>

### Recommendation

Ensure reporting systems are clearly signposted

#### Explanation

Institutions should ensure that reporting routes for antisemitism are clearly and consistently signposted across university and students' union websites, policies, student handbooks, induction materials, and relevant communications. Information should be accessible, easy to understand, and should explain the different reporting options available, including direct, anonymous, and third-party reporting where applicable. This should also include signposting relevant welfare contacts and outline further appeals processes.

#### Why this is important

Clear signposting reduces practical barriers to reporting and increases the likelihood that antisemitic incidents are reported promptly and through the right channels. It also helps build confidence that the institution takes antisemitism seriously and has visible systems in place to respond.

### Recommendation

Clearly signpost to students that they can report to relevant Jewish community bodies

#### Explanation

Institutions should clearly signpost to students that they can also report antisemitic incidents to relevant Jewish community bodies, alongside reporting through institutional channels. This should include CST, JSoc, UJS, and the Jewish chaplains. Signposting should explain the role these organisations can play, including providing advice, support, advocacy and, in some cases, helping students raise concerns with the institution or police. Reporting to CST is particularly important as CST collects, analyses, and publishes data on antisemitic incidents across the UK, and can liaise with the police.

#### Why this is important

Jewish students may feel more comfortable first speaking to a trusted Jewish organisation or representative who understands the context of antisemitism and Jewish student life. Clear signposting helps students access support more quickly, helps ensure incidents are captured in wider community reporting data, and enables institutions to build a fuller picture of antisemitism affecting their students so they can respond more effectively.

### Recommendation

Have a publicly available maximum response time for reports

#### Explanation

Institutions should publish a clear maximum response time for reports, so that students know what to expect and when. This should include clarity on key stages of the process, including initial acknowledgement, assessment and, where appropriate, investigation. Clear timescales help institutions demonstrate transparency and consistency, while allowing reporting parties to understand how their case will be handled. Where progress is delayed for reasons outside the institution's control, such as a police investigation, institutions should keep the reporting party updated and explain the reasons for any delay.

#### Why is this important

Clear response times help build trust in reporting systems and reduce uncertainty for students who have raised concerns. They also encourage consistency, accountability and more effective case management, while ensuring that students are kept informed throughout the process.

### Recommendation

Put clear safeguards in place to prevent conflict of interest between investigators, complainants, and subjects of investigations

#### Explanation

Institutions should ensure that reporting and disciplinary processes include clear safeguards to prevent actual or perceived conflicts of interest. This should include arrangements to ensure that investigators and decision-makers are sufficiently independent from the complainant, the reporting party, and the subject of the investigation, and that any conflict is identified and managed at an early stage.

#### Why is this important

Clear safeguards help ensure investigations are fair, credible, and trusted by all parties. They also reduce the risk that students lose confidence in the process because of concerns about bias.

### Recommendation

Include an option in the initial stages of reporting to categorise an incident as antisemitism

#### Explanation

Institutions should ensure that their reporting systems allow students to identify antisemitism at the initial reporting stage. This should be available as a clear option within reporting forms, alongside space for students to describe the incident in their own words. Where relevant, institutions should also ensure that antisemitism can be identified both as a form of racism and as a faith-related incident.

#### Why is this important

This helps ensure that antisemitic incidents are recognised and recorded accurately from the outset rather than being grouped too broadly under other categories. It also enables institutions to identify patterns more effectively, respond with greater understanding, and build a clearer picture of antisemitism affecting their students.

# Extremism and Extremist Groups

**Institutions should take a clear, proactive approach to extremism, recognising that it poses risks not only to campus safety and cohesion, but also to the wellbeing of Jewish students and other targeted groups. Institutions should ensure that their policies, processes, and decision-making reflect their wider responsibilities to protect students, prevent radicalisation, and respond firmly where extremist conduct or support for proscribed organisations arises. The Prevent duty remains part of that framework, requiring higher education providers to have due regard to the need to prevent people from being drawn into terrorism.**

## Resources

👉 [gov.uk/guidance/guidance-for-charities-with-a-connection-to-a-non-charity](https://www.gov.uk/guidance/guidance-for-charities-with-a-connection-to-a-non-charity)

### Recommendation

Engage fully with the government's cohesion strategy

## Explanation

The Government have introduced a cohesion strategy to counter extremism, including a dedicated section on higher education. Institutions should engage and comply fully with all aspects of the strategy. Institutions should incorporate the principles of the Cohesion Charter, when it is agreed, into their codes of conduct, policies, and processes. Institutions should ensure that affiliated and unaffiliated student activity is addressed where it promotes extremism. Institutions should also be alert to speech or conduct that may create a permissive environment for radicalisation, and should avoid actions that risk legitimising or amplifying extremism.

## Why this is important

Universities should be places of tolerance, mutual respect and good relations. A clear institutional approach to extremism is essential to protecting those values and maintaining a safe and cohesive campus environment.

### Recommendation

Take firm action against extremist student groups, whether affiliated or unaffiliated

## Explanation

Institutions should take firm action where student groups engage in conduct that promotes violence, supports proscribed organisations, or creates an intimidating or exclusionary environment for other students. This may include affiliated societies, unaffiliated student groups or external groups operating in the student space. Groups that engage in extremist conduct, including the sharing of illegal content that glorifies terrorism, encourages violence, or promotes hatred, should not be permitted to operate on campus. Where students are involved in illegal extremist behaviour, institutions should take disciplinary action and, where appropriate, ensure compliance with the Prevent duty. Where affiliated groups engage in such behaviour, that affiliation should not continue. Where concerns arise, institutions should monitor publicly available activity, including on social media, in order to identify risks, spot signs of radicalisation, and take appropriate action. Decisions surrounding such action should be evidence-based, proportionate, and context-specific.

## Why is this important

Institutions should promote tolerance and respect, which involves tackling extremism. In some cases, these actions may be necessary to comply with the Prevent duty.

## Example

The University of Glasgow took action to prevent the Glasgow University Justice for Palestine Society (GUJPS) from holding an event on campus. GUJPS, an unaffiliated student group whose leadership is anonymous, have repeatedly shared content supportive of terrorism and proscribed organisations, as well as explicitly antisemitism content, online and in person. GUJPS sought to hold an event on campus. The advertising of the event included an inverted red triangle (imagery used by Hamas to point out targets) on a spear pointing at a dragon with a Star of David (a Jewish religious symbol) on its head and the words 'Gaza's warrior mujahideen as the tip of the spear' in the caption. GUJPS later described this as 'explicit pro-resistance symbolism'.

### Recommendation

Provide students with clear guidance on unaffiliated student groups

## Explanation

Institutions should provide students with clear guidance on engagement with unaffiliated groups, making clear that students should not participate in groups that engage in extremism, including by sharing illegal content that glorifies terrorism, encourages violence, or promotes hatred. Where extremist groups are operating in the student space, institutions should communicate clearly with students about the risks of involvement and remind them of the institution's expectations and relevant rules.

## Example

City St George's Students' Union encouraged students, in a newsletter to all students, not to engage with the group City Action for Palestine, who have repeatedly shared content supportive of terrorism and proscribed organisations, as well as explicitly antisemitism content, online and in person. Whilst recognising the right of free speech and protest within the law, they strongly advised students against involvement with such unaffiliated groups. They also recognised the rise in antisemitism on campuses and nationally, as well as signposting available sources of support.

## Why is this important

Clear guidance can help reduce the risk of radicalisation, protect students, and support institutions in taking action where concerns arise. It also ensures that students understand the boundaries around involvement with groups engaged in illegal or extremist activity.

### Recommendation

Undertake appropriate risk assessment in relation to engagement with external organisations, including by affiliated student societies

#### Explanation

Institutions should require specific, documented risk assessments where affiliated societies engage with external organisations or speakers, including unaffiliated groups. These assessments should lead to appropriate and lawful measures to prevent students' unions and affiliated societies from engaging with groups that have engaged in extremism, including by sharing illegal content that glorifies terrorism, encourages violence, or promotes hatred. This is also consistent with Charity Commission guidance that charities should manage the risks of working with non-charities<sup>9</sup>.

#### Why this is important

Preventing engagement with groups that have engaged in extremist activity promotes tolerance and reduces institutional risk.

<sup>9</sup> <https://www.gov.uk/guidance/guidance-for-charities-with-a-connection-to-a-non-charity>

## Code of Conduct

**Codes of conduct are a key part of setting behavioural expectations and demonstrating how institutions will respond when those standards are breached.**

### Recommendation

Include antisemitic behaviour in codes of conduct

#### Explanation

Codes of conduct set out the standards of behaviour expected of students and staff. They should explicitly reference antisemitism, alongside other forms of racism and hatred, so that there is clear institutional recognition of the behaviours prohibited. This should include relevant forms of antisemitic abuse, harassment, and microaggressions, which should be defined objectively within the institution's equality policy. Codes of conduct should be clear, consistent, and aligned with wider institutional policies and processes, including reporting and disciplinary arrangements. They should also be compliant with relevant legal duties, including those relating to freedom of speech, public order, terrorism, and unlawful discrimination.

#### Why is this important

Naming antisemitism explicitly within codes of conduct is important to tackling it effectively. It makes clear that antisemitic behaviour is prohibited, helps reduce ambiguity in decision-making, and signals to Jewish students that the institution recognises both the reality and the harm of antisemitism on campus. Consistent codes of conduct also form an essential part of institutional accountability, by providing a clear basis for investigation, disciplinary action and oversight.

### Recommendation

Ensure enforcement of codes of conduct

#### Explanation

Institutions should enforce their codes of conduct consistently and take appropriate action where breaches occur. This should include clear investigative and disciplinary processes, transparent expectations, and timely action where behaviour falls short of institutional standards. Universities should retain responsibility for disciplinary action relating to conduct that breaches institutional codes, including where this involves students' union activity or affiliated student societies, rather than passing responsibility solely to students' unions. Institutions should also ensure that enforcement is subject to appropriate oversight, review and reporting, so that patterns, outcomes, and institutional performance can be monitored.

#### Why is this important

Codes of conduct are only meaningful if they are enforced. Consistent enforcement helps maintain trust in institutional processes, supports good relations on campus, and ensures that students and staff can have confidence that antisemitic behaviour will be taken seriously. It also strengthens institutional accountability by making clear that breaches will lead to consequences, rather than leaving expectations unenforced in practice.



# Part IV: Response

## Part IV: Response

Institutions should ensure that their response to incidents, protests, and wider tensions is timely, proportionate, and effective, so that Jewish students are protected, supported, and reassured. This includes responding clearly to protests, encampments, and occupations; taking firm action where conduct crosses legal or disciplinary lines, including in relation to extremism, glorification of terrorism, and antisemitic incidents; and working closely with JSoc, UJS, the Jewish chaplains, CST and, where appropriate, the police. Institutions should also communicate proactively with Jewish students and staff during periods of heightened concern, whether in response to incidents on campus or major events elsewhere. Taken together, these steps help ensure that Jewish students are not left to navigate fear, uncertainty, or hostility alone, and that institutions respond in a way that is principled, coordinated, and reassuring.

# Protests

**Protests have become a regular feature of campus life and can significantly disrupt students' ability to move around campus, access teaching, and take part fully in university life. For some Jewish students, this can create a sense of exclusion, avoidance, or informal restriction in parts of the campus environment.**

Any measures taken should not, in intent or effect, disproportionately restrict legally expressible viewpoints. In other words, any regulation of the time, place and manner of speech should be viewpoint neutral. Any such regulation should not be framed so broadly that it may be used to punish or suppress a legally expressible viewpoint. Furthermore, decisions made by institutions should be evidence-based and context-specific, and institutions must give particular regard to securing freedom of speech.

## Recommendation

Alert JSoc, UJS and the Jewish chaplains where protests are likely to impact Jewish students

## Explanation

While the rights to protest and freedom of speech are essential and should be protected, institutions should still take steps to support students who may be affected. This is particularly important where protests are likely to have a significant impact on Jewish students, including protests relating to Israel and Palestine. Institutions should engage with JSoc, UJS and the Jewish chaplains in advance of, during, and after such protests. This should include informing them that a protest is taking place, explaining any mitigations that have been put in place, reminding them of reporting routes, and reiterating the support available to Jewish students. Communication should continue after the protest where necessary, in order to provide ongoing reassurance and support.

## Why this is important

Where protests have a significant impact on Jewish students, clear communication and visible support from institutions are particularly important. This can provide reassurance at a time of concern and help build trust by showing that institutions understand and are responding to the experiences of Jewish students.

## Example

When a protest about Israel and Palestine occurred just outside the University College London campus, the university emailed JSoc and UJS to inform them that the protest was taking place and to explain what action had been taken. In this case, it included making a police report.

## Recommendation

Put appropriate mitigations in place to protect Jewish students and prevent protests from crossing the line of acceptable conduct

## Explanation

Institutions should protect the right to protest while also taking proportionate steps to prevent protests from causing harm or crossing legal or disciplinary lines. This may include ensuring security teams are present and considering police presence where appropriate. Institutions should also provide protest organisers with clear guidance on acceptable behaviour and the consequences of crossing relevant lines. Where appropriate, institutions may provide a welfare space for students affected by protests, not to discourage engagement, but to offer support where it is wanted.

## Why is this important

Protests are an important part of campus life, but they can also create real risks. Appropriate mitigations help safeguard students, support a swift response where concerns arise, and reduce the likelihood of escalation.

## Recommendation

Ensure that protests take place in an appropriate time, place and manner

## Explanation

Institutions must protect the right to protest, but should also take steps to ensure that protests take place in an appropriate time, place and manner. For higher education providers in England, this approach is reflected in the Office for Students' Freedom of Speech guidance. In practice, this means ensuring that protests affecting Jewish students do not take place outside Jewish buildings or pass Jewish events, and that they do not prevent the continuation of essential university functions. Institutions should also consider the cumulative impact of repeated protests in the same place over long periods of time, and should take action where protests cross legal or disciplinary lines, including through glorification of terrorism, threatening behaviour, or harassment. Where protests are planned on particularly sensitive dates, such as the anniversary of the October 7th attacks or on Holocaust Memorial Day, institutions should seek alternative arrangements and request that they take place on a different date.

## Why is this important

Protests that do not take place in an appropriate time, place and manner can have a significant negative effect on good relations on campus. Institutions should therefore take steps to facilitate lawful protest in ways that also protect the wider campus community. Protests held on particularly sensitive dates can be especially distressing and offensive, and while that may not in itself justify preventing a protest, it may justify collaborative efforts to identify alternative options.

## Example

When a student society planned a protest on the second anniversary of the October 7th attacks, the Sheffield Students' Union requested that the society rearrange the protest to take place on a different date.

### Recommendation

Work with local authorities and the police to ensure that protests do not take advantage of non-university land to evade institutional oversight or accountability

#### Explanation

Protests may take place off campus, including on public land surrounding university buildings, which can reduce the options for action available to institutions. However, where such protests block access to university buildings, disrupt educational activity, intimidate students, or otherwise cross legal lines, institutions should work closely with local authorities and the police to ensure appropriate action is taken. This may include requesting the use of relevant public order powers to prevent obstruction, intimidation or other unlawful conduct. Institutions should also continue to take action where those involved are members of their own community and have breached institutional rules. Clear coordination is needed so that protests are not able to exploit the boundary between university and non-university land to avoid scrutiny or enforcement.

#### Why this is important

Off-campus protests can pose the same safeguarding and access risks as protests on university land, particularly where they block access to buildings, disrupt learning, or create an atmosphere of intimidation for Jewish students and staff. They should therefore be treated with the same seriousness, even if different legal or operational routes are required. Working closely with local authorities and the police helps ensure that institutions can protect students, uphold access to education, and respond effectively where free speech concerns intersect with public order and Prevent responsibilities.

### Recommendation

Take lawful action to prevent external actors from co-opting student protests to promote violence, hostility towards protected groups, or support for proscribed organisations

#### Explanation

Institutions should be alert to the risk of external actors joining or exploiting student protests in order to promote such forms of extremism. They should monitor protests so that they are aware of who is involved, including any non-student actors who appear regularly or who may have links to extremist networks, external organisations, or proscribed groups. Where concerns arise, institutions should take steps to understand the nature of those links and any wider organisational support behind the activity. Where external actors cross legal or institutional lines, institutions should act to remove them from campus where there is no public right of way and should work with relevant authorities where further action is needed. Where such activity raises concerns about people being drawn into terrorism, institutions should comply fully with the Prevent duty.

#### Why this is important

External actors can significantly increase the safeguarding, extremism, and radicalisation risks associated with student protests. Their involvement may also draw student activity into wider extremist networks or campaigns that are beyond the visibility or control of the university community. Institutions should therefore take this risk seriously and act where necessary to protect students, maintain campus safety and prevent protests from being used as a vehicle for extremism.

## Encampments and Occupations

**Encampments and occupations can have a significant impact on campus life, particularly where they disrupt access to teaching, research, or other essential functions, create prolonged tension, or contribute to an atmosphere of intimidation for affected students.**

Any decisions made by institutions should be evidence-based, proportionate, and context-specific, and institutions must give particular regard to securing freedom of speech.

### Recommendation

Set out clear rules of engagement and behavioural expectations for encampments

#### Explanation

All forms of protest, including encampments, should be protected in order to secure freedom of speech, but they remain subject to legal and institutional limits. Institutions should engage with organisers as early as possible to set clear expectations on health and safety, the continuation of essential university functions, and the legal and disciplinary boundaries around protest language, posters, graffiti, criminal damage, harassment, and the glorification of terrorism.

#### Why is this important

Clear expectations help protect students and reduce risk for institutions by anticipating and addressing issues before they escalate.

#### Example

When an encampment was set up at the University of Sheffield, the Students' Union engaged in good faith with the organisers to lay out the lines of acceptable behaviour.

### Recommendation

Do not engage with encampments that glorify terrorism, promote violence, or create an intimidating environment for students

#### Explanation

Institutions should refuse to engage with encampments that cross legal lines, including through the glorification of terrorism or promotion of violence, or that create an intimidating environment for Jewish students, except where necessary for safety, de-escalation, boundary setting, or enforcement.

#### Why is this important

Refusing to engage in such circumstances helps send a clear message that the institution will not legitimise extremism or support for terrorism.

## Recommendation

Ensure occupations do not prevent the continuation of essential university functions

### Explanation

All forms of protest, including occupations, should be protected in order to secure freedom of speech, but they should not prevent essential university functions from continuing. The Office for Students' Freedom of Speech guidance identifies teaching, learning, research, and underlying administration as essential functions of higher education providers in England<sup>9</sup>. Where occupations disrupt those functions, for example by stopping classes from taking place or blocking access to teaching, learning, or research spaces, institutions should use the tools available to them, including legal tools where necessary, to ensure those functions can continue. Any decisions surrounding such action should be evidence-based, proportionate, and context-specific.

### Why this is important

Such action, which does not threaten freedom of speech, ensures that students who wish to continue engagement with essential university functions are able to do so.

<sup>9</sup> <https://www.officeforstudents.org.uk/publications/regulatory-advice-24-guidance-related-to-freedom-of-speech/>

# Glorification of Terrorism

**The glorification of terrorism and threats of violence which cause distress or harassment have no place on campus and can create a serious risk to student safety, campus cohesion, and the wellbeing of Jewish students in particular.**

## Recommendation

Report cases where individuals or groups have expressed support for proscribed organisations to the police

### Explanation

Where individuals or groups express support for proscribed organisations in a way that may encourage others to support them, institutions should report this to the police. Institutions should also ensure full compliance with the Prevent duty where relevant.

### Why is this important

Institutions have a duty to safeguard students and to have due regard to the need to prevent people from being drawn into terrorism. Reporting such incidents helps ensure that serious concerns are addressed at the appropriate level.

## Recommendation

Take firm disciplinary action against individuals or groups who glorify terrorism

### Explanation

Institutions should take firm disciplinary action against individuals or groups who glorify terrorism. Freedom of speech does not protect conduct that crosses into unlawful support for terrorism or the encouragement of support for proscribed organisations. Any decisions surrounding such action should be evidence-based, proportionate, and context-specific.

### Why is this important

Safeguarding students includes taking action against the glorification of terrorism. This is particularly important given the impact that such conduct can have on Jewish students, for whom support for terrorism targeting Jews can be especially threatening and distressing.

## Recommendation

Do not engage with groups who glorify terrorism

### Explanation

Institutions should refuse to engage with groups that glorify terrorism. This should include online engagement, except where necessary to set out the conditions on which any engagement could take place.

### Why is this important

Refusing to engage in such circumstances helps avoid any perception of implicit condonement and may deter similar behaviour. It also sends a clear message that the institution will not legitimise or normalise the glorification of terrorism.

# Incident Response

**When antisemitic incidents occur, institutions should respond promptly, clearly, and in close communication with those affected, so that Jewish students are supported, risks are addressed, and confidence in institutional processes is maintained.**

## Recommendation

Report antisemitic incidents to CST

### Explanation

CST plays a central role in protecting the Jewish community and monitoring antisemitism in the UK. Institutions should report antisemitic incidents to CST directly and should encourage those making reports to do the same. Where permission has been granted, institutions should share as much relevant detail as possible. Where permission has not been granted, information should still be shared to the greatest extent possible while respecting the wishes of those affected.

### Why this is important

CST monitors antisemitism and the threat to the Jewish community and engages with government and police about the community's protection. They rely on accurate information to do so effectively. By reporting incidents to CST, institutions contribute to a stronger understanding of antisemitism and support wider efforts to protect Jewish students and staff.

## Recommendation

Report incidents to police where appropriate

### Explanation

Where incidents cross legal lines, or where there is uncertainty if they have done so, institutions should report the incidents to the police. The same applies when incidents lead to, or are part of, wider concerns about extremism and radicalisation.

### Why this is important

Ensuring sufficient reporting, and compliance with the Prevent duty where relevant, protects students by ensuring concerns are dealt with at the most serious level. Furthermore, reporting incidents to the police can reduce the risk of further incidents as the police can intervene to protect the community.

## Recommendation

Liase with JSoc, UJS and the Jewish chaplains on incidents that occur

### Explanation

Where antisemitic incidents occur, or where incidents affect Jewish students as Jewish students, institutions should reach out to JSoc, UJS and the Jewish chaplains. Depending on the nature of the incident, this may take the form of an email, phone call or meeting. Institutions should ensure that these partners are aware of the incident, the support available to Jewish students and staff, and the action being taken in response. Where no action is being taken, institutions should explain why. Institutions should also make clear that they are willing to hear and consider the views of JSoc, UJS and the Jewish chaplains.

### Why is this important

Liaising with key Jewish partners helps build trust, supports clearer communication, and enables institutions to respond with a fuller understanding of the impact on Jewish students. This is not about granting undue influence, but about working with relevant partners to support those affected and understand any concerns.

## Recommendation

Take firm disciplinary action where appropriate

### Explanation

Where antisemitism occurs within the remit of the institution, institutions should take firm disciplinary action where appropriate. Institutions should explore the full range of options available to them such as potential expulsion or suspension and mandating UJS Antisemitism Awareness Training. Any decisions surrounding such action should be evidence-based, proportionate, and context-specific

### Example

When a speaker, who had previously been a member of staff, invoked the blood libel at University College London, the institution quickly banned the perpetrator from campus, prevented the responsible group from running events on campus, and apologised to Jewish students and staff.

### Why is this important

Universities should be places of tolerance, mutual respect and good relations. Where antisemitic incidents undermine that environment, disciplinary action is necessary both to address the incident and to deter further hatred. Institutions should also consider the educational value of their response, as this principle applies not only to antisemitism but to all forms of racial and religious hatred.

### Recommendation

Make public statements following incidents on campus to condemn antisemitism and provide reassurance for the Jewish community

#### Explanation

Where antisemitism occurs within the remit of the institution, institutions should consider making a clear, visible and unequivocal public statement condemning it. Depending on the circumstances, this may be done through social media, all-staff or all-student communications, newsletters, or the press. Institutions should liaise with JSoc, UJS and the Jewish chaplains before doing so. Institutions must give particular regard to securing freedom of speech.

#### Why this is important

Public condemnation helps ensure that the institution's position is clear and that the public narrative is one of opposition to antisemitism. It can also help reassure Jewish students and staff, build trust, and reinforce the institution's commitment to tolerance, mutual respect, and good relations.

### Recommendation

Act to address any emerging trends in antisemitism

#### Explanation

Where groups consistently promote antisemitic rhetoric, or where there is a pattern of repeated antisemitic incidents, institutions should take action to address the underlying problem. This may include UJS Antisemitism Awareness Training, firm disciplinary action, online awareness raising, or public condemnation of antisemitism.

#### Why this is important

Emerging trends of antisemitism can present serious and widening risks to students. Institutions should act proactively to reduce the likelihood of further incidents and to safeguard students. Doing so may also support their wider responsibilities in relation to fostering good relations on campus.

### Recommendation

Publicise details of action taken following incidents

#### Explanation

Following incidents that take place involving students or staff, institutions should publicise the details of any action they have taken. This can be done whilst respecting necessary confidentiality requirements. This may involve naming the incident that occurred, stating the action that the institution has taken, and stating the number of individuals involved.

#### Why this is important

When antisemitic incidents occur, Jewish students deserve to know the action that has been taken to protect them. In addition to this, publicising action taken has a deterrent effect. Finally, when action taken is publicised, institutions retain the ability to lead the narrative on campus. It avoids the perception that institutions have not taken action.

## Major Incidents Elsewhere

**Major antisemitic incidents elsewhere can have a profound and immediate impact on Jewish students and staff, particularly in the context of recent attacks, attempted attacks, and other serious incidents affecting Jewish communities in the UK and abroad. Even when such incidents take place elsewhere, they can heighten fear, grief, and insecurity on campus.**

### Recommendation

Communicate directly with Jewish students and staff to offer support and provide reassurance

#### Explanation

Where major antisemitic incidents, or incidents that affect Jewish students as Jewish students, occur on other campuses or elsewhere in the world, institutions should communicate with Jewish students and staff to express support, condemn antisemitism, and signpost available support. This communication may be sent directly to Jewish students and staff, or delivered through JSoc, UJS and the Jewish chaplains. Relevant incidents may include a major antisemitic incident on another campus, a terror attack targeting the Jewish community in the UK, or conflict in the Middle East affecting Israel.

#### Why is this important

Such incidents can have a significant impact on the Jewish community and institutions expressing support is likely to be valuable and reassuring for the community.

#### Example

After the terror attack in Golders Green in April 2026, and the wider rise in antisemitism, the Head of Diversity, Equity and Inclusion at Guildhall School of Music and Drama issued a statement of support for the schools' Jewish staff and students. The statement recognised the difficult situation for the Jewish community and signposted resources for support available for staff and students.

### Recommendation

Review security arrangements in coordination with CST

#### Explanation

In response to major incidents elsewhere, institutions should review security arrangements for Jewish events and for the Jewish community at the institution. Institutions should liaise with CST, JSoc, UJS and the Jewish chaplains to do so.

#### Why this is important

Major incidents, including conflict in the Middle East, can often raise the threat level for Jewish communities around the world, including Jewish students in the UK. Reviewing security arrangements following such incidents helps ensure institutions are protecting Jewish students and can respond to any heightened risks.

### Recommendation

Make public statements to condemn antisemitism and provide reassurance for the Jewish community

#### Explanation

Where major incidents occur elsewhere, such as major antisemitic incidents on other campuses or terror attacks targeting Jews, institutions should issue public statements condemning antisemitism and providing reassurance for the Jewish community.

















#### Why this is important

Major incidents elsewhere can have a significant impact on the Jewish community. Public statements of condemnation and reassurance can help express solidarity, demonstrate understanding, and provide visible support to the Jewish community.

#### Example

After the stabbing of two Jews in Golders Green in April 2026, the University of Sussex Students' Union posted a message on their Instagram story condemning the attack and expressing solidarity with the Jewish community. The post also listed resources for support available to affected students including the Jewish Society, UJS, and CST.

# Resources

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[Union of Jewish Students' Time for Change report](https://assets.nationbuilder.com/ujs/pages/1126/attachments/original/1773576815/Time_for_Change_-_Online_Version.pdf?1773576815)  
[assets.nationbuilder.com/ujs/pages/1126/attachments/original/1773576815/Time\\_for\\_Change\\_-\\_Online\\_Version.pdf?1773576815](https://assets.nationbuilder.com/ujs/pages/1126/attachments/original/1773576815/Time_for_Change_-_Online_Version.pdf?1773576815)
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[Community Security Trust Campus Antisemitism 2022-24 report](https://cst.org.uk/data/file/f/d/Campus%20Antisemitism%20in%20Britain%202022-2024.1733481071.pdf)  
[cst.org.uk/data/file/f/d/Campus%20Antisemitism%20in%20Britain%202022-2024.1733481071.pdf](https://cst.org.uk/data/file/f/d/Campus%20Antisemitism%20in%20Britain%202022-2024.1733481071.pdf)
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[Union of Jewish Students' Jewish festival calendar](https://ujs.org.uk/jewish_festival_calendar)  
[ujs.org.uk/jewish\\_festival\\_calendar](https://ujs.org.uk/jewish_festival_calendar)
- 
[Detailed calendar of future Jewish holidays](https://hebcal.com/holidays)  
[hebcal.com/holidays](https://hebcal.com/holidays)
- 
[Union of Jewish Students Antisemitism Education Portal](https://understanding-antisemitism.org.uk)  
[understanding-antisemitism.org.uk](https://understanding-antisemitism.org.uk)
- 
[Union of Jewish Students Antisemitism Awareness Training](https://ujs.org.uk/antisemitism_awareness_training)  
[ujs.org.uk/antisemitism\\_awareness\\_training](https://ujs.org.uk/antisemitism_awareness_training)
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[His Majesty's Governments' Independent Adviser on Antisemitism Best Practice Guide 2023](https://antisemitism.org.uk/wp-content/uploads/2023/05/A-Good-Practice-Guide.pdf)  
[antisemitism.org.uk/wp-content/uploads/2023/05/A-Good-Practice-Guide.pdf](https://antisemitism.org.uk/wp-content/uploads/2023/05/A-Good-Practice-Guide.pdf)
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[Universities UK guidance for tackling antisemitism in universities 2021](https://universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/tackling-harassment/tackling-antisemitism-practical-guidance)  
[universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/tackling-harassment/tackling-antisemitism-practical-guidance](https://universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/tackling-harassment/tackling-antisemitism-practical-guidance)
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[Office for Students Freedom of Speech guidance](https://officeforstudents.org.uk/publications/regulatory-advice-24-guidance-related-to-freedom-of-speech/)  
[officeforstudents.org.uk/publications/regulatory-advice-24-guidance-related-to-freedom-of-speech/](https://officeforstudents.org.uk/publications/regulatory-advice-24-guidance-related-to-freedom-of-speech/)
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[Office for Students Condition E6](https://officeforstudents.org.uk/for-providers/student-protection-and-choice/harassment-and-sexual-misconduct/condition-e6-harassment-and-sexual-misconduct/)  
[officeforstudents.org.uk/for-providers/student-protection-and-choice/harassment-and-sexual-misconduct/condition-e6-harassment-and-sexual-misconduct/](https://officeforstudents.org.uk/for-providers/student-protection-and-choice/harassment-and-sexual-misconduct/condition-e6-harassment-and-sexual-misconduct/)
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[Intra Communal Professorial Group response to OfS guidance](https://33bfbd3-f3e4-4efb-9fd2-61ed600c26a6.filesusr.com/ugd/bba8d8_4c47a9317e1a47a0bf33111277d6312f.pdf)  
[33bfbd3-f3e4-4efb-9fd2-61ed600c26a6.filesusr.com/ugd/bba8d8\\_4c47a9317e1a47a0bf33111277d6312f.pdf](https://33bfbd3-f3e4-4efb-9fd2-61ed600c26a6.filesusr.com/ugd/bba8d8_4c47a9317e1a47a0bf33111277d6312f.pdf)
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[Advance HE free speech and EDI guidance](https://advance-he.ac.uk/knowledge-hub/embedding-freedom-speech-and-academic-freedom-equality-diversity-and-inclusion)  
[advance-he.ac.uk/knowledge-hub/embedding-freedom-speech-and-academic-freedom-equality-diversity-and-inclusion](https://advance-he.ac.uk/knowledge-hub/embedding-freedom-speech-and-academic-freedom-equality-diversity-and-inclusion)
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[Advance HE protected beliefs in higher education guidance](https://advance-he.ac.uk/knowledge-hub/protected-beliefs-higher-education)  
[advance-he.ac.uk/knowledge-hub/protected-beliefs-higher-education](https://advance-he.ac.uk/knowledge-hub/protected-beliefs-higher-education)
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[Advance HE promoting good relations in higher education guidance](https://advance-he.ac.uk/knowledge-hub/promoting-good-relations-higher-education-guidance)  
[advance-he.ac.uk/knowledge-hub/promoting-good-relations-higher-education-guidance](https://advance-he.ac.uk/knowledge-hub/promoting-good-relations-higher-education-guidance)
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[Equality and Human Rights Commission Public Sector Equality Duty guidance](https://equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty-psed)  
[equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty-psed](https://equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty-psed)
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[Higher Education Policy Institute on the legal framework for Students' Unions](https://hepi.ac.uk/2025/09/08/revisiting-the-legal-framework-for-students-unions/)  
[hepi.ac.uk/2025/09/08/revisiting-the-legal-framework-for-students-unions/](https://hepi.ac.uk/2025/09/08/revisiting-the-legal-framework-for-students-unions/)

## The Voice of Jewish Students

Leading, defending and enriching Jewish life on campus

### Contact us

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