



Political Affairs Digest

A daily summary of political events affecting the Jewish Community

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House of Lords Debate

Schools Bill: Second Reading

col 667 **The Parliamentary Under-Secretary of State, Department for Education**

(Baroness Barran): ... This Bill seeks to level up standards by supporting every school to be part of a family of schools in a strong trust. ...

We must also ensure that all schools can feel comfortable joining a trust without losing their individual characteristics. That is why we are putting clear protections for faith schools and grammar schools into primary legislation to provide confidence that their unique characteristics can be retained within an academy trust.

col 668 The Bill also seeks to deliver this Government's commitment to introduce registers of children not in schools ... The Government acknowledge the great value that a good home education can bring and support the principle of choice for parents, but we know that some children miss out on high-quality, full-time education because they are missing from the system. ...

col 669 The Bill will protect more children by expanding registration requirements for more educational settings that provide all, or the majority of, a child's education. We will work closely with Ofsted, enhancing its powers to investigate registered independent educational institutions that are breaching relevant restrictions and unregistered independent educational institutions that are being conducted unlawfully. These additional enforcement powers will provide the ability to suspend registration pending further investigation. ...

col 671 **Baroness Chapman of Darlington (Labour):** ... Local authorities will be required to give parents of children not registered in a school educational support if they ask for it, so what are the Government going to do to make sure that councils are resourced sufficiently to do that? ...

col 672 We very much welcome Ofsted being given the powers it needs to inspect unregistered schools. This is a situation that has persisted for too long and we will support the Government's efforts to resolve it. ...

col 673 **Lord Storey (Liberal Democrat):** ... Stand-alone schools in multi-academy trusts

have no individual control over governance, admissions, finance and destiny, so let us remind ourselves that academies in MATs have no legal identity of their own. ...

It is the MAT that has the legal status and it is the MAT that has the contract with the Secretary of State, which means the school has no automatic right to make decisions or policies relating to the running of the school; stand-alone academies and maintained schools do. ...

col 674 I congratulate the Government on listening and being prepared to tackle the issue of unregistered schools. No child should be placed in a school where unacceptable practices bordering on indoctrination take place. We must liberate children from such dangers. Similarly, home schooling needs to be regularised. ... is it right and proper that home educators are not registered? ...

col 675 Lord Harries of Pentregarth (Crossbench): ... The teaching of fundamental British values has its origin in the 2011 Prevent strategy. This was taken up in 2014, when schools were directed to promote the fundamental British values of “democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.”

When these values were first announced, they met with two kinds of opposition. First, there was a worry that, because they came in as part of the Prevent strategy, their formulation had in fact been skewed in one direction—tolerance of all faiths—to the neglect of other fundamental values. The second criticism was that they claim to be British values when, it was argued, such values belong to other societies as well.

Concern about this wording and recommendations for a slightly different formulation were put forward in 2015 in *Living with Difference*, the report of the Commission on Religion and Belief in British Public Life ... It has also been taken up by two House of Lords special committees ... in particular in the 2018 report *The Ties that Bind: Citizenship and Civic Engagement in the 21st Century* ...

col 676 The first question that arises is whether the phrase “fundamental British values” is still the right one. Should it not be “the values of British citizenship”? That title does not claim that these values are exclusive to our society, but it rightly and legally claims that they are the values of anyone who is a British citizen, whether by birth or by adoption.

On the values themselves, democracy, the rule of law and individual liberty—or, perhaps better, freedom—must surely remain in place. But, although the rest of the list—“mutual respect and tolerance of those with different faiths and beliefs”—is indeed essential, what about equal respect and concern for every person as such, able or differently abled and of whatever race or background? Would it not be better to talk about individual worth and the equal respect and concern due to everyone, whatever their beliefs? The word “tolerance” is somewhat uneasy in this context; there are some beliefs that we should not tolerate. But we should respect people and their right to hold beliefs, even if we do not respect the beliefs themselves. ...

It is clear that the one value that clearly resonates with young people more than any other at the moment is the environment. So should we not, in addition to including respect for people, take this opportunity to add respect for the environment? ...

I believe that it is absolutely fundamental that pupils in our schools should be fully conversant with the political values upon which our society is founded.

col 677 The Lord Bishop of Durham: ... We welcome the comprehensive clauses relating to schools with a religious character. They set out how that settlement between Church and state continues when much of the existing maintained legislation can no longer be used as the basis for their operation.

We are very grateful for the way in which DfE Ministers and officials have engaged with us ... These include the governance, both individual and within MATs, the arrangements for worship and religious education and the question of land ownership. ...

We are not only interested though in the parts of the Bill which relate specifically to the

schools provided by the Church of England, the Catholic Church and other faith communities. Our vision is for the common good and the best possible educational outcomes for every child. ...

col 682 Baroness Meacher (Crossbench): ... [I] applaud the Government's proposals to fill the gaps in the law that have inhibited action until now to close illegal schools. We know that the education provided in many unregistered religious schools is narrow in scope, predominantly scriptural in content and deeply conservative, intolerant and extreme in outlook. Because these schools have been able to evade inspections, bad practices of all kinds appear to have developed. Former pupils of such illegal settings told an all-party parliamentary group in December of the physical, emotional and sexual abuse they had suffered. They also talked of the narrow religious curriculum, with no English, maths or science in their school experience. I therefore welcome the compulsory registration of children not in school. This will help close a loophole exploited by proprietors of illegal schools who claim that they are merely providing supplementary religious instruction to children otherwise educated at home. The problem has been that such children can be entirely invisible to the authorities.

col 683 I also very much welcome the Part 4 increase in Ofsted's power to inspect "independent educational establishments". However, I hope we can have meaningful discussions with Ministers about the definition of an independent educational institution, restricted as it seems to be in the Bill at the moment to those that provide "a majority" of education for more than five children. This definition risks those establishments wishing to remain below the radar simply dividing their service in two—a morning school and an afternoon school—thus avoiding inspection. ...

Turning to religious education in schools, I hope this House can ensure that the content of religious education and worship in all schools reflects the full ambit of freedom of religion and belief and that a pluralistic and critical approach is adopted. ...

col 702 Lord Mendelsohn (Labour): ... I hope also that the Government will look at where other decisions that they have made may impact on these; for example, they have recently changed the planning arrangements so that now, under the class F classification, a community-use classification can be used for a church as well as a school, which means that any religious establishment, for example, can transfer to a school immediately. This opens up a huge lacuna in the law and the implementation of it to address the issues with which we are concerned. ...

col 705 Baroness Bakewell (Labour): ... Since 2014, Humanists UK has been campaigning to close down unregistered, illegal schools. In December of last year, it heard the personal testimony of pupils from such schools. They came from extremist fundamentalists sects of certain religious communities and told us how they were taught. There was very little secular education and much prayer and study of religious texts. Their writing and reading skills were poor, there was no mixing of the sexes and discipline often involved beatings. Ofsted estimates that there are at least 6,000 pupils in such schools. Local authorities—I understand this from research, as it is totally informal—have been loath to intervene, for fear of being accused of harassing minority groups.

So it is with this first-hand evidence on the record that I welcome the Bill's intention to expand registration requirements for independent educational institutions and to work with Ofsted to expand investigatory powers. I cannot emphasise too much the need to rescue children from such institutions that are outside the scrutiny that ensures their safety and well-being, and a wide-ranging secular education.

The second matter I wish to raise concerns a community in our society currently not provided for in the school religious curriculum. Families who are humanists find that, for geographical reasons, they have no option but to choose faith schools for their children to attend—schools where the curriculum includes faith teaching and collective worship. ... Such children are given the right to withdraw from all faith observances if their parents

request it. In practice, this is demeaning and discriminatory, and often results in children languishing aimlessly in empty classrooms with no indication of how to use their time profitably. ...

In defining their own faith and creed, people who follow a religious faith often speak of humanists as “people of no faith”. Such dismissal does not do justice to the broad moral landscape that informs humanism. ...

col 706 I ask the Government to take on board this heavy, important and significant part of children’s education, and to look to be more inclusive and positive in the treatment of those who have been wrongly defined as “people of no faith”. ...

col 717 **Baroness Blower (Labour):** ... I shall say just a word about faith schools and grammar schools, which will have their characteristics protected, as I understand it, in this Bill. But what about stand-alone academies if they are forced to move from a secular ethos to a faith ethos in order to be involved in a MAT? That seems to me to be a completely unreasonable position. ...

col 735 **Lord Addington (Liberal Democrat):** ... Apparently, my noble friend Lord Storey has already had electronically some sort of expression of total hatred for what he has just said about certain religious schools. We should have done this long ago, so I congratulate the Government on that. If we are going to deal with this and make sure we go on, we need, again, an indication of the thinking that will go with it. We should recognise more publicly the idea that you are regulated and cannot just teach a narrow religious focus. It is mainly Abrahamic religions in these schools; I am sure we can find a few more if we look hard enough. Certainly, that type of thing is about not a philosophical basis but equipping people to go forward. ...

col 741 **Baroness Barran:** ... The noble Baroness, Lady Bakewell, raised the issues argued by the Humanist Society and others, but she will know that many faith schools have a really strong track record in delivering excellent education and our experience is that they are popular with parents, whether they belong to that faith or not. ...

col 742 Turning to the regulatory regime for independent educational institutions, the regulatory regime that we are proposing is tailored to settings that are intended to provide the whole or the majority of a student’s education. Our view is that it would not be proportionate to apply this regime to part-time or supplementary educational settings. We are going to launch a call for evidence regarding part-time settings shortly, but we have worked hard to try to address the questions raised ... about institutions that try to evade the spirit of these regulations. ...

To read the full transcript see

[https://hansard.parliament.uk/lords/2022-05-23/debates/59D55295-1DAD-4401-938C-B28BDA85F01A/SchoolsBill\(HL\)](https://hansard.parliament.uk/lords/2022-05-23/debates/59D55295-1DAD-4401-938C-B28BDA85F01A/SchoolsBill(HL))

and

[https://hansard.parliament.uk/lords/2022-05-23/debates/967C6E80-B030-49CE-9878-2A64F7323296/SchoolsBill\(HL\)](https://hansard.parliament.uk/lords/2022-05-23/debates/967C6E80-B030-49CE-9878-2A64F7323296/SchoolsBill(HL))

The reports referred to above can be read at

<https://www.woolf.cam.ac.uk/assets/file-downloads/Living-with-Difference.pdf>

and

<https://publications.parliament.uk/pa/ld201719/ldselect/ldcitizen/118/118.pdf>

House of Commons Oral Answer

Freedom of Speech in Education

John Hayes (Conservative) [900169] What progress [the Minister] has made on helping to protect freedom of speech in education.

The Secretary of State for Education (Nadhim Zahawi): The Government

maintain our commitment to the protection of free speech and academic freedom in universities with the reintroduction of the Higher Education (Freedom of Speech) Bill following the Queen's Speech on 10 May.

John Hayes: As the Secretary of State says, it is right and just that we are in the vanguard of the fight for free speech. As the Bill that will ensure that progresses through the House, the backdrop against which we debate it is disturbing, with universities continuing to use the Equality Act 2010 to elevate the fear of disturbance or distress above the ability of free speech to inspire, enthral and move the academic agenda forward. The case of Dr Sarkar at the University of Oxford is a recent sad example, but it is by no means exceptional. Will the Secretary of State, before the Bill reaches the statute book, conduct a review of free speech policies at universities, and, if necessary, issue fresh guidance to ensure that academics and students in those universities can speak freely? ...

Nadhim Zahawi: ... The Government and I are clear that issues such as antisemitism are abhorrent, but universities and students' unions must balance their legal duties, including freedom of speech and tackling harassment. The Bill will place duties directly on students' unions to secure freedom of speech for staff, students and visiting speakers. No one should fear expressing lawful views.

<https://hansard.parliament.uk/commons/2022-05-23/debates/B5318C38-B030-409E-BC7C-F5EFA58971B6/FreedomOfSpeechInEducation>

House of Commons Written Answers

Hate Crime: Middle East

Sarah Owen (Labour) [3742] To ask the Secretary of State for the Home Department, what steps she is taking with (a) Cabinet colleagues and (b) her international counterparts to help protect religious communities from hate crime during times of violence in the Middle East.

Rachel Maclean: All forms of hate crime are completely unacceptable, and we have a robust legislative framework to respond to it. We are clear that the cowards who commit these hateful attacks should feel the full force of the law.

This Government is committed to tackling hate crime and to protect religious communities. We have provided security measures for places of worship across to help protect them and the communities that use them from harm, including at times of increased tension. Through the Places of Worship scheme and the Jewish Community Protective Security Grant, we have delivered funding to help protect faith communities from targeted hate crime, including through a range of security measures, such as CCTV, intruder alarm systems, and fencing.

The police regularly review events and potential threats to ensure everything is being done to protect all our communities from terrorism, hate crime and the impact of public protest.

<https://questions-statements.parliament.uk/written-questions/detail/2022-05-17/3742>

Schools: Political Impartiality

Matt Vickers (Conservative) [2707] To ask the Secretary of State for Education, what steps his Department is taking to help ensure political impartiality in schools.

Robin Walker: The law is clear that schools must remain politically impartial. Schools must not promote partisan political views and should ensure the balanced treatment of political issues. Schools are free to teach about political issues and, of course, play an important role in supporting pupils to understand the society in which they grow up and to be prepared for life in modern Britain. However, it is important that schools uphold their duties with regard to political impartiality. To support school staff in understanding their legal duties in this area, the department

has worked with the sector to publish clear and comprehensive guidance available here: <https://www.gov.uk/government/publications/political-impartiality-in-schools>
<https://questions-statements.parliament.uk/written-questions/detail/2022-05-16/2707>

Senedd Oral Answers

First Minister's Questions: Racism in Schools

Adam Price (Plaid Cymru): Diolch, Llywydd. First Minister, Raheem Bailey, an 11-year-old boy who should have felt safe in his own school, had to have his finger amputated following a bullying incident. His mother, Shantal, has explained how Raheem has been subject to racial and physical abuse. Now, while Raheem's case, naturally, has shocked us all in Wales and has led to an outpouring of support for him from across the world, his experience is sadly by no means unique in Wales. Show Racism the Red Card's report into prejudice in the Welsh education system in 2020 found that 25 per cent of teachers had observed, responded to, or had a pupil report racial discrimination in the previous 12 months. Sixty-three per cent of pupils said they or someone they knew had been a target of racism. Is it time for the kind of wide-ranging inquiry into racism in Welsh schools that that report suggested, reviewing, for example, anti-racism training, for example, anti-racism training, resources for educators, data collection, bullying policies and Estyn's role in monitoring.

The First Minister (Mark Drakeford): I agree with Adam Price that the case as we've heard about it has been a shocking one, and our thoughts are of course with that young person and his family. No incidents of bullying, whatever their motivation, are acceptable in schools in Wales, and the incident itself is now being investigated by the Gwent Police with the assistance of the local authority and others, and we must allow that process to be concluded.

As well as thinking about that young person and their circumstances, I think it is right that we think of that wider school community as well. There are young people sitting examinations at the Abertillery Learning Community today; there will be other young people wanting to return to that set of arrangements for their education. A learning community, Llywydd, where Show Racism the Red Card has been very recently and very actively engaged in making sure that the training, the awareness, the resources, and so on—I agree with everything that the Member said about that—that they were known about and that they were pursued in the Abertillery Learning Community.

Our anti-racist Wales action plan will be published next month. It will include a significant section dealing with anti-racist action in the education context. I myself am more interested in making sure that we can take those actions—actions that we have agreed, with so many voices with lived experience who helped us create that plan—and I am in yet another inquiry.

Adam Price: When asked what are the challenges when educating pupils about anti-racism in the report, 51 per cent of teachers responded that it was their lack of confidence, and 61 per cent claimed that it was lack of time in the classroom. Educators are under extreme pressure, and workload has been raised as an issue, for example in teacher retention. Anti-racism education is currently being delivered through the kind of workshops by Show Racism the Red Card that the First Minister just referenced. But with half of secondary schools now delaying the implementation of the new curriculum until September 2023, are wider concerns over workload and teacher stress also beginning to have an impact on the well-being not just of teachers but also pupils that aren't getting the support and the kind of happy, nurturing—and indeed safe—environment that they deserve, as a result?

Mark Drakeford: Llywydd, I absolutely understand when teachers say that they

may lack confidence to know how to respond in what are complex territories, and where you may be anxious that you would inadvertently say the wrong thing and make the wrong response, and that you need to be better informed and trained in order to make sure that you can do that, and that is absolutely part of our intention as a Government to make sure that all front-line staff—not just in teaching, but elsewhere—can have that, so that the confidence issue can be addressed.

I respond less sympathetically to the issue of time. Dealing with racist behaviour or bullying behaviour is not something that you do additionally on top of your ordinary job, that you need another hour at the end of the day to do it; it's part of what a teacher does all the time in every classroom every day in Wales. It has to be just part of the way in which we would expect anybody confronted with something that is clearly not acceptable and should not be happening; they have to be in a position that they respond to it as they see it in front of them, and that's the sort of climate that we want to create in our classrooms in Wales, where everybody is able to have that safe and supported environment where all our young people feel confident to be there, where teachers are prepared to intervene where they need to, in order to put things right when they see things going wrong. That should be just woven through the whole of the school day from start to finish, from start to finish, and I don't think it's reducible to an argument about not having enough time to do it.

<https://record.senedd.wales/Plenary/12843#C427972>

Senedd Written Answer

Online abuse

Andrew RT Davies (Conservative) [WQ85132] What action is the Welsh Government taking to prevent online abuse?

Minister for Social Justice (Janue Hutt): As a Government we are absolutely committed to keeping people safe whilst they are online, and to protecting them from online abuse.

Behaviours such as trolling on social media can cause great harm and have a devastating impact on individuals' lives and we have seen too many examples of social media being misused as a platform for harassment and abusive behaviour. Education plays a key role in teaching children and young people the importance of respectful behaviour online. Our [National Digital Resilience Action plan for children and young people](#) outlines our commitment to enhancing online safety and sets out the broad range of activities we undertake to support children and young people, as well as their families and school communities.

The [Keeping safe online](#) area of Hwb provides an extensive suite of information, guidance and resources to empower children and young people to think critically and use technology responsibly. These resources explore issues including online racism, misogyny, bullying and extremism.

In March, we published a new '[Online issues and worries](#)' area on Hwb to provide online safety advice specifically developed for children and young people. The area includes information on the different types of online abuse to help them recognise these behaviours, alongside practical advice on what to do if they are affected, including how to report and where to go to get further support.

Last year we collaborated with the Football Association of Wales to raise awareness of the issue of online misogyny. We created new classroom resources, centred around a campaign film to highlight real life examples of abusive, derogatory comments on social media. The resources, which are available on Hwb, support conversations about the importance of mutual respect between girls and boys, and how to safely challenge online abuse.

Recognising the key role families play, last year we also launched '[In the know](#)' – which provides detailed guides to support families in understanding the risks of different social media and gaming apps, and gives clear instructions on how to enable safety settings and report or block any inappropriate or unwanted contact. It also provides signposts to report any issues and access to dedicated support services.

We have developed a national communications campaign to tackle hate crime. The campaign 'Hate Hurts Wales' features examples of online hate and encourages victims to report online hate. In addition, the campaign highlights to perpetrators the hugely negative impact of their actions on both the victim and their own lives. Feedback from the campaign is being used to help inform future campaigns.

Welsh Government funds Victim Support Cymru to run the Wales Hate Support Centre, which provides support to all victims of hate crime or hate related incidents in Wales, including online hate. As well as providing training and awareness raising we are also working with Cardiff University on a HateLab Dashboard pilot. The pilot helps to identify trends in online hate speech, using mapping of hashtags, keywords, and social media 'influencers'.

It is important that people in democratic roles are safe and we are keen to tackle the impact of online abuse. In July 2021 the Counsel General and Minister for the Constitution announced our framework for electoral reform, which sets out that everyone participating in the democratic process must be able to do so in a safe and respectful environment. We continue to work with partners, such as the WLGA, to support this principle and have commissioned a number of surveys which include questions about behaviours towards elected members, the findings of which will inform future policy and actions.

At a UK level the Department for Culture, Media and Sports are leading on a UK wide draft Online Safety Bill which aims to make the UK the safest place in the world to be online while also ensuring that people can enjoy their right to freedom of expression. We welcome the protection and safeguarding, in particular of children and young people, that forms a key aspect of the Bill and the duties placed upon online providers to take action to remove harmful and abusive content that threatens the safety of our citizens.

<https://record.senedd.wales/WrittenQuestion/85132>

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[Israel](#)

See also Commons written answer 3742 "Hate Crime: Middle East" which is included in the Home Affairs section above.

House of Lords Written Answers

Trade Agreements: Israel

Baroness Anelay of St Johns (Conservative) [HL124] To ask Her Majesty's Government what progress they have made regarding consultations on a new, enhanced UK–Israel trade agreement since the signing of the Memorandum of Understanding in November 2021.

Lord Grimstone of Boscobel: The United Kingdom is strongly committed to our trade and investment relationship with Israel.

A public consultation on an enhanced bilateral free trade agreement (FTA) with Israel was formally launched on 1st February 2022.

We are now in the process of analysing the responses we received during this consultation and will publish a formal response to this in due course.

<https://questions-statements.parliament.uk/written-questions/detail/2022-05-11/hl124>

The Memorandum of Understanding referred to above can be read at

<https://www.gov.uk/government/publications/uk-israel-strategic-partnership-memorandum-of-understanding-2021/memorandum-of-understanding-between-the-ministry-of-foreign-affairs-of-israel-and-the-uk-foreign-commonwealth-development-office-on-the-uk-israel-s>

Palestinians: Food

Baroness Anelay of St Johns (Conservative) [HL15] To ask Her Majesty's Government what steps they have taken, if any, in response to the statement by the UN Special Coordinator for the Middle East Peace Process on 25 April that, without urgent funding support from the international community, the World Food Programme and the UN Relief and Works Agency "will not be able to meet the food needs of the Palestinian population this year, which can have a destabilizing impact across the Occupied Palestinian Territories, particularly in the Gaza Strip".

Lord Ahmad of Wimbledon: The UK is a long-term supporter of the United Nations Relief and Works Agency (UNRWA), which provides protection and core services to Palestinian refugees in Gaza and across the wider region. The UK is working with UNRWA and other donors to improve UNRWA's financial viability. This includes broadening UNRWA's donor base, encouraging the full disbursement of pledges and encouraging support through multi-year funding. The UK continues to monitor closely the ongoing humanitarian situation in Gaza.

<https://questions-statements.parliament.uk/written-questions/detail/2022-05-10/hl15>

The statement referred to above can be read at

https://unsco.unmissions.org/sites/default/files/security_council_briefing_-_25_april_2022.pdf

Scottish Parliament Motion

Alex Rowley (Labour) [S6M-04473] **Shireen Abu Aqla, Al Jazeera reporter, 1971-2022**

– That the Parliament expresses its deepest condolences to the family, friends and all those who knew Al Jazeera reporter, Shireen Abu Aqla, who was shot dead while covering what it understands was an Israeli military raid in Jenin in the occupied West Bank on 11 May 2022; recognises the contribution that Ms Abu Aqla made in the field of journalism while working for Al Jazeera for 25 years, including decades of reporting in the Israeli-occupied Palestinian territories; joins the UN Security Council in condemning the killing and supports the Security Council's call for an immediate probe into her death; is shocked by the scenes that were witnessed at Abu Aqla's funeral after footage showed what appeared to be Israeli police kicking, firing stun grenades and using batons to beat mourners carrying Abu Aqla's coffin; notes the view of leaders of 15 denominations in Jerusalem who have reportedly condemned what they called the "violent intrusion" of Israeli police into Ms Abu Aqla's funeral procession; further notes the view of Monsignor Tomasz Grysa, who represents the Holy See in Jerusalem and is reported as saying that the decades old agreement to uphold religious freedom between the Roman Catholic Church and Israel "has been brutally violated"; notes the view expressed by Archbishop Pierbattista Pizzaballa, the top Roman Catholic cleric in the Holy Land, who reportedly said that "the Israel Police's invasion and disproportionate use of force - attacking mourners, striking them with batons, using smoke grenades, shooting rubber bullets, frightening the hospital patients - is a severe violation of international norms and regulations, including the fundamental human right of freedom of religion"; is concerned by footage that, according to *The Times of Israel*, shows dozens of Israeli police officers

storming into the hospital from where Ms Abu Aqila's coffin was leaving before the procession began, hitting and shoving people inside, including patients, and firing from the grounds of the medical centre; understands that a number of hospital medical staff were injured by the actions of the Israeli police, including Dr Mohammed Hmeidat, a doctor in the neo-natal intensive care unit, who reportedly suffered burns from a stun grenade used by the police; believes that the investigation into the events surrounding the incident should be thorough and fully transparent, especially given reports that data collected by the Israeli human rights NGO, Yesh Din, show that only 0.7% of complaints filed by Palestinians against soldiers lead to prosecutions, while 80% of cases are closed without a criminal investigation, and further believes that, in remembering Shireen Abu Aqila, it is important to uphold the long-standing protocol that protects journalists in war zones and their rights under the Geneva Conventions of 1949 that affords them immunity under international humanitarian law to report in areas of armed conflict.

<https://www.parliament.scot/chamber-and-committees/votes-and-motions/S6M-04473>

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Foreign Affairs

House of Commons Written Answer

International Ministerial Conference on Freedom of Religion or Belief

Afzal Khan (Labour) [4680] To ask the Secretary of State for Foreign, Commonwealth and Development Affairs, what her Department's objectives are for the upcoming Ministerial Conference on International Freedom of Religion or Belief.

Vicky Ford: The UK-hosted International Ministerial Conference on Freedom of Religion or Belief (FoRB) in July 2022 will drive forward international efforts to defend FoRB for all. Our objectives are: to raise awareness of FoRB issues; to use UK human rights experience and leadership to improve FoRB for all; to galvanise partner countries and stakeholders to work more closely together; to encourage collective action by partner countries and FoRB stakeholders; and to strengthen the voices and capacity of defenders of FoRB.

<https://questions-statements.parliament.uk/written-questions/detail/2022-05-18/4680>

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Relevant Legislation ** new or updated today

UK Parliament

Higher Education (Freedom of Speech) Bill

<https://bills.parliament.uk/bills/2862>

Online Safety Bill

<https://bills.parliament.uk/bills/3137>

**** Schools Bill**

<https://bills.parliament.uk/bills/3156>

Second Reading, House of Lords

[https://hansard.parliament.uk/lords/2022-05-23/debates/59D55295-1DAD-4401-938C-B28BDA85F01A/SchoolsBill\(HL\)](https://hansard.parliament.uk/lords/2022-05-23/debates/59D55295-1DAD-4401-938C-B28BDA85F01A/SchoolsBill(HL))

and

[https://hansard.parliament.uk/lords/2022-05-23/debates/967C6E80-B030-49CE-9878-2A64F7323296/SchoolsBill\(HL\)](https://hansard.parliament.uk/lords/2022-05-23/debates/967C6E80-B030-49CE-9878-2A64F7323296/SchoolsBill(HL))

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Consultations

** new or updated today

**** closes in 9 days**

Independent Review of Social Cohesion and Resilience (closing date 2 June 2022)

<https://www.gov.uk/government/consultations/independent-review-of-social-cohesion-and-resilience-call-for-evidence/independent-review-of-social-cohesion-and-resilience-call-for-evidence>

Public Participation at the Scottish Parliament (closing date 30 June 2022)

<https://yourviews.parliament.scot/cppp/participation-2022/>

TOP

The Scottish Council of Jewish Communities (SCoJeC) is Scottish Charitable Incorporated Organisation SC029438