

[Press release: Foreign Secretary statement on the release of journalists in Myanmar](#)

Following my raising of the issue with State Councillor Aung San Suu Kyi last September, I strongly welcome the pardoning of the two Reuters journalists, Wa Lone and Kyaw Soe Oo. This is an important decision made by the civilian government in Burma and demonstrates their desire to redress a miscarriage of justice and uphold the rule of law.

It has been a long-standing priority for the UK to support the journalists' release and underlines what is possible when countries focus on media freedom as a key international priority. Today our thoughts are with these two brave men, now able to be reunited with their families after being separated from them for so long. The United Kingdom stands ready to offer further support to the Burmese civilian government to improve the rule of law in the country.

[Press release: Foreign Secretary statement on the release of journalists in Myanmar](#)

The Foreign Secretary Jeremy Hunt has commented on the announcement by Myanmar President Win Myint of a pardon for the two Reuters journalists Wa Lone and Kyaw Soe Oo

[News story: Edward Timpson publishes landmark exclusions review](#)

Schools will be made accountable for the pupils they exclude and there will be a clampdown on off-rolling, as part of Government measures taken in response to the Timpson Review of exclusions.

The review, published today (7 May), makes 30 recommendations to Government as it highlights variation in exclusions practice across different schools,

local authorities and certain groups of children. The report concludes that while there is no optimal number of exclusions, there needs to be action to ensure permanent exclusions are only used as a last resort, where nothing else will do.

Analysis shows 85% of all mainstream schools not expelling a single child in 2016/17, but 0.2% of schools having expelled more than ten pupils in the same year.

Vulnerable groups of children are more likely to be excluded, with 78% of permanent exclusions issued to children who had special educational needs (SEN), or classified as in need or eligible for free school meals. Certain ethnic groups, including Bangladeshi and Indian pupils, have lower rates of exclusion than White British pupils, with the analysis also finding some ethnic groups, such as Black Caribbean and Mixed White and Black Caribbean pupils, experiencing higher rates, after controlling for other factors.

Edward Timpson CBE said:

No parent sends their child off to school believing they will end up being excluded but when this does happen we all need to be confident we have a well-functioning system that makes sure no child slips through the net. Exclusion from school should never mean exclusion from education.

Throughout this review I have found too much variation in the use of exclusions and too many missed opportunities for children to remain in the education that best suits their needs.

Although I did see examples of schools using exclusions appropriately and effectively, there is clear room for improvement and everyone – from teachers and parents, the Department for Education and Ofsted, to local authorities and children's services – has their part to play.

We expect school leaders to make sure all children are getting a good education, but we must equip them with the skills and capacity to do so. We need to reward schools who are doing this well and hold to account those who are not. Most importantly there must be safeguards in place for when things go wrong so that we can keep children on the path towards the successful future they all deserve.

Edward Timpson's review of exclusions found that in addition to variations in the way schools use exclusion, there was a small minority of schools 'off-rolling'. This is where children are removed from the school register without a formal exclusion, which can lead to children being pushed out of education altogether and exposed to potential safeguarding risks.

It also found evidence that good behaviour cultures are vital in maintaining orderly environments that support all children, but teachers need consistent

guidance and tools to deal effectively with poor and disruptive behaviour.

The Department for Education welcomed the review and agreed to all 30 recommendations in principle, committing to act to make sure no child misses out on a quality education.

Addressing Edward Timpson's recommendation that changes should be made to strengthen accountability around the use of exclusions, the Government announced that it will launch a consultation later this year.

This will include how to make schools accountable in the most effective and fair way, so they can fulfil their responsibilities for permanently excluded children. This may include through reform to commissioning and funding arrangements for alternative provision (AP).

Education Secretary Damian Hinds said:

Every child deserves an education that fosters ambition and provides the knowledge and skills they need to make the most of their potential. That must include children at risk of exclusion or those that have been expelled.

This pivotal review demonstrates widespread good practice in support for students and in the use of exclusions, and I will continue to back headteachers in creating safe and orderly environments that enable teachers to teach and provide the right learning conditions for pupils – and sometimes exclusion will be the final option.

Exclusion should not be considered the end point for any child; it has to be the start of something new and positive – with alternative provision offering smaller class sizes and tailored support.

We also need to support those most at risk of exclusion, taking action before exclusion happens. Too many children can fall through the cracks, so I want schools to be accountable for the pupils they exclude, alongside tackling the practice of illegal off-rolling. This is not an easy answer, but it is one that will help the most vulnerable children in our society to fulfil their potential.

Teachers do not take the decision to exclude lightly. Neither the review or the Government propose limiting the number of exclusions, with intervention aimed at supporting schools to use them effectively, while encouraging early intervention in support. The Government has confirmed that it will re-write guidance on managing behaviour and the circumstances when exclusions should be used. This will extend to the use of isolation units and support for those with SEND, to make sure they are used constructively, as outlined in Edward Timpson's recommendations.

The proposed reforms will support schools to intervene early to help a child

before exclusion is necessary, improve alternative provision, as well as reducing incentives for schools to off-roll pupils.

The new Ofsted framework will also contribute to a clampdown on off-rolling by requiring inspectors to question schools where there are signs of it, and instruct them to report where pupils are taken off-roll primarily in the interests of the school rather than the pupil.

Further key measures being taken forward by the Government in response to the review include:

- **Making early intervention the norm**

Bringing together education providers and councils so that schools are better equipped to take action early and provide the right support for children at risk of exclusion.

- **Calling on leaders to work together**

Taking action on concerning variation in exclusion rates among certain groups of children. School leaders, governing bodies and Directors of Children's Services should collect and share data to help understanding of how exclusion is used in local areas, assess and act to reduce disparities, with particular reference to certain ethnic groups, those with special educational needs, or those who have a social worker.

- **Making sure exclusion is the start of something new and positive**

Setting out plans later this year to improve outcomes for children who leave mainstream education and go into AP and recognising good practice in AP, including support for AP to attract and develop high-quality teachers.

- **Enabling local authorities to establish forums**

For schools and other local services to convene to plan support for vulnerable children who are at risk of leaving school, by exclusion or otherwise.

- **Taking action across Government**

For children who are at risk of being drawn into crime, such as ensuring the Youth Endowment Fund is open to schools and AP settings.

- **Cracking down on poor behaviour**

The Government has already committed £10 million to help teachers crack down on poor behaviour in the classroom, with Tom Bennett appointed as

lead adviser to implement the pioneering programme. Hundreds of schools will benefit from the programme, where a network of expert schools will be identified to help teachers and school leaders in need of support.

The review comes as work continues across government to tackle serious violence crime and ensure that every young person is safe and free to fulfil their potential. There is no formal evidence that exclusion is a direct cause for young people to become involved in knife crime, and the Education Secretary has been clear that education is the best protection for young people most at risk of being led down a dangerous path.

The Department for Education continues to act in concert with other services to provide a joined-up approach and safeguard young people against harm.

The Prime Minister announced the intention to launch a review of school exclusion in October 2017, in response to the [Race Disparity Audit](#). Edward Timpson was [announced](#) to independently lead the review in March 2018, which set out to explore how schools use exclusion and why certain groups of children, including children in need, those in care, as well as those with SEND or from certain ethnic groups, are more likely to be excluded.

New analysis conducted for the Review shows that some pupil and school characteristics are associated with greater risk of exclusion, even after controlling for other factors which could influence exclusions. In particular:

- 78% of pupils who are permanently excluded either have SEN, are classified as in need or are eligible for free school meals. 11% of permanently excluded children have all three characteristics.
- Boys with social, emotional and mental health difficulties (SEMH) but no statement were around 3.8 times more likely to be permanently excluded than a non-SEN child while girls were around 3.0 times more likely after controlling for other factors.
- Disadvantage is strongly associated with exclusion, after controlling for other pupil characteristics. Children in receipt of Free School Meals were around 45% more likely to be excluded than other pupils.
- After accounting for other factors, Black Caribbean were around 1.7 times more likely, and Mixed White and Black Caribbean children were around 1.6 times more likely, to be permanently excluded compared to White British children. Indian and Bangladeshi pupils are around half as likely to be permanently excluded.
- Controlling for other factors, children on a Children in Need Plan are around 4 times more likely to be permanently excluded compared to those with no social care classification.
- Children who have a Child Protection Plan are around 3.5 times more likely to be permanently excluded, and children who are looked after are around 2.3 times as likely to be permanently excluded than children who have never been supported by social care.

Press release: Next generation of prize-winning researchers receive government investment

- Future leaders in science and research, to be based across the UK, get government backing for innovative projects
- over 40 researchers of different backgrounds and careers are each receiving investment
- the investment is part of the modern Industrial Strategy – maintaining the UK's world-leading science base whilst addressing the challenges of tomorrow

The brightest researchers and innovators at universities across the country are to become the best in their fields, thanks to government investment to be announced today.

In a speech in London, Science Minister Chris Skidmore will confirm the first wave of Future Leaders Fellowships – 41 early career researchers at universities from Edinburgh to Bristol and from Belfast to London, who will each benefit from a share of £40 million towards cutting edge research addressing fundamental global issues, including tackling climate change and revolutionising travel across cities.

The scheme, supported by a total £900 million government investment over 3 years, invites people throughout the world with academic or business backgrounds, to apply for the prestigious Future Leaders Fellowship, which offers support to work closely with business to take their discoveries from the laboratory to the commercial market.

Supporting the Industrial Strategy's [Grand Challenges](#), the new Fellows and their projects include:

- Anahid Basiri to create accurate 3D maps of cities that could help emergency services reach scenes quicker, help drones to deliver accurately without causing damage and support local authority planning
- Fiona Watt to look into how clinicians can predict the development of osteoarthritis in patients who have had a knee joint injury and are at greater risk of developing the condition. Osteoarthritis currently affects 8.5 million people in the UK, with no drug treatments that prevent or slow it
- Marc Aurel Busche to research the relationship between molecular processes in the brain that often leads to Alzheimer's, and make this data available to researchers and industry partners that are responsible for finding treatments for Alzheimer's patients
- James Lea to use cloud computing to monitor changes of all glaciers in

the Arctic and Antarctic for the first time, and then use machine learning to analyse the data. This will provide key understanding of future rates of sea level change and iceberg risks affecting polar shipping routes

- Helen Frances Dodd to research how children's adventurous play can lower levels of anxiety in young people. By looking to address reasons why children are not playing adventurously, the quality of life for children could be improved and avoid future mental health issues

The fellows' ground-breaking work also forms a key part of maintaining the UK's status at the forefront of cutting-edge research and innovation long into the future. The UK is already a research superpower, producing 6% of the world's total research publications and 15% of the world's most highly cited articles.

Science and Innovation Minister Chris Skidmore said:

From Sir Tim Berners-Lee's creation of the World Wide Web, to Rosalind Franklin whose work was critical in understanding DNA, we have a rich history of talented individuals who have paved the way for ground-breaking research and discoveries in their fields.

Our investment in these Future Leaders Fellows will enable the brightest and best of our scientists and researchers to work with leading lights in industry, to help their research move from the laboratory to the commercial market.

This support to the next generation of scientists and researchers is a key part of our modern [Industrial Strategy](#), and our commitment to raise R&D spend to 2.4% of GDP by 2027 will maintain the UK's position as a world-leader in science and innovation and building on our historic legacy.

Over the next 3 years, the Future Leaders Programme will support 550 academics with an investment of £900 million in their research.

UK Research and Innovation Chief Executive Mark Walport said:

The Future Leaders Fellowships offer long-term support for the most talented researchers and innovators. Fellows will be encouraged to be adventurous in tackling tough and important research questions and opportunities for innovation.

The Fellowships offer opportunities to move across disciplinary boundaries and between academia and industry. These Fellowships will enable us to grow the strong supply of talented individuals needed to ensure that UK research and innovation continues to be world leading.

The 41 Fellowships are:

- Lucy Barnes, University College London
- Katie McQuaid, University of Leeds
- Hatef Sadeghi, Lancaster University
- David Schaich, University of Liverpool
- Eamonn Reading, King's College London
- Marta Andres Miguel, University College London
- Constance Smith, The University of Manchester
- Paul Donaldson, STFC – Laboratories
- Sarah Lewthwaite, University of Southampton
- Sanjeev Kumar, University College London
- Michelle Percharde, MRC London Institute of Medical Sciences
- Reinhard J Maurer, University of Warwick
- Alkistis Pourtsidou, Queen Mary University of London
- Sarah Marks, Birkbeck College
- Esther Breithoff, Birkbeck College
- Hong Liu, University of Warwick
- Adam Perriman, University of Bristol
- Eva Vilella Figueras, University of Liverpool
- Fiona Watt, University of Oxford
- Kirsty Le Doare, St George's University of London
- Conor Fitzpatrick, The University of Manchester
- Alexander Valavanis, University of Leeds
- Lauren Gregoire, University of Leeds
- Marc Aurel Busche, University College London
- Ke Li, University of Exeter
- Rod Mitchell, University of Edinburgh
- John Simeon Biggins, University of Cambridge
- Mathilde Jauzac, Durham University
- James Lea, University of Liverpool
- Filipa Cox, The University of Manchester
- Fay Bound Alberti, University of York
- Amanda Gail Jarvis, University of Edinburgh
- Natalie Shenker, Imperial College London
- Hien Ngo, Queen's University of Belfast
- Helen Frances Dodd, University of Reading
- Anahid Basiri, University College London
- Ruth Keogh, London Sch of Hygiene and Trop Medicine
- Sarah Lloyd-Fox, University of Cambridge
- Benjamin Lichman, University of York
- Anna Lisa Varri, University of Edinburgh
- Baojun Wang, University of Edinburgh

Industrial Strategy

The Industrial Strategy sets out a long term plan to boost the productivity and earning power of people throughout the UK. It sets out how we are building a Britain fit for the future – how we will help businesses create better, higher-paying jobs in every part of the UK with investment in skills, industries and infrastructure.

UK Research and Innovation

UKRI is a new body which works in partnership with universities, research organisations, businesses, charities, and government to create the best possible environment for research and innovation to flourish. We aim to maximise the contribution of each of our component parts, working individually and collectively. We work with our many partners to benefit everyone through knowledge, talent and ideas.

Operating across the whole of the UK with a combined budget of more than £7 billion, UK Research and Innovation brings together:

- the Arts and Humanities Research Council
- Biotechnology and Biological Sciences Research Council
- Engineering and Physical Sciences Research Council
- Economic and Social Research Council
- Innovate UK
- Medical Research Council
- Natural Environment Research Council
- Research England
- Science and Technology Facilities Council

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Science Minister announces first wave of Future Leaders Fellowships, helping researchers and innovators become world-leaders in their fields