

# Policies Due to Lapse 2019-20

This document lists the policies which are due to lapse in the 2019-2020 academic year. The Students' Association's Democracy Regulations state that policies shall be deemed to have lapsed after 4 years unless they are readopted by Student Council, or they are subsequently replaced, overturned or amended.

If any student wants to uphold any of these policies, **they must be submitted as a new motion** in the [usual way](#) by using the online form, where they will be debated in Student Council. If any motion is not resubmitted, it will automatically lapse.

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## Say No to Arms

### What we will do:

1. To mandate EUSA to lobby the University to stop providing a platform to arms companies on campus. This includes representation at careers fairs and other associated University events.
2. To not allow arms companies in EUSA venues including representation at careers fairs and other associated EUSA events.
3. To publish a statement outlining EUSA's position on all arms companies.

### Background to this:

1. EUSA already has several policies advocating divestment from arms companies (see Responsible Investment Campaign, Socially Responsible Investment and Ethical Investment).
2. EUSA and Edinburgh University People & Planet have campaigned on divestment for several years with successes including pushing the University to divest from Ultra Electronics, a company that makes drones, in 2013 and, more recently, pushing the University to announce that they do not and will not invest in 'controversial' arms companies including those which manufacture anti-personnel mines, biological weapons, chemical weapons, cluster weapons, depleted uranium ammunition, nuclear weapons and white phosphorous weapons.
3. EUSA has previously lobbied on this issue which saw a reduction in the number of arms companies being invited to the careers fair. 4. EUSA has previously condemned arms companies having a platform on campus and for many years has demonstrated against these companies (including BAE Systems, Babcock and Selex).

### Beliefs and motivating actions:

1. Companies involved in the manufacturing of armaments are not neutral actors; they fuel war and destruction across the globe by selling weapons to regimes with a record of human rights abuses.
2. BAE Systems, one of the largest arms companies in the world, has continually been given a platform by the University at careers fairs and other events. BAE's arms are sold indiscriminately around the world and their customers include some of the most repressive regimes such as Indonesia and Saudia Arabia. The company has military customers in over 100 countries and around 95% of its sales are military (SIPRI).
3. The University divested from Ultra Electronics due to their involvement in manufacturing parts for drones. It is thus hypocritical for them to continue to give a platform to other companies which produce parts for military drones ie BAE Systems who are in the process of developing the Taranis drone.

**This policy was passed by Student Council in October 2015.**

## Support feminist society campaign

### What we will do:

1. Encourage students to get involved in (and generally support and promote) the feminist society's 'I'm a feminist because...' campaign
2. Display the pictures around the union buildings for at least two weeks in the middle of semester

### Background to this:

1. We are a pro-feminist organisation that champions women's liberation
2. Talking about feminism and challenging the patriarchy is how we will achieve women's liberation.
3. The Feminist society are running a 'I'm a feminist because...' campaign exactly to challenge the negative connotations around the word and ideology and to show how important feminism still is

### Beliefs and motivating actions:

1. That lots of the student body are still afraid to call themselves a feminist and speak out against oppression
2. That there are many students who are naive as to why we still need feminism and the daily toils and traumas that the patriarchy and misogyny cause
3. That there are many students who are not fully aware of all the benefits that feminism has won them in life (and that these are far greater than the right to vote and the right to wear trousers)
4. That being presented with pictures of fellow students talking about why they need feminism will help challenge stereotypes and encourage more people to join the struggle or at least change their opinion
5. This campaign is a very easy way to get lots of people involved and reach lots of people
6. That this campaign has to only be part of EUSA's much broader work to fight for women's liberation

**This policy was passed by Student Council in October 2015.**

## Preventing Prevent

### What we will do:

1. To mandate EUSA to do everything legally possible to minimise the impact of the Prevent strategy upon students and to register students' objections to the strategy in the strongest possible terms.
2. To work with campus trade unions and the BME liberation group to combat the Prevent strategy.
3. To educate students on the dangers of the Counter Terrorism Security Act and the Prevent Strategy.
4. To lobby the University to be open and transparent about how they are engaging with Prevent and other similar initiatives, including: publishing how the policy is operating with the University and Students' Union, public access to materials used to train staff and students, and holding consultations with the student body about how this affects students.
5. Lobby the University to publicly oppose the Prevent agenda

### Background to this:

1. The government's Counter-Terrorism and Security Act 2015 places a statutory requirement on Universities to 'prevent people being drawn into terrorism' and to implement the 'Prevent' agenda.
2. The Prevent agenda, as part of the Government's 'anti-extremism' work, has been used to create an expansive surveillance architecture to spy on the public and to police dissent.
3. The counter-terrorism policy is fundamentally flawed in its approach – its definition of 'extremism' and 'radicalism' are broad and amorphous, leaving it open to abuse
4. The Government's counter-terrorism/security policy systematically targets people of Protected Characteristics, especially Muslims and ethnic minorities, by placing specific emphasis on "threats ... from terrorist organisations in Syria and Iraq and Al Qa'ida associated groups" and "Islamic extremist" as "the most significant" terrorist threat to the UK.
5. The Tell Mama project (Measuring anti-Muslim attacks) has reported a notable spike in attacks against Muslims from 734 during the 2 year period 2013 -14, to 548 reported incidents between March 2014 and February 2015 alone.
6. David Anderson QC, the UK's independent reviewer of terrorism legislation, has recently warned the government's counter-terrorism legislation risked alienating Muslims and could provoke a backlash in certain communities.
7. Under Prevent, lecturers have been known to report students as being 'at risk of radicalisation' for merely taking an interest in political affairs in class, or for observing their religion more closely, whilst politically active students have found themselves visited by counter-terrorism officers
8. The National Union of Students (NUS), NUS Scotland, and University and Colleges Union (UCU) have all passed motions at their conferences opposing the Act and Prevent.
9. The Act does not explicitly mandate student unions to comply with its guidance, but merely makes passing reference that student unions should have paid 'due regard' to its policies

### Beliefs and motivating actions:

1. The rise in anti-Muslim attacks points to a rise in Islamophobia which is state-sponsored and legitimised by the mainstream media and the government's counter-terrorism legislation which has been warned to risk alienating British Muslims.

1. 2.The government's identified 'warning signs' of "radicalisation" problematize and render suspect those with mental health difficulties.
2. The Act could serve to isolate many students who already feel that the only avenue through which the Government will engage them is 'anti-radicalisation' initiatives, resulting in further alienation and disaffection.
3. The Act discourages free expression and analysis of ideas through its requirement to vet speakers for 'extremism'
4. The implementation of the Prevent Strategy on campus will not only isolate Muslim students but undermine the civil liberties of other groups such as environmental, political and humanitarian activists

**This policy was passed by Student Council in October 2015.**

## EUSA to support People and Planet's "Divest the Rest" Campaign

### What we will do:

1. Support People and Planet's Divest the Rest campaign
2. Give space for us to display some posters with information about the campaign around campus
3. Hang up a banner outside the Potterrow office

### Background to this:

1. EUSA have always supported the ethical investment campaign in the past, and this year's VPS Urte ran on a platform supporting divestment from fossil fuels and arms.
2. The university is currently in the process of reviewing its ethical investment policy, so now is the time to be putting pressure on them to do the right thing.
3. This year Paris is hosting the COP21 climate talks, which again means this is a really important time for the campaign.

### Beliefs and motivating actions:

1. The significant wins of the campaign so far have been down to a strong voice from the student body. The university's fossil free working group was a response to a consultation which showed that student want ethical investment. The change of position to divest from coal and tar sands came from the overwhelming support of students of our occupation of Charles Stewart House.
2. There is still a lot we can do to raise awareness about ethical investment on campus, and reach out to people who might not otherwise be inclined to get involved with student activism, and having posters with information about the campaign is one way we can do this.
3. Having the official backing of EUSA for the Divest the Rest campaign would put the student body in a stronger position to have its voices heard around ethical investment.

**This policy was passed by Student Council in November 2015.**

## Supporting Disabled Students in Politics

### What we will do:

1. Join the One in Five Scotland Campaign and sign up to their charter
2. Encourage and support disabled students to get involved in student politics
3. Ensure that meetings are held in accessible locations and documents are available in accessible formats
4. Ask students about their individual needs and act on such information to ensure inclusion
5. Make sure organisational tasks for office bearers and representatives are well defined while remaining flexible enough for individual members to use their skills effectively
6. Increase awareness and understanding of issues affecting disabled people and strive to include and empower all members

### Background to this:

1. One in five people of working age in Scotland have a disability
2. The Scottish Conservatives, Scottish Greens, Scottish Liberal Democrats, Scottish Labour, Scottish National Party and Scottish Socialist Party have all signed up to the charter
3. NUS Scotland signed up to the charter on the 20th October 2015
4. Several of One in Five's ambassadors are current or former students at the University of Edinburgh/Edinburgh College of Art

### Beliefs and motivating actions:

1. A more diverse set of voices in politics enriches Scottish policy debate
2. Where people are excluded from political life, Scotland loses out as new ideas are not heard and skills are lost
3. EUSA has a strong history of disability activism and its motivations are entirely in line with those of One in Five

**This policy was passed by Student Council in November 2015.**

## Funding for the Accessible Edinburgh Campaign

### What we will do:

1. The Equal Opportunities and Liberation Convener with the Liberation and Section Groups approaches the Student Council for £200 (quote from EUSA marketing team) to fund this new campaign detailed below.
2. We will launch a campaign across the university about accessibility in all its different forms. The campaign is looking to capture student opinions on the matter during November and December.
3. The campaign will utilise social media, postcards and out-reach work to reach students and get their views on all forms of accessibility. The money requested would help build this part of the campaign to make it as engaging, thought provoking and usable as possible.
4. Raise awareness of the different barriers in university, physical or figurative, that hamper accessibility.
5. Compile the feedback into a set of objectives for the Liberation Groups and Section Groups next semester.

### Background to this:

1. The Liberation Groups and Section Groups, alongside Andy Peel and others interested in Liberation, have been meeting this semester at the EUSA Equal Opportunities and Liberation Forum, currently named Find Your Voice, and working towards cross-group campaigns.
2. The "Accessible Edinburgh" campaign is one example of this work and has developed into its current form; a social media campaign aimed at getting an insight into accessibility issues in our university community.
3. From the campaign a broad thematic insight into issues with accessibility in the University should be attained which will serve as the basis of future Semester Two campaigns for the separate groups but also jointly through the Equal Opp's Forum which is going through an on-going update process with the aim of making it as inconclusive as possible.

### Beliefs and motivating actions:

1. This campaign is aiming to build a broad overview of issues we need to tackle with regards to accessibility that can be taken forward into next semester providing one of the main focuses for the Equal Opp's Forum. The Equal Opp's Forum has been in the background in recent years but there is an aspiration that with this campaign the group can reinvent its image, shaking off the connotations of a 'Forum', and be a useful means for EUSA to listen to and work for different sections of the University community.

**This policy was passed by Student Council in November 2015.**

## You can't be what you can't see; implementing diversity in student spaces

### What we will do:

1. Relocate the portraits outside of the debating hall. There are 87 in total, 86 white men and one black man.
2. Replace with more recent images of EUSA sabbatical officers, guest speakers, or diverse role models.

### Background to this:

1. The presence of diverse role models and representation has a significant effect on peoples' confidence and sense of belonging. ([diversityrolemodels.org](http://diversityrolemodels.org))
2. A significant portion of the student body identifies as part of an oppressed group; the lack of representation is detrimental to their success.
3. Role models and female representation are essential to helping women succeed.
4. The current portraits are no longer relevant; they are at least three decades old.

### Beliefs and motivating actions:

1. Liberation groups, society awards, and election results take place in the debating hall.
2. A shrine to 87 men is not reflective of the diverse student population and the students who participate in these events.
3. The presence of numerous white men displayed in the entrance to the debating hall reiterates the feeling of isolation and under-representation of women and minority groups throughout the university.

**This policy was passed by Student Council in November 2015.**

## Oppose the cutting of maintenance grants; expand bursary provision

### What we will do:

1. Mandate EUSA to lobby and campaign for the University to maintain and further expand bursary provision to students especially for those who currently cannot access such support, for example, EU, international, mature and part-time students as well as those who do not receive enough funding from the UK government.
2. Oppose and campaign against the UK government's cutting of maintenance grants for RUK students.

### Background to this:

1. Many students struggle financially and do not receive adequate levels of financial support.
2. Whilst it is true that Edinburgh offers the most generous bursary package within the UK for those on the lowest household incomes, many students miss out because their household income is above the threshold yet they do not receive financial support from their families. LGBTQIA+ students are at particular risk for this. Furthermore, many mature, part-time, EU and international students do not receive additional funding (the latter of whom pay extremely high fees).
3. Edinburgh is an expensive city to live in especially in terms of housing. This is not taken into account in the funding process.
4. Many students work part time in order to fund their studies. This can have a detrimental impact on both their academic work and mental health and may also mean that they miss out on other extracurricular opportunities.

### Beliefs and motivating actions:

1. Free education is a right and not a privilege but education cannot be free without adequate support. ( see Grants Motion, Reaffirming our commitment to fighting for a free, fair and funded education, and RUK fees motion).
2. Each student should be able to study without the stress of financial burden and be able to take full advantage of extracurricular and academic opportunities.
3. The UK government should financially support all students by providing them with a living grant but, as this is not the case, Edinburgh University has a responsibility to give those in need extra financial support. This should include EU and international students as well as home students.
4. The UK government's cutting of maintenance grants is completely unjust and will mean that the poorest students will have the highest debt. This is simply a continuation of the UK government's general attack on higher and further education.

**This policy was passed by Student Council in November 2015.**

## Backing both the Make Renting Right and Living Rent campaigns

### What we will do:

1. EUSA will back both the Make Renting Right and the Living Rents campaigns.
2. Work to promote both these campaigns.

### Background to this:

1. With the Scottish election coming up and housing being an issue forefront both in the minds of the people and in the minds of the government, now is a good time to establish EUSA's strong commitment to these issues.
2. Housing is a massive issue for all students and it is important that we try and make the situation the best we can, partly through these campaigns.

### Beliefs and motivating actions:

1. The high cost and demand of Edinburgh flats is putting a strain on many students.
2. Backing these campaigns is an important step in promoting a better Edinburgh housing situation
3. All students should be able to afford to live and study in Edinburgh. The rising cost of rent is making higher education and living away from home increasingly unaffordable.

**This policy was passed by Student Council in November 2015.**

## Winning for Students at the Scottish Elections

### What we will do:

1. Mandate the sabbatical officers to lead a EUSA campaign to get all the parties to have universal living grants, rent controls and that only one doctor will be required to give consent for a woman to have an abortion in Scotland in their manifestos. for the 2016 Scottish elections.
2. This campaign will start immediately.
3. This campaign will utilise a range of tactics to achieve its aim- operating both within MSP surgeries and on the streets outside. Where politicians and political parties are not complying with our aims we will escalate our actions from letter writing, asking nicely and publicly shaming to stunts, demos and other such direct action.

### Background to this:

1. EUSA already has policy to support all of these three campaign asks and this method so it is clear these are issues which there is a mandate for and which the student body care about:
  - a. EUSA policy states that 'the high cost and demand of Edinburgh flats is putting a strain on many students and that all students should be able to afford to live and study in Edinburgh. They acknowledge that the rising cost of rent is making higher education and living away from home increasingly unaffordable.' Backing both the Make Renting Right and the Living Rent Campaigns
  - b. EUSA policy states that 'each student should be able to study without the stress of financial burden and be able to take full advantage of extracurricular and academic opportunities. The UK government should financially support all students by providing them with a living grant' Oppose the Cutting of Maintenance Grants; Expand Bursary Provision
  - c. EUSA policy states that they will "Support further demonstrations and direct action in the movement, including that called by the NUS or the National Campaign Against Fees and Cuts (NCAFC), until our demands [on universal living grants are met]." "That this funding should be public money in the form of grants, rather than private money in the form of loans." Reaffirming our commitment to fighting for a free, fair and funded education
  - d. EUSA policy states "That no one considering applying to university should be put off because of the fear of debt. That the fear of debt affects those from non-traditional backgrounds most. That all students should be provided with a living grant adequate to meet their needs whilst studying." Grants Motion
  - e. EUSA policy states: "Women should be the sole decision makers over their own bodies. It is not the place of the church or state to dictate otherwise. More women die when abortions are not free, safe and legal (The WHO calculated that an estimated 68,000 women die every year as a result, and millions more have complications, many permanent. Important causes of death include haemorrhage, infection, and poisoning.) The fight to defend abortion rights is one of the crucial front-lines of women's liberation struggles. Every woman has the right to choose what happens to her body, including whether she is to have a baby." Support a Woman's Right to Choose & Affiliate to Abortion Rights
2. It has recently been agreed that abortion legislation will be devolved to Scotland.
3. Currently abortion legislation states that abortions must be agreed by two doctors unless in an emergency.

4. STUC women have just launched a campaign calling for abortion legislation to be “urgently” updated to give women the right to have a termination with the consent of just one doctor.
5. Financial burdens often hit those from oppressed groups or already disadvantaged by society the hardest- LGBT+ students can be estranged from their parents for coming out and receive no financial help no matter how wealthy, the massive financial burden of caring responsibilities- and the stress of lack of funding can exacerbate mental health problems. Therefore it is clear that ensuring people have enough money to live off and that living is affordable should be a priority for EUSA.

#### Beliefs and motivating actions:

1. The Scottish elections in 2016 give us the opportunity to use this vision to shape the parliamentary agenda ahead.
2. The NUS Scotland campaign for the Scottish election is asking for FE entitlement but, as our policy state, a universal living grant would be far more beneficial than a bursary
3. That these campaign aims are too important to take no for an answer
4. Since abortion has recently been devolved some anti-abortion campaigners may try and have current legislation weakened. We need to ensure that this does not happen and that we see women’s rights strengthened.
5. By campaigning around access to abortion at the same time as STUC women we are much more likely to achieve our goal.

**This policy was passed by Student Council in December 2015.**

## Conflict Minerals

### What we will do:

1. Fully support the University's efforts to encourage procurement consortia who manage purchasing frameworks agreements to continue to improve their practices to eradicate conflict minerals, including recommending questions to be asked of suppliers in tenders
2. Raise awareness among students and staff regarding small-scale and personal purchases of goods that may contain conflict minerals
3. Encourage engagement on conflict minerals through teaching, projects, and events
4. In the instance of EUSA purchasing electronics from outside of a university purchasing agreement, to seek external verification of the company's efforts to combat conflict minerals (i.e. from company reports, external reports such as The Enough Project company rankings, and questions to company representatives where possible)
5. If making a purchase of electronics outside of the university's purchasing agreements, EUSA will preference - when possible within budget - companies with greater evidence of tracing, auditing, and certification of conflict minerals in their supply chain

### Background to this:

1. That the mining of tin, tantalum, gold, and tungsten is financing conflict in certain areas, particularly the Democratic Republic of the Congo, due to local military groups controlling mining operations
2. These minerals are collectively termed 'conflict minerals' by organisations working to end the human rights abuses and violence encouraged through the supply chain of minerals mined in these areas
3. That these groups are subjecting workers to grievous human rights abuses and using the profits from the sale of minerals to finance regional conflicts
4. That the civil unrest in Congo and surrounding regions has claimed up to six million lives
5. The Dodd-Frank Act (2010) requires all US companies to report on their sourcing and procurement practices for mineral supply chains
6. In May 2015, EU Parliament voted for mandatory monitoring and reporting for all EU importers sourcing in conflict areas. The legislation is currently the subject of negotiation between the EU Parliament, Commission and Council.
7. That the University will be bringing a policy to the next Social Responsibility and Sustainability Committee committing it to a) request evidence of pursuits to combat conflict minerals in new tenders for electronics b) request detailed progress updates on conflict minerals at quarterly supplier meetings during contract management stage; c) Encouraging procurement consortia which manage the framework agreements to continue to work to eradicate conflict minerals, including recommending questions to ask suppliers in tenders
8. No other universities have been found to have specific policies on conflict minerals, though student-led campaigns at St Andrews and Exeter have resulted in broad commitments to reducing conflict minerals in university procurement policy
9. That EUSA buys the majority of its electronics through the university's purchasing framework agreements

### Beliefs and motivating actions:

1. That organisations and companies should take responsibility for the social consequences of the products they purchase and produce

2. That the human rights abuses and civil war in the Congo and surrounding areas are tragically unnecessary and it is the responsibility of the international community to minimise resources fuelling the conflict
3. That the University and EUSA should do everything possible to minimise the purchasing of products containing conflict minerals
4. That the University is a significant stakeholder in the structures of sector-wide procurement consortia, and has the power to influence the contracts and suppliers used by many other universities and colleges in the UK through these consortia
5. That Edinburgh University should lead the Higher Education sector in implementing rigorous policy surrounding procurement and conflict minerals

**This policy was passed by Student Council in December 2015.**

## EUSA: Stop taking the piss

### What we will do:

1. Immediately re-designate all single occupancy bathroom and changing facilities as gender neutral.
2. Immediately re-designate two-thirds of EUSA venue toilets as gender neutral spaces without any additional modification. These toilets should be reasonably distributed throughout all EUSA buildings, and an equal or fewer number of women's toilets should be re-designated than men's. Single occupancy facilities are not counted towards the two-thirds.
3. Gender neutral toilets shall be clearly labelled and signposted, and absolutely must not use binary signage that would indicate "both men and women" which is exclusionary and offensive to those who are neither. Toilets should instead be labelled by their contents, e.g. "Stalls and Urinals", "Stalls Only", "Stalls, Showers and Changing Facilities" - or iconography with equivalent indications.
4. In venues where gendered or gender-neutral toilets are equipped with changing facilities, or condom or sanitary product dispensaries, such toilets should include both dispensaries. Re-equipping should be completed by the end of the academic year.
5. The sabbatical team must participate in an educational "Trans 101" event to educate themselves in appropriate terminology.
6. The sabbatical team, in consultation with the trans caucus, shall produce a campaign against gender policing and harassment in toilets. The sabbatical team shall engage in campaigning with the university to re-designate two-thirds of bathrooms as gender neutral throughout all of the university facilities, ensuring that every building has at least one.
7. The sabbatical team shall engage with the CSE and encourage them to provide gender neutral toilets, baby changing facilities and changing rooms.
8. Establish and publicise a strict zero tolerance policy on gendered harassment and "gender policing" in all bathrooms and changing facilities.
9. Accessible toilets are not an appropriate substitute for gender neutral facilities, but there must be gender neutral accessible facilities for disabled trans individuals.

### Background to this:

1. A survey conducted this year by the liberation group reports that 82% of trans & non-binary students & staff said the university lacks appropriate facilities.
2. Previous gender neutral toilets motions contain factual inaccuracies, offensive or unnecessary language, and inadequate mandates for change, and do not call for policy or campaigns to prevent the harassment that trans people continue to experience.
3. Trans people are regularly harassed in bathrooms for being perceived as being in the wrong space. Gender neutral toilets alleviate these difficulties.
4. In most buildings, non-binary students have nowhere that they are 'officially' permitted to use without misgendering themselves.
5. Because of the dispensaries located only in women's toilets, men and non-binary students who menstruate are required to misgender themselves and risk being outed in order to access those dispensaries.
6. Because of the dispensaries located only in men's toilets, women and non-binary students in need of condoms are required to misgender themselves and risk being outed, and it is further unreasonable and potentially unsafe for only men to have access to condoms.
7. Existing gender neutral toilet motions have specified that all gender neutral toilets have only stalls, and that these are full height. This requirement inherently leads to women's toilets

primarily being re-designated, or men's toilets requiring significant refurbishment which is both unnecessary and prohibitively expensive.

8. There are non-binary students and women who may wish to stand to urinate, and as such the requirement that gender neutral toilets contain no urinals leads to these students being disenfranchised, or forced to use men's facilities.
9. Women experience gendered harassment within the context of structural oppression (see previous motion "EUSA recognises structural oppression"), in a way that men simply do not. As such, women only spaces are essential to the wellbeing of women students, and bathrooms are often the only women-only spaces available. Thus, EUSA must continue to provide women-only spaces for self-defining women.

#### Beliefs and motivating actions:

1. Trans people are marginalised in all areas of society, and are entitled to spaces in which they can be confident they are safe and won't face harassment or discrimination.
2. Changing facilities are needed by parents of any gender.
3. Women are entitled to safe, self-defining spaces.
4. No spaces inherently need to be gendered other than spaces for self-defining marginalised groups.
5. Cisgender students will not be harmed by the presence of trans students, but trans students are often harmed by the ignorance or malice of cisgender students.
6. Harassment of trans and non-binary students must stop.
7. Provided that signage makes it clear what facilities are available in a given space, there is no reason that urinals cannot be designated gender neutral.
8. Changing signs and labels is of negligible expense

**This policy was passed by Student Council in December 2015.**

## Improve awareness of and access to Edinburgh Rape Crisis Centre

### What we will do:

The Student Council mandates EUSA to:

1. Endorse the aims and principles of the Equal Access Campaign in calling on Edinburgh University to:
  - i) waive or cover tuition fees for asylum seekers;
  - ii) establish bursaries to cover the basic living costs of asylum seeker students at the University;
  - iii) take adequate steps to make prospective asylum seekers aware of this opportunity.
2. Lobby the University to meet the aims of the Equal Access Campaign.
3. Pressure the University to present a transparent and accessible policy on this issue.

### Background to this:

1. Asylum seekers are given only £36.95 per week (£1921.40 per year) to live on. This is inadequate for funding a university education or meeting the costs of living in Edinburgh.
2. Asylum seekers are not permitted to choose where their accommodation is located - all asylum seekers in Scotland are accommodated in Glasgow - and given their limited funds this may render transport to Edinburgh inaccessible.
3. Asylum seekers are not able to work and are therefore not able to take on a part-time job to help support themselves as many other students do.
4. The University is growing rapidly and currently holds an endowment fund of £314 million, the third largest in the UK. It therefore has the capacity to meet these demands.
5. NUS is campaigning for SAAS to extend support to asylum seekers so the University may not necessarily have to provide funds on a long-term basis.
6. A petition set up by the Equal Access Campaign currently has 348 signatures.
7. The campaign is in association with the National Student Action for Refugees (STAR).
8. Urte Macikene, the EUSA Vice President of Services, supports the campaign.

### Beliefs and motivating actions:

1. We believe education should be accessible to all regardless of background.
2. Asylum seekers are financially hindered from entering Higher Education and therefore should be entitled to support.
3. It is incumbent on Edinburgh University to provide the support required to make itself accessible.

**This policy was passed by Student Council in March 2016.**

## For EUSA to support the junior doctors strike

### What we will do:

1. Publicise junior doctor strike days (12th Jan, 26-28th Jan, 10th Feb)
2. Support for Edinburgh students and junior doctors taking part in actions to support the strike
3. Lobby the UK government and health secretary to agree to a fair and safe junior doctor contract, as advised by the BMA

### Background to this:

1. Junior doctors were balloted on industrial action in the beginning of November 2015, and 98% voted in support of industrial action
2. The strikes due to take place in December were postponed due to the government agreeing to renegotiate.
3. These have been going on throughout December, however it was clear by the 4th of January that the government were not prepared to meet the BMA's positions on key areas including robust working hours limits, plain time limits, and the continued threat of contract imposition.
4. For this reason the BMA in England has activated its unprecedented mandate to commence industrial action.
5. The BMA are concerned that the new contract does not provide adequate safeguards on working long hours, it penalises those who work unsociable hours and presents a significant threat to patient safety (<http://www.bma.org.uk/news-views-analysis/news/tag/industrial-action>)
6. Many medical students across the UK will be directly affected by the implications of this new contract if they intend to work outside of Scotland (which is highly likely)

### Beliefs and motivating actions:

1. EUSA believes that junior doctor's and medical students should be safeguarded from working extensively long and unsafe working hours
2. EUSA support the BMA that believes the new contract will detrimentally affect patient care.
3. EUSA supports the BMA who believe that junior doctor's should be paid fairly for working unsocial hours
4. EUSA supports NHS Scotland who have refused to impose the new junior doctor contract

**This policy was passed by Student Council in January 2016.**

## Improve University support for student parents

### What we will do:

Mandate EUSA, through Sabbatical Officers, to lobby the University to:

1. Adopt a uniform, consistent and supportive approach to the provision of child friendly facilities across all 22 schools. This includes, baby changing facilities, a room that can be designated for breast feeding, breast milk storage and heating facilities and alternative child-friendly study space to the library.
2. Provide an effective point of contact for student parents, either within schools or centrally within the University to address problems and provide more effective support.
3. Provide genuinely affordable childcare and part-time/flexible hours at Arcadia Nursery, with priority for Edinburgh University Students and Staff.
4. Allow student parents to use the library as normal students, without restricting their entry to 30 minutes.
5. Allow Edinburgh University students AND their partner to access to the King's Shuttle to take the child to Arcadia Nursery.
6. Register, in the strongest terms possible, student parent's dissatisfaction with the lack of help and support given to them by the University.

### Background to this:

1. Student parents are consistently passed around various members of University staff because there is a complete lack of coordination and coherence in their approach to student parenting.
2. Current library policy dictates that student parents and their children are only allowed to be in the library for 30 minutes.
3. Relocating Arcadia Nursery from the Central campus to Kings Buildings incurred increased transport costs for some student parents.

### Beliefs and motivating actions:

1. The Vet School provides excellent child friendly spaces for baby changing, breast feeding and to store and heat breast milk. This should be provided by all schools; no student should face greater difficulties because of the subject they are studying.

**This policy was passed by Student Council in February 2016.**

## Oppose the Ban on Boycotts

### What we will do:

1. The government will soon be bringing in a law that will ban public bodies, such as local councils, universities, or student unions/associations from boycotting “unethical” companies. This will ensure that institutions in receipt of public funds will no longer be able to actively refuse to buy goods and services from companies involved in fossil fuels, the arms trade, tobacco products and Israeli settlements in the occupied West Bank. This will be implemented to public bodies that receive from funding from UK government and have headquarters based in England. EUSA should actively oppose any legislation that limits these rights of public bodies to withdraw investments on ethical or human rights grounds, and continue in their pursuit of ethical investment and avoiding to buy goods from unethically invested companies where possible.
2. EUSA should also actively support any campaigns that are to be started opposing these new legislations as well as strive to make students aware of the implications this law could have on public bodies, including EUSA. Many campaigns that would be opposed by this law have been very successful in the past, for example the Divestment Campaign, and so should be supported further by EUSA.

### Background to this:

1. The government plan to be put forward will mandate that all contracting authorities with centralised UK funding, including universities which receive most of their funding from the Government, will no longer maintain the freedom to make ethical decisions about whom they purchase their goods and services from, with the threat of “severe penalties” to those that refuse to comply.
2. Many products (as noted by the Boycotts, Divestment and Sanctions (BDS) movement’s website) as well as most companies with large sums of money involved in fossil fuels and arms that EUSA actively oppose will soon be protected by this government ban due to their involvement in the previously stated affiliations.

### Beliefs and motivating actions:

1. EUSA policy states a belief that the University should adopt an ethical investment policy as it ‘offends and undermines our human morality’ to do otherwise. It is therefore logical that EUSA should oppose any government mandate that refuses to let contracted authorities choose their own ethical investment policy with the companies they purchase goods from.
2. We believe in the right of students to make EUSA policy and to elect representatives able to make ethical decisions that are free from central political control of the government.
3. Critics have compared the move to a “gross attack on democratic freedoms”. This undermining of democracy is bigger than any single issue (like climate change or Israeli occupation) but rather is a fundamental attempt to limit our agency in choosing to run public bodies in a way accountable to those they represent. If we do not fight this legislation, we risk losing our voice entirely.

**This policy was passed by Student Council in February 2016.**

## Student Carers

### What we will do:

1. To approach the university about implementing a tick box on EUCLID for those who “are currently or have ever taken care of a friend or family member, on an unpaid basis, who has a mental or physical illness, disability or addiction”.
2. To approach the university Widening Access/Participation team and ask them to consider student carers outside of Edinburgh in addition to those within Edinburgh currently recognised through the LEAPS programme.
3. For the Students’ Union Welfare Officer to work in collaboration with NUS Scotland, local carer’s charities and the carers trust ‘going higher’ campaign as well as Carers Trust Scotland and add their support to their campaign.
4. To work alongside the Widening Access/Participation team to evaluate relevant policies and modify them as required to better support student carers.
5. To formally include carers’ needs in the training of student support coordinators and eventually also personal tutors.
6. To establish a carers’ fund through development and alumni.
7. To encourage the university to access currently available government funds to support carers in higher education.
8. Encourage awareness in student and staff bodies through poster campaigns and events during welcome week.

### Background to this:

1. That a lack of statistics on the number of student carers at the University of Edinburgh is inhibiting progress.
2. In light of a lack of centralised academic support policies, the greatest awareness in the staff body has so far been raised through student support coordinators.
3. That informal peer support programmes have been beneficial to a small number of carers, however many carers remain unacknowledged.
4. There is a general lack of understanding of who carers are and the challenges they face amongst academic staff, students and general staff at the university.
5. Widening participation acknowledges and provides some support to young adult carers in Edinburgh only through the LEAPS programme.
6. The current Carers Bills of both Scotland and England do not acknowledge carers in Higher Education.
7. A young adult carer is anyone aged 14-25 who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction, cannot cope without their support.
8. That student carers are a hidden group within university.
9. It is very likely that there are student carers within this university. There are approximately 375,000 young adult carers in the UK and 30,000 in Scotland.
10. Research has shown that student carers experience additional challenges at university.
11. Research has also found that half the days young adult carers spent at college or university were affected because of caring. This could be coming in late, leaving early or absence for the whole day.
12. Young adult carers are four times more likely to drop out of college or university than their peers.
13. 42% had paid employment alongside time spent in education and caring to support them in their studies, suggesting they are having financial difficulties.

14. There is no duty for universities to identify the numbers of student carers at their university, which needs to change in order to provide these students with the support they need.
15. Currently, there is no requirement for universities to offer tailored support to young adult carers at their university.
16. There is no requirement for universities to report on the progress of student carers, increasing the risk of them dropping out.
17. There are also an unknown number of Adult Carers in undergraduate and post-graduate programmes.

#### Beliefs and motivating actions:

1. That no student at this university should feel that they are unable to complete their course to the best of their ability because of an intermittent, past, full- or part-time caring role.
2. That carers of all ages should not feel at a disadvantage academically, socially or financially at this university because of their caring role.
3. That this Students' Union and university should provide support to student carers to enable them to succeed.

**This policy was passed by Student Council in March 2016.**

## Learning Profiles aren't Decorative

### What we will do:

1. Liaise with the university to implement a system that ensures Personal Tutors and Course Organisers check off and sign that they have read each individual adjustment in their student's learning profile, similar to how students have to check off a list of no plagiarism policies before accessing their courses on Learn.
2. Liaise with the university to ensure each school has a support officer dedicated to ensuring that learning arrangements are being implemented in the school and in individual courses that students with amended learning profiles are enrolled in.
3. This will be put in place by September 2016 with required follow up by the VPAA and information on it must be included in their first report to Student Council.
4. That EUSA hold a policy of no confidence in the university until all student learning adjustments are met.

### Background to this:

1. Learning profiles and adjustments are there to ensure that students can access their courses without impediment.
2. Advisors in the Student Disability Service create Learning Profiles that are supposed to be implemented at all levels.
3. The University chronically fails to uphold and implement agreed learning adjustments, as noted in the Student Disability Service's annual reports.

### Beliefs and motivating actions:

1. If learning profiles aren't followed or respected, then a student's contract with the university has been broken, and the university has failed in its duty of care.
2. Students should be able to access and complete their courses without impediment, which is brought about by the university and the institutionally ableist society it nurtures.

**This policy was passed by Student Council in March 2016.**

## A 24/7 Main Library

### What we will do:

1. For the EUSA Sabbatical Officers to lobby the University to open part of the Main Library to be open 24 hours a day, 7 days a week, in time for the next academic year (September 2016).
2. For the EUSA President to write a letter on behalf of the Students' Association to the Head of Information Services and the Head of Estates, declaring support for this.
3. This includes ensuring the Main Library is properly resourced with extra staffing and support costs.
4. To push for a 24/7 Main Library to be included in the University's current 'Central Area Building Opening Hours' review, which is set to be concluded by June.
5. For the 24/7 access to be reviewed a year after implementation, to ensure that the study space that is open to students, through the night, is proportionate to the numbers of students that want to use it.

### Background to this:

1. The University is currently reviewing the possibility of 24/7 access to the Main Library as part of its 'Central Area Building Open Hours' review, which both the EUSA President and Vice President Services attend.
2. There have been calls from senior University figures within this review group to open parts of the Main Library for 24 hours, to ensure a safe, secure and effective study space for students who are working through the night.
3. So far, proposals for a 24 hour Main Library do not include opening the whole space, which is seen as excessive. Instead it is much more likely that the first 3 floors will be open rather than all 5.
4. Data from the review group showed that hundreds of students go in and out of University buildings between the hours of 3am and 7am, Monday to Friday. It was felt that it was important for students to have the option of a safe and secure Main Library to study in.
5. EUSA Sabbatical Officers have been elected by students on manifestos that included demands for a 24 hour Library, including Mike Williamson, former EUSA Vice President Academic Affairs (2011/12) and Vice President Societies and Activities-elect Jessica Husbands.
6. A 24/7 Main Library is quite common in the UK. Roughly 1/4 of universities across the UK have 24 hour libraries, including Russell Group university's like the University of Sheffield.
7. There is no evidence, from other Students' Unions or Universities that have introduced 24 hour Library access, that this causes a negative impact on student welfare.

### Beliefs and motivating actions:

1. That students need the option of a safe, secure and effective Main Library if they are studying during the night.
2. That, whilst studying through the night is not necessarily encouraged for welfare reasons, it is sometimes necessary for students to do so during their academic lives.
3. That the Main Library is a safe and secure place for students to study.
4. That many students study in different ways and some would, on occasion, choose to work late at night.

**This policy was passed by Student Council in March 2016.**

## Accessibility at Student Council

### What we will do:

1. To provide water at every Student Council without exception.
2. To aim for an access break target of at least 5 minutes per hour of student council, which may be condensed into a single break as required – so a 2 hour meeting would have at least a 10 minute intermission in the middle.
3. To provide whenever practically possible, sufficient facilities for making tea and coffee during meetings as well as other refreshments like food or snacks.
4. To be mandated to provide such refreshments for meetings predicted to last over an hour and a half in length.

### Background to this:

1. Student Council meetings can go on for many hours, which is unavoidable but the effects of such long meetings can certainly be mitigated.
2. Due to the timings of council, the meetings interrupt evening meal schedules and can often follow directly after lectures or tutorials – no-one should be forced to choose between exercising their democratic rights or being able to eat before 8 or 9pm at the end of council.
3. That whilst access breaks are welcome, they are frequently made pointless by having to run and fetch water leaving no time to rest, which defeats the purpose of taking a break.

### Beliefs and motivating actions:

1. If Student Council is supposed to be as representative as possible, it should be as accessible as possible, so that it may be attended by the highest number of people.
2. Students with access requirements are most likely to be disenfranchised by the lack of measures to facilitate their attendance.
3. The cost implications of providing refreshments at council (only monthly, several times a year) will be minimal. Any costs involved should be accepted as necessary to make council more accessible.

**This policy was passed by Student Council in March 2016.**

## EUSA to endorse a remain vote in the EU Referendum

### What we will do:

1. Officially advocating for a Remain vote in the upcoming referendum, whilst maintaining respect for the minority of students who are opposed to EU Membership.
2. To partner with, endorse and support Edinburgh's Students for Europe campaign for the UK to stay in the EU for the run-up to the national referendum on Britain's EU membership on 23 June 2016.
3. To mandate the sabbs to publicly issue a statement, on behalf of Edinburgh University Students' Association, supporting the United Kingdom's continued membership in the European Union.
4. To organise voter registration events and outreach encouraging students to register to vote and vote in the EU referendum.
5. To participate in any NUS actions or campaigns to stay in the EU.
6. Try to maintain a positive campaign that focuses not only on the drawbacks of leaving, but the benefits of remaining inside the European Union.

### Background to this:

1. The UK government is going to hold a referendum on whether or not the UK should remain a member of the European Union. This referendum will take place on the 23. June 2016.
2. Universities UK, the organisation representing the UK's universities and to which the Edinburgh is a member of, has not only joined the national campaign to keep UK in the EU2, but also launched the Universities for Europe campaign.
3. European Movement UK, Young European Movement UK and the Britain Stronger In Europe campaign set up the Students 4 Europe campaign. The Edinburgh arm of the campaign is being run by Young European Movement Edinburgh and is supported by Scotland Stronger In Europe.
4. 12.6 % of students in 2016-2017 at the University of Edinburgh are from other EU member states.[1]
5. In 2011-2012, EU students' spending generated £2.27 billion for the UK economy and 19,000 British jobs in local communities.[2]
6. If the UK leaves the EU, UK universities would lose access to the €80 billion endowed Horizon-2020 research funding schemes.[3]
7. The UK directly benefits from £1.2 billion annually in European research funding and is the largest beneficiary of EU research funds to universities"[4]
8. EU legislation dictates EU students pay the same tuition fees and can apply for the same tuition support as home students. EUSA has various policies supporting free education, such as 'Reaffirming our commitment to free, fair and funded education'[5].
9. In 2013/14, there were 125,300 EU students at UK universities[6]
10. The 24 Russell Group universities receive £400 million/year in EU research funds, 11% of their research income.[7]

### Beliefs and motivating actions:

1. That the UK's continued membership of the European Union is in the best interests of the University of Edinburgh and its students.
2. Students and academics from other countries enrich the academic experience and campus life of home UK students.

3. Border controls and visa conditions imposed upon non-EU students are discriminatory and harmful to students and the free movement of people within the EU greatly benefits the student experience.
4. The European Union is not a perfect institution, and some of its policies and decisions run against the values of Edinburgh University Students' Association's values. However, by remaining in, we can influence decision making for the better and unite with progressive forces all over Europe to inspire positive change.
5. Whilst most students are pro-EU, a minority are anti-EU and their opinions should still be respected.
6. EUSA and other student unions across the UK should be a strong and positive voice for EU membership throughout the campaign leading up to the EU referendum.
7. In the context of UK budgetary constraints, EU research funding represents an increasingly crucial source of research income for UK universities. Ensuring that UK students and researchers can still benefit from this funding is of vital importance.
8. Studying and working abroad through the Erasmus programme enables students to learn in diverse ways, become more internationally minded and more employable in today's increasingly competitive and international employment market.
9. Without the Erasmus grants which UK students receive through the EU when going to study or work abroad as part of their course, many students would not be able to afford studying abroad.
10. That education is public good, and that education should be free and tuition support provided for the broadest demographic of students.

[1] <http://www.docs.sasg.ed.ac.uk/gasp/factsheet/StudentFactsheet310116.pdf>

[2] [http://www.universitiesforeurope.com/articles/Pages/default.aspx#.VurX\\_-KLSUK](http://www.universitiesforeurope.com/articles/Pages/default.aspx#.VurX_-KLSUK)

[3] <https://ec.europa.eu/programmes/horizon2020/en/what-horizon-2020>

[4] Universities UK (2014):

[www.universitiesuk.ac.uk/highereducation/Pages/OpenletterinTimesonEUmembership.aspx#.Vle4PNjhB5S](http://www.universitiesuk.ac.uk/highereducation/Pages/OpenletterinTimesonEUmembership.aspx#.Vle4PNjhB5S)

[5] <https://www.eusa.ed.ac.uk/eusapolicy/external/freefair/>

[6] <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7213#fullreport>

[7] <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7213#fullreport>

**This policy was passed by Student Council in March 2016.**

## Boycott, Divest and Sanction

*IMPORTANT UPDATE: This motion expresses the opinion of those students present at the Student Council meeting. The Students' Association Trustee Board (which includes a number of student representatives and is chaired by one of our student Sabbatical Officers) subsequently concluded that the motion as it was submitted could not legally be implemented by the Students' Association on the basis of charities legislation. As such, no aspects of this policy have been implemented.*

### What we will do:

1. Ensure EUSA follows and enacts the Boycott, Divestment and Sanctions (BDS) campaign. To boycott is to target products, companies and institutions that profit from or are implicated in, the violation of Palestinian rights.
2. To divest is to target corporations complicit in the violation of Palestinian human rights, as enshrined in the Geneva Convention, and ensure that investments or pension funds are not used to finance such companies.
3. To call for sanctions is to ask the global community to recognise Israel's violations of international law and to act accordingly as they do to other member states of the United Nations.
4. Ensure that products sold by EUSA are not grown or produced within occupied Palestinian territories and that services are not provided by companies which are complicit in the occupation of Palestinian land, the blockade of Gaza, the apartheid system within the declared state of Israel and ongoing Israeli state violence, human rights abuses and violations of international law.
5. Support the call from Palestinian civil society of an academic boycott of Israeli academic institutions, which are implicated in the perpetuation of Israeli occupation
6. Resist any action that gives political or economic support to violations of international law by the State of Israel and complicit companies.
7. Endorse the global Boycott, Divestment and Sanctions (BDS) movement against the State of Israel until such time as it ends the occupation, complies with international law, recognises the fundamental rights of Palestinian citizens of Israel to full equality and respects the Palestinian Right of Return as stipulated in the United Nations General Assembly Resolution #194. [<http://bdsmovement.net/call>]
8. Mandate the sabbatical officers to write a statement regarding our commitment to BDS to be publicised and permanently displayed on EUSA's website in an area accessible to students and the public.
9. Mandate sabbatical officers to work with the Black and Minority Ethnic liberation group, as well as Edinburgh University Students for Justice in Palestine to lobby and campaign for the university to also commit to BDS, to organise meetings with and to advocate for BDS within the Policy and Resources Committee and other relevant committees and members of university staff.

### Background to this:

1. Israel has launched multiple military offences against the Gaza Strip, the most serious of the recent assaults began in June 2014 which saw the massacre of over 2000 Palestinians, the destruction of homes, hospitals, schools, universities and municipal buildings.
2. Israel also carries out military offences in the West Bank and East Jerusalem. Amnesty International notes that the Israeli army uses excessive force which leads to the deaths of dozens of Palestinian civilians.

3. The State of Israel is responsible for widespread and ongoing human rights abuses; including the destruction of homes, theft of land and water resources, arbitrary imprisonment without trial, torture of prisoners and systematic segregation.
4. The actions of the State of Israel are in violation of international law, including the Fourth Geneva Convention, the Universal Declaration of Human Rights and the Charter of the United Nations.
5. The construction of the Apartheid Segregation Wall and the construction and expansion of Jewish-only Israeli settlements on occupied Palestinian land has been deemed illegal by the International Court of Justice (ICJ), the UN Security Council (Resolution 242) and the UK Government. The wall causes the forcible separation of Palestinian communities from one another and the annexation of additional Palestinian land as well as creating further barriers to movement, impeding access to education, hospitals and resources.
6. Israeli academic institutions and personnel have been extensively involved for nearly 40 years in their country's destruction of Palestinian educational endeavors (and thus Palestinian academic freedom) within the Occupied Territories
7. Nelson Mandela noted that the Israeli occupation of Palestine reflects the apartheid government of South Africa through its daily breaches of human rights and international law.
8. The South African Apartheid System was brought to an end- in part- by the international pressures placed on the state through the boycott, divestment and sanctions movement.
9. In 2005, Palestinian civil society organisations called for a campaign of Boycott, Divestment and Sanctions (BDS) against the state of Israel until it complies with international law. At the time this call was endorsed by 171 Palestinian civil society organisations including Trade Unions, (eg. the General Palestinian Federation of Trade Unions and the General Union of Palestinian Teachers); advocacy organisations such as the General Union of Palestinian Women and the General Union of Disabled Palestinians; human rights groups such as Addameer, cultural centres student associations and groups.
10. EUSA has existing policy in support of Palestinian Human Rights including commitment to support the international weeks of action Right2Education and Israeli Apartheid Week; EUSA also supports divestment from companies which are complicit in Israeli occupation, apartheid and human rights abuses (see Support of Divestment in Companies Complicit in Israeli Occupation).

#### Beliefs and motivating actions:

1. As students, as a responsible and democratic institution and as members of civil society, we have a responsibility to stand against racism and all oppression wherever and whenever it takes place.
2. Human Rights are universal and should be acknowledged and adhered to by all states and businesses.
3. International Law should be acknowledged and adhered to by all states and businesses.
4. Oppressed groups have the right to define their means of liberation and our means of solidarity, Palestinian Civil Society has called for BDS as a means of solidarity, therefore it is our responsibility to adhere to that. "We know too well that our freedom is incomplete without the freedom of the Palestinians."- Nelson Mandela.

**This policy was passed by Student Council in March 2016.**

## Divest Please...

### What we will do:

1. Mandate EUSA to release a statement which publicly condemns the University of Edinburgh's continued failure to fully divest from fossil fuels and arms companies, here defined as all companies which derive at least 5% of their profits from fossil fuel extraction or armaments manufacture.
2. Mandate EUSA to call for the University of Edinburgh to make a public statement indicating from which investments they have divested as a result of their recent changes in investment policy
3. Mandate EUSA to send out a press release emphasising its opposition to the University of Edinburgh's continued investment in fossil fuels and arms companies.
4. Mandate the incoming sabbatical officers to lobby and campaign for the University of Edinburgh to divest from fossil fuels and arms companies.
5. Mandate the incoming sabbatical officers to lobby and campaign for the University of Edinburgh to establish a EUSA-elected position for a student representative to sit on the University of Edinburgh's investment committee.
6. Mandate EUSA to continue to support People & Planet's long-standing divestment campaign.

### Background to this:

1. Despite campaigning from students for five years now, the University of Edinburgh has failed to fully divest from all fossil fuels and arms companies. On multiple occasions, the student body has shown that it cares deeply about these issues by the various petitions and action cards People and Planet have presented to the university, including one signed by over 1,300 people.
2. Many other universities and institutions have already divested entirely from all fossil fuels and arms companies. This list includes Glasgow University, UAL and Oxford Brookes University, as well as others across the world, and as a 'socially responsible' university, Edinburgh should follow in their footsteps.
3. This motion recognises the progress that the university has made so far in divesting from fossil fuel and arms companies came about through lobbying and campaigning by students and staff. These steps were only taken after this pressure by EUSA and so it is only through further campaigning and pushing the University can these goals be achieved.
4. EUSA has numerous policies on this issue - see For EUSA to support People and Planet's 'Divest the Rest' campaign, Responsible Investment Campaign, Socially Responsible Investment, The University's Unethical Investment Policy and Ethical Investment. Furthermore, various sabbatical officers have also campaigned heavily on this issue.

### Beliefs and motivating actions:

1. The University of Edinburgh should implement a mechanism for considering students' views on investment policies.
2. That by investing in fossil fuels the University of Edinburgh is complicit in supporting an industry which perpetuates climate change, and by extension is complicit in the social injustices climate change causes.
3. That the University of Edinburgh should use its public profile to make a socially responsible and ethical impact on the world.

**This policy was passed by Student Council in March 2016.**

## Fund the Student Counselling Service

### What we will do:

1. Mandate EUSA to ensure correct and clearly signposted information about the Edinburgh Rape Crisis Centre (ERCC) in Freshers pack, by:
  - a) Ensuring that the ERCC is on any list of service providers and a flyer for ERCC is in the information pack all Freshers receive
  - b) Ensuring that the correct information is given in the Freshers Survival Guide and other lists about the services that the ERCC provides and ensuring that it is made clear that the ERCC provides support for women and members of the trans community who have experienced sexual violence, sexual harassment and rape
2. Mandate EUSA to ensure that physical copies of the ERCC's survivor's booklet are easily accessible to students on all campuses (notably the Advice Place and Counselling Service) by:
  - a) Ordering copies of this booklet from the ERCC to be received before the start of Freshers Week 2016
  - b) Ensuring that these booklets are available on all campuses at all times
  - c) Fully promoting the availability of this resource to all students and staff, e.g. via online communication
3. Mandate the Sabbatical Officers to lobby the University to update the Dignity and Respect Policy to make explicit reference to 'Sexual harassment' in:
  - a) Paragraph 1.2: in the following section: "... inappropriate behaviour, including any form of discrimination, harassment and bullying is handled appropriately."
  - b) Paragraph 2: in the following section: "... elimination of discrimination; harassment and victimisation..."
  - c) Paragraph 5: in the following section: "Potential breaches of this policy can include, but are not limited to: • Harassment • Bullying • Discrimination • Inappropriate remarks or behaviour"
4. Mandate the Sabbatical Officers to lobby the University to introduce a Zero Tolerance Policy on sexual harassment and sexual violence, along the lines of the current EUSA Zero Tolerance Policy.

### Background to this:

1. In October 2015, NUS published the results of a lad culture and sexism survey, showing that almost one in five students was sexually harassed during the first week of university. Despite this, more than sixty per cent of Freshers were unaware of the reporting procedures at their institution. The "national crisis" of sexual violence at universities and the lack of information and support available to survivors highlight how important it is for universities to address the "prolific" problem of sexual harassment on campuses.
2. NUS has characterised universities as "systematically flawed" with regard to reporting systems, disciplinary procedures and survivor support, and concluded that many students don't know where to seek support from. Following Equalise and other recent campaigns and fundraising on campus around the issue of sexual assault/rape, ERCC has received increased referrals to their service of people aged 18-25 in Edinburgh in the past year. It is important that the University and EUSA commit to further raising awareness of the ERCC and of the support that it provides.
3. The ERCC, like many charities, has issues with the insecurity and short-term nature of their funding streams, and has to make up for shortfalls with unreliable and inconsistent donations, which of course is an additional obstacle to the delivery of its vital services. The organisation is largely staffed by part-time employees and volunteers and it does not have

sufficient staff or financial resources to carry out outreach work with the universities that are based in Edinburgh, in order to provide the information and resources that are critical in facilitating access to its services. The University of Edinburgh and EUSA have a responsibility to students and should resolve this by approaching the ERCC and facilitating its awareness-raising by funding the printing of informative materials for distribution on campus.

4. EUSA passed the “End Rape Culture and Lad Banter on Campus” motion, which mandates it to support groups who campaign against sexual harassment and rape culture. It also passed the motion “Support Edinburgh Women's Rape and Sexual Abuse Centre” which provides precedent for collaboration and mutual support between EUSA and ERCC (formerly EWRASAC).

#### Beliefs and motivating actions:

1. This motion believes that students and staff have a fundamental right to live, study and work free from sexual harassment and sexual violence and that EUSA and the University have a responsibility to promote this and actively work to end sexual violence on campus.
2. This motion believes that EUSA and the University have responsibility beyond taking action to combat sexual violence on campus by introducing a zero tolerance policy and including sexual harassment in the Dignity and Respect Policy. This responsibility includes facilitating easy access to resources (such as the ERCC survivor’s booklet) and support services (such as the ERCC) for all students across all campuses.
3. This motion believes that the ERCC survivor’s booklet is an invaluable resource for survivors as well as for partners, friends, family members, teachers, tutors, colleagues and so on of survivors which would provide essential information for all students and staff.

**This policy was passed by Student Council in March 2016.**

## Improve awareness of and access to Edinburgh Rape Crisis Centre

### What we will do:

1. EUSA will lobby the University to increase funding to the Student Counselling Service, pushing for additional counsellors and space in order to improve the support offered to students.
2. EUSA will support the campaign and petition “Edinburgh University: Fund the Student Counselling Service”, and use its own resources and social media presence to promote this.

### Background to this:

1. Over the last year, the University’s Student Counselling Service has seen a 45% increase in demand, with waiting times currently at around 7 weeks.
2. To cope with increased demand, the number of counselling sessions offered to students has been reduced from 6 to 4, with an exception for students considered to be “at risk”, who will continue to receive up to 6 sessions.
3. As a result, students whose mental health is suffering cannot access the help they need at the time they need it, often reaching the point of crisis before counselling is available.
4. Nationally, waiting times for NHS mental health services are in excess of the 18 week target set by the Scottish Government, meaning students are often unable to access other forms of counselling for several months.
5. University study has the potential to affect students’ mental health, with a report by the Higher Education Funding Council for England\* (HEFCE) citing “increased academic and financial pressures which lead to more mental health issues emerging during the time at university.”

### Beliefs and motivating actions:

1. Resources for the Counselling Service currently fall far short of what is necessary; a waiting time of 7 weeks and a cap at 4 sessions are not good enough.
2. The University must take responsibility for the welfare of its students; a fully resourced Counselling Service is essential to ensure students are supported while they study.
3. Students should not have to wait weeks in crisis before they are able to access help; students must be able to access the Counselling Service if and when they need to

**This policy was passed by Student Council in March 2016.**