



Department
for Education

Asbestos Management Assurance Process (AMAP) report

July 2019

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1. Executive summary

The Department for Education (the department), launched the Asbestos Management Assurance Process (AMAP) on 1 March 2018 to enhance its understanding of the management of asbestos in schools. The AMAP was a voluntary data collection, which started on 1 March 2018¹.

All state-funded schools and academies² in England (schools), and their respective responsible bodies³ were expected to participate in the AMAP. Responsible bodies (who are usually the dutyholder) were expected to provide an assurance declaration to complete the process to confirm that the information provided by their schools was correct.

Participation rate

In March 2018, there were 22,072 schools and their respective responsible bodies which were invited to participate in the AMAP. Schools were asked to provide information about management of asbestos in their school estate, using the AMAP online portal. Responsible bodies were expected to review their school-level information and provide an assurance declaration, through the AMAP portal, for each of their participating schools.

By 15 February 2019, a total of 19,522 (88.4%) schools had participated, by providing information to be assured by their respective responsible bodies. 14,840 (67.2%) schools had their responses assured by the appropriate responsible body.

The respondents generated a sample that is broadly representative of schools in England. While we expect a degree of response bias, we do not believe the effect to be significant. The analysis in this report, particularly the 'Summary of findings' section, uses the full data sample of participating schools, which includes assured and non-assured school-level responses.

2,550 (11.6%) schools did not participate. The non-participant schools varied by institution type, phase of education and region. It is not possible to draw conclusions

¹ This analysis is based on responses from those who participated from 1 March 2018 until 15 February 2019.

² 'State-Funded Schools and Academies' for the purpose of the AMAP means maintained nursery schools, maintained schools (including primary, secondary and middle schools), maintained special schools and academy special schools, pupil referral units, academies and free schools and non-maintained special schools.

³ A responsible body, for the purposes of the AMAP, is the main employer of staff at state-funded schools and academies.

about the effectiveness of the management of asbestos in schools where no information was provided.

Opportunity to participate

Although the AMAP is a voluntary data collection, the department expects all schools and their respective responsible bodies to participate. The AMAP remains open to enable non-participating schools and responsible bodies to do so. We strongly encourage participation as this will help us develop a more comprehensive understanding of the management of asbestos in the school estate.

Key findings

The findings from the AMAP suggest that the management of asbestos in schools across the institution types is generally effective. Responses from the 19,522 (88.4%) schools in England that responded to the data collection suggest that there are no systemic failures in the management of asbestos.

Responses from 18,846 (96.9% of participating schools) indicate that they are broadly managing asbestos in line with regulatory requirements⁴. We are working with those schools whose AMAP responses suggested that they may not be managing asbestos in line with the requirements set out in the Control of Asbestos Regulations 2012. We have also shared the information on these schools with the regulator, the Health and Safety Executive (HSE). The HSE will follow up where appropriate with schools of concern in line with their investigation policies.

Responses from 3,485 schools (17.8% of participating schools) suggest that, whilst they are compliant with the Control of Asbestos Regulations 2012, their practice is not in line with the department's guidance⁵. We are working with those institutions to verify their responses, to highlight the areas that need addressing and share the guidance with them.

Summary of findings

The summary percentages are based on the number of participants responding to each question.

- A total of 15,796 (80.9%) of participating schools stated asbestos is present on their estate

⁴ For the purposes of this analysis, schools were defined as managing asbestos in line with regulatory requirements when they had an asbestos register and an asbestos management plan (or confirmed absence of asbestos).

⁵ Managing asbestos in your school (2017) published on gov.uk.

- 15,684 (98.9%) have taken professional advice to assist in the management of asbestos
- 15,653 (98.7%) have commissioned a management survey to highlight the location of Asbestos-Containing materials
- 15,723 (99.1%) of schools with asbestos present have an asbestos location register (ALR)
- 15,145 (95.4%) of schools with asbestos present have an asbestos management plan (AMP)
- 14,815 (93.6%) have assessed the potential risk from Asbestos-Containing materials
- 14,909 (94.2%) have said they review the risks from Asbestos-Containing materials
- 15,767 (99.6%) have said precautions are in place to ensure anyone who may disturb Asbestos-Containing materials is provided with information about any asbestos present.

Presence of asbestos in the built environment

Asbestos was used extensively as a building material in England from the 1950s through to the mid-1980s. The use of all asbestos types was banned in building construction in England in 1999, so any school built before the year 2000 may contain asbestos. The findings from the AMAP confirmed our understanding that, as the majority of school buildings were constructed before the year 2000, the majority of them contain asbestos.

AMAP findings indicate that 80.9% of participating schools, in England, have some asbestos present. We recognise the potential for response bias in the survey which could increase that percentage to 83.5% if all non-respondents have asbestos.

The HSE is the lead regulator on managing asbestos and advises that as long as asbestos is in good condition, well-managed and unlikely to be damaged or disturbed, it is not a significant risk to the health of teachers and pupils during their daily activities. When asbestos cannot be effectively managed in situ, it should be removed.

The duty to manage asbestos

The duty to manage asbestos is contained in regulation 4 of the [Control of Asbestos Regulations 2012](#). It requires the dutyholder to:

- take reasonable steps to find out if there are materials containing asbestos in non-domestic premises, and if so, its amount, where it is and what condition it is in
- presume materials contain asbestos unless there is strong evidence that they do not
- make, and keep up-to-date, a record of the location and condition of the asbestos-containing materials - or materials which are presumed to contain asbestos

- assess the risk of anyone being exposed to fibres from the materials identified
- prepare a plan that sets out in detail how the risks from these materials will be managed
- take the necessary steps to put the plan into action
- periodically review and monitor the plan and the arrangements to act on it so that the plan remains relevant and up-to-date
- provide information on the location and condition of the materials to anyone who is liable to work on or disturb them

There is also a requirement on others to co-operate as far as is necessary to allow the dutyholder to comply with the above requirements.

Stakeholder involvement

The department has worked with stakeholders including: the HSE; local authorities; multi-academy trusts; the Joint Union Asbestos Committee (JUAC) and their members; the Educational Building and Development Officers Group (EBDOG), the Catholic Education Service; the Church of England; and interested individuals, on the design and management of the AMAP and the publication of this report. We are very grateful for their input.

We are continuing to work with these stakeholders to revise the guidance for schools and colleges. This is due to be published later in 2019. If you would like more information about our progress on the guidance, please email us at:

asbestos.amap@education.gov.uk.

2. Aim of the AMAP

In March 2015, the department published a review of its policy on asbestos management in schools. A key finding from the review was the need to establish a comprehensive understanding of the management of asbestos in schools. We launched our first voluntary data collection on asbestos management in schools in January 2016. The participation rate for that first data collection, published in February 2017, was 25%.

The AMAP was then developed and launched in March 2018, building on lessons learnt from the first data collection. A key aim was to increase the participation rate by working with the responsible bodies of all state-funded schools and academies in England. The aim of the AMAP and the rationale behind the asbestos data collection were to:

- improve our understanding of the management of asbestos in the school estate
- enhance the evidence base on the management of asbestos in schools
- promote the importance of effective asbestos management in the school estate
- provide participating schools with immediate advice based on their responses
- enable responsible bodies to provide an assurance declaration on their respective school-level information

The AMAP provided participating schools with automatically generated advice and specific guidance based on the answers they provided. This approach ensured that schools were provided with advice to improve their management of asbestos as part of the process.

The dutyholder role

The legal responsibility for the safe management of asbestos lies with the dutyholder. The dutyholder role is detailed in the Control of Asbestos Regulations 2012, in HSE guidance and the department's 'Managing asbestos in your school' guidance on GOV.UK. See the [key resources section](#) for more information about asbestos management in schools.

The department's role

The department does not have any statutory obligations in respect of the management of asbestos in schools. Dutyholders must manage any asbestos present in their buildings.

Our role is to support schools in providing a safe learning and working environment for their pupils, staff and any visitors to the school, in line with legislation and HSE guidance. Our policy aims to ensure dutyholders are aware of their responsibilities and to support them to fulfil those responsibilities effectively. It is essential that schools know who their dutyholders are and that dutyholders discharge their duties diligently. Employers also

have responsibilities under the Control of Asbestos Regulations 2012 and [health and safety legislation](#), separate to dutyholders, where these are different.

We have issued advice and guidance to schools about the effective management of asbestos on their premises since 1960. The [most recent advice](#) was published in February 2017. We are currently reviewing and updating the guidance with the support of stakeholders.

The department also provides condition funding to those responsible for maintaining buildings, which can be used to remove or encapsulate asbestos, as deemed appropriate.

Health and Safety Executive role

The Health and Safety Executive (HSE) is the primary regulator in the UK for the management of asbestos in non-domestic buildings such as schools and is responsible for enforcing the Control of Asbestos Regulations 2012. In order to do this, it may carry out a variety of activities, including unannounced inspections, investigations of asbestos exposure incidents and complaints, prohibiting dangerous practices and prosecuting for breaches of the regulations, including inadequate control of asbestos. It also raises awareness about asbestos in non-domestic buildings and common parts of others, including through its publication of guidance and on-line resources.

The HSE has recently conducted a survey of a sample of school dutyholders to assess their compliance with asbestos regulations. The HSE's advice is if asbestos in a school or any other building is in good condition and is unlikely to be damaged or disturbed, it may be left in place provided its condition is checked regularly (or if inaccessible it is effectively sealed off from occupied space and the seals are maintained).

It is essential that plans to avoid damaging or disturbing asbestos are in place and this must include robust procedures to brief contractors etc. liable to disturb school fabric to avoid unplanned disturbance. Staff must know what to do in the event of an incident. These active steps to prevent accidental disturbance should be a key part of a school's AMP and shared with anyone likely to disturb asbestos-containing materials.

3. Methodology

We informed all responsible bodies, state-funded schools and academies and other key stakeholders in England about the voluntary data collection to improve our understanding of the management of asbestos in the school estate. We expected all responsible bodies to obtain school-level information from their respective schools and to provide an assurance declaration through the AMAP.

The data collection focused on schools' management arrangements. The AMAP was not an asbestos inventory or audit and the department does not hold information about the extent or condition of asbestos in schools. The questions were informed by members of the department's Asbestos in Schools Steering Group (ASSG) and agreed by the Star Chamber⁶. A copy of the questions and a synopsis of school responses are contained in sections 4 and 5 of this report.

The data was collected through the AMAP, an online portal, linked to the GOV.UK website. The 16 questions were designed to be easy to understand so that schools could respond with answers listed for selection using a checkbox, which allowed either 'Yes', 'No', or 'Don't Know', as the possible responses depended on the question. There was also a facility to include dates for some of the questions. Free text entries were allowable if the respondent ticked 'other' as a tick box response. The answers provided generated an immediate response which included guidance for the schools completing the data collection.

Schools were able to enter information and were identified by their unique AMAP code and Unique Reference Number (URN). School information was cross-checked with Get Information About Schools (GIAS⁷) and the individual completing the information was asked to verify it as correct.

Some schools were unsure if their buildings contained asbestos. We advised these schools that if any part of the school estate was constructed before the year 2000, that they had to presume asbestos was present and put the appropriate management processes in place.

We amended the responses to correct for errors only – that is where the school stated that the answer provided at the time of the data collection was now known to be

⁶ Star Chamber is one of the main vehicles in the department's drive to reduce bureaucracy impacting on local authority children's services (including education) and schools. It was formed in 1999 to review existing and proposed data collection exercises originating from within the department and re-launched in October 2006 with a wider remit and enhanced powers.

⁷ GIAS is a register of schools and colleges in England, which can be used to search for and download information on establishments, establishment groups (such as a local authority, trust or federation) or governors.

incorrect. We have not amended responses based on actions taken by schools or responsible bodies in response to our feedback about their survey returns. As such, some schools are likely to have improved their practice as a result of the process, but this will not be reflected in the analysis.

4. Survey response characteristics and representativeness

This section provides analysis of the extent to which the sample is representative of the school estate. It analyses the characteristics of all participants, whether they were assured or not.

Schools types were categorised using information from GIAS. Schools listed as LA maintained are labelled as 'LA maintained', schools listed as academies, academy converters and academy sponsor led are labelled as 'Academies', and all other types are labelled as 'Other'⁸.

Voluntary aided and foundation schools are subsets of LA maintained schools and figures for these are presented alongside special schools in separate figures and tables.

Participation by institution type

The type of institution has an impact on the likelihood of participation in AMAP. Foundation schools had a lower response rate than the other institution types. However, the relatively small size of this group means this will not significantly affect national results.

- 6,756 (89.9%) of academies participated⁹
- 12,108 (89.0%) of local authority (LA) maintained schools¹⁰ participated
- 658 (68.9%) of other⁸ schools participated

Figure 1a and Table 1a contain information about the differences in participation rate between local authority maintained schools, academies and other types of schools. Details about the differences between voluntary aided schools, foundation schools and special schools are in Figure 1b and Table 1b. Participation rates for different phases of education are in Figure 1c and Table 1c and details about the participation in geographical regions are in Figure 1d and Table 1d.

⁸ This category includes special schools not explicitly labelled as LA maintained, and schools where the GIAS is ambiguous. This also includes free schools for the purpose of this analysis.

⁹ This category includes schools in multi-academy and single-academy trusts, but not free schools.

¹⁰ This category includes all schools listed as LA maintained on GIAS.

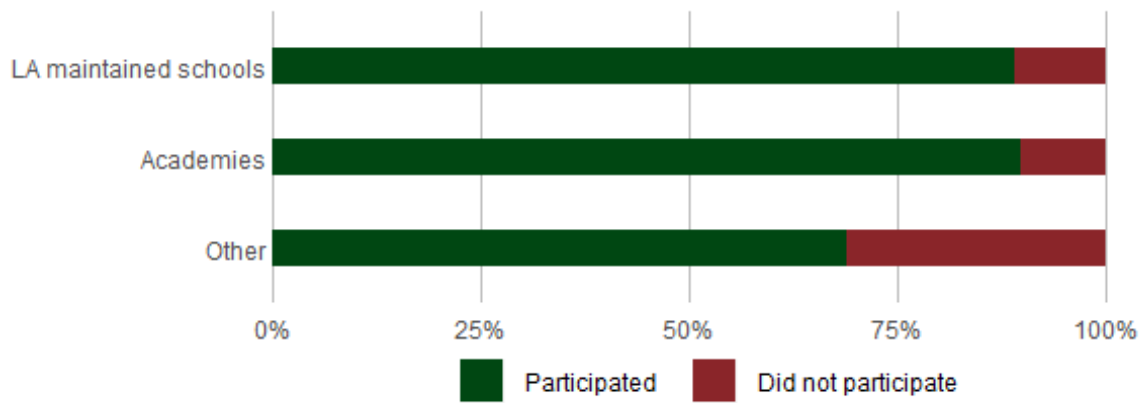


Figure 1a: Participation by institution type

Source: AMAP data collection – February 2019

Type	Did not participate	Participated	Total
LA maintained schools	1,492 (11.0%)	12,108 (89.0%)	13,600
Academies	761 (10.1%)	6,756 (89.9%)	7,517
Other ¹¹	297 (31.1%)	658 (68.9%)	955
Total	2,550 (11.6%)	19,522 (88.4%)	22,072

Table 1a: Participation rates by institution type

Source: AMAP data collection - February 2019

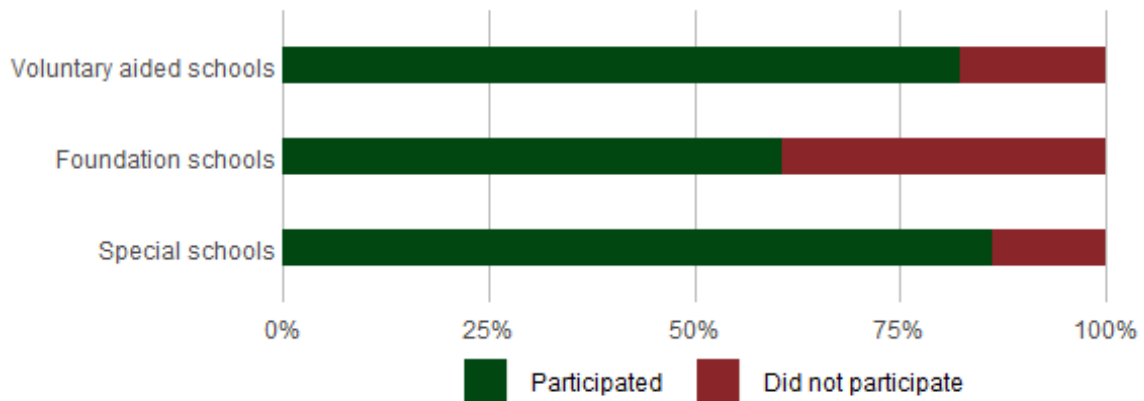


Figure 1b: Participation rate by institution type

Source: AMAP data collection - February 2019

Type	Did not participate	Participated	Total
Voluntary aided schools	548 (17.6%)	2,558 (82.4%)	3,106
Foundation schools	352 (39.3%)	543 (60.7%)	895
Special schools	92 (13.7%)	578 (86.3%)	670

Table 1b: Participation by institution type

Source: AMAP data collection - February 2019

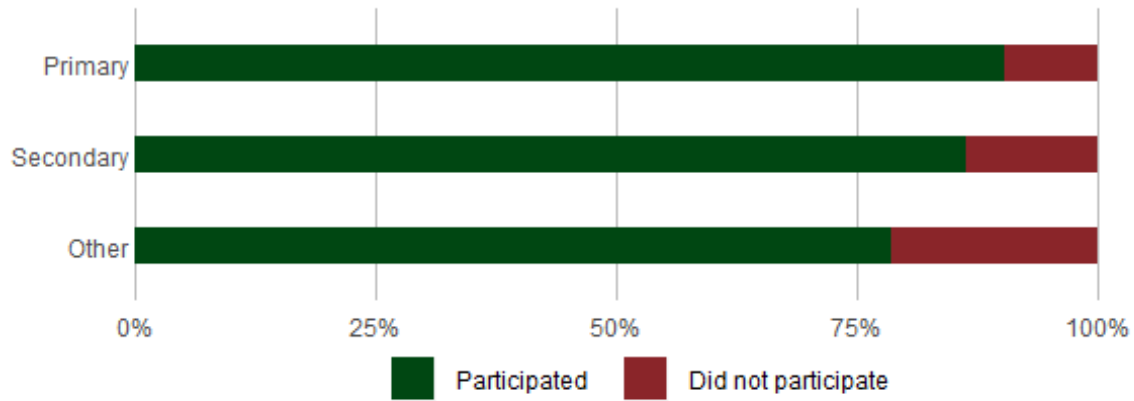


Figure 1c: Participation by institution phase

Source: AMAP data collection – February 2019

Phase	Did not participate	Participated	Total
Primary	1,638 (9.8%)	15,037 (90.2%)	16,675
Secondary	440 (13.7%)	2,761 (86.3%)	3,201
Other	472 (21.5%)	1,724 (78.5%)	2,196

Table 1c: Participation rates by institution phase

Source: AMAP data collection - February 2019

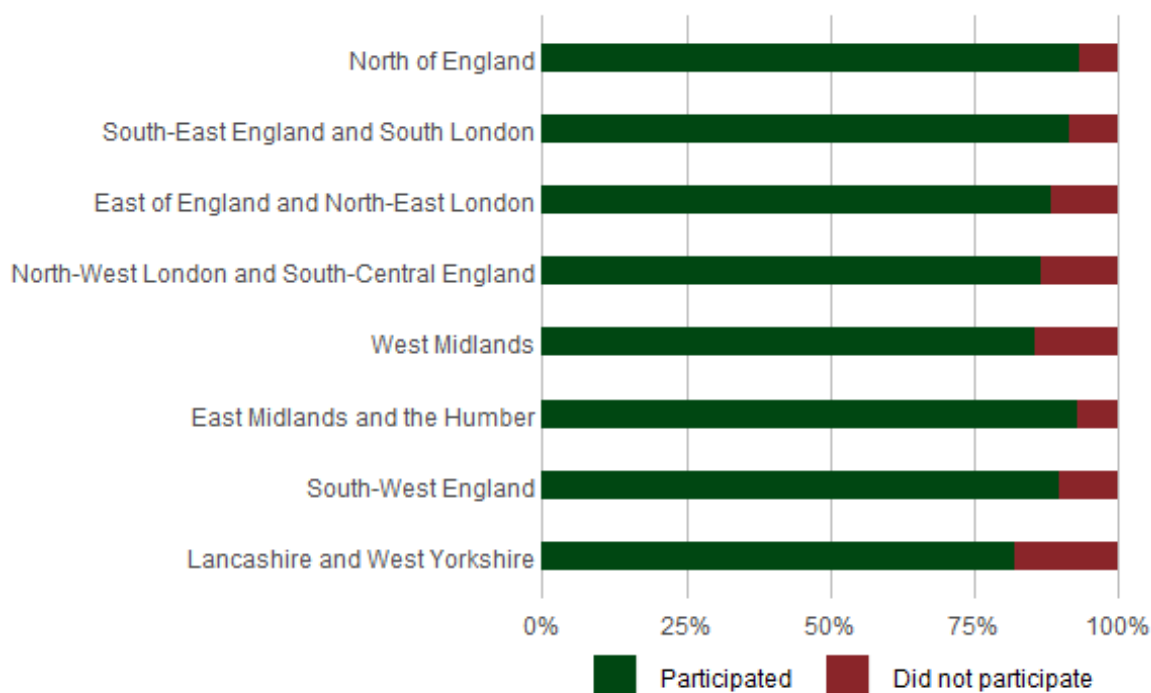


Figure 1d: Participation rate by institution region

Source: AMAP data collection - February 2019

Region	Did not participate	Participated	Total
East Midlands and the Humber	192 (7.1%)	2,501 (92.9%)	2,693
East of England and North-East London	276 (11.5%)	2,125 (88.5%)	2,401
Lancashire and West Yorkshire	622 (17.8%)	2,872 (82.2%)	3,494
North of England	121 (6.5%)	1,733 (93.5%)	1,854
North-West London and South-Central England	412 (13.3%)	2,697 (86.7%)	3,109
South-East England and South London	288 (8.5%)	3,105 (91.5%)	3,393
South-West England	241 (10.1%)	2,140 (89.9%)	2,381
West Midlands	397 (14.5%)	2,349 (85.5%)	2,746

Table 1d: Participation by institution region

Source: AMAP data collection - February 2019

The AMAP participation rate by institution type, education phase and geography suggests that the sample is broadly representative of the key characteristics of the school estate.

5. Analysis of returns from participating schools

This section provides analysis of all 19,522 participating schools, irrespective of whether their responses were assured by responsible bodies. Characteristics of this group of schools appear broadly representative of the whole school estate. The majority of schools in England will contain some asbestos, as it was used extensively as a building material in Great Britain, particularly from the 1950s to the mid-1980s, until it was completely banned in 1999.

Schools types were categorised using information from GIAS. Schools listed as LA maintained are labelled as 'LA maintained', schools listed as academies, academy converters and academy sponsor led are labelled as 'Academies', and all other types are labelled as 'Other'¹².

Voluntary aided and foundation schools are subsets of LA maintained schools and figures for these are presented alongside special schools in separate figures and table.

Presence of asbestos in participating schools

A total of 15,796 (80.9%) participating schools stated that asbestos is present on their estate, making up 71.6% of the whole school estate. Out of the participating schools, 251 (1.3%) reported that they do not know if asbestos is present on their estate. The remaining 3,475 (17.9%) schools reported that asbestos is not present on their estate.

Allowing for the potential for non-respondent bias in the 2,550 (11.6%) schools that did not participate in AMAP, we estimate that somewhere between 71.6% and 83.1% of the English school estate has asbestos present, with the upper-bound of our estimate based on the assumption that all non-respondents have asbestos and the lower-bound being that all non-respondents do not have asbestos.

The previous data collection in 2016 suggested that 83.5% of the participating schools had asbestos present. However, the similarity between the two figures should be treated with caution. The 2016 sample was much smaller, with only 5,592 schools participating (25.2% of all schools). There is also likely to be selection bias across the two samples, as participants from the 2016 data collection are more likely to have participated in this year's collection.

¹² This category includes special schools not explicitly labelled as LA maintained, and schools where the GIAS is ambiguous. This also includes free schools for the purpose of this analysis.

Figure 2a and table 2a contains information about the presence of asbestos by institution type. Details about the differences between voluntary aided schools, foundation schools and special schools are in Figure 2b and Table 2b.

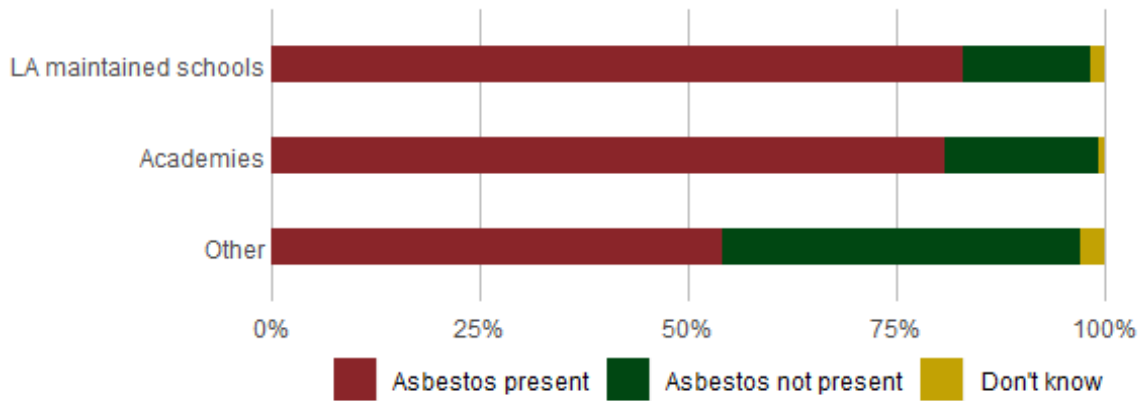


Figure 2a: Presence of asbestos by institution type

Source: AMAP Data Collection - February 2019

Type	Asbestos present	Asbestos not present	Don't know	Total
LA maintained schools	10,060 (83.1%)	1,862 (15.4%)	186 (1.5%)	12,108
Academies	5,198 (81%)	1,181 (18.4%)	39 (0.6%)	6,418
Other	538 (54.0%)	432 (43.4%)	26 (2.6%)	996
Total	15,796 (80.9%)	3,475 (17.8%)	251 (1.3%)	19,522

Table 2a: Asbestos presence by institution type

Source: AMAP Data Collection - February 2019

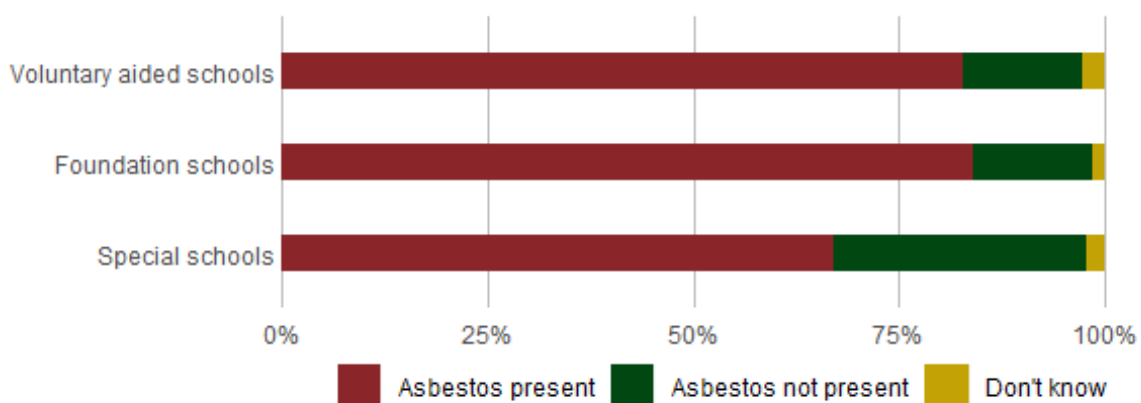


Figure 2b: Presence of asbestos by institution

Type	Asbestos present	Asbestos not present	Don't know	Total
Voluntary aided school	2,122 (83.0%)	367 (14.3%)	691 (2.8%)	2,558
Foundation school	455 (83.8%)	80 (14.7%)	8 (1.5%)	543
Special schools	387 (67.0%)	180 (31.0%)	11 (1.9%)	578

Table 2b: Asbestos presence by institution type

Source: AMAP Data Collection - February 2019

Analysis of questions

The following section analyses all responses to the questions asked on the portal. Quoted percentages generally refer to the proportion of the 19,522 schools who participated, or the 15,796 which stated that asbestos was present, and not to the proportion of 22,072 schools that make up the school estate in England.

The questions were designed to be discrete, with little overlap. We examined whether there was any relationship between the answers given to different questions. The correlations were weak showing that the answer to one question would not be very useful in predicting the answer to another question. There was also no apparent relationship between the answers provided and the type of school, responsible body, phase or region.

Q1: How do you know that there is no asbestos in your school?

3,488 schools stated that asbestos was not present on their estate. They were asked how they knew. Their responses were in free text, so this analysis was created by manually coding each response. Schools that were built without asbestos and had their status confirmed by survey were coded as being "Built without asbestos". Where schools stated their asbestos register is their source of information, it has been assumed that the information has come from surveys.

Of the 3,488 schools that stated asbestos was not present on their estate, 2,170 (62.2% of schools without asbestos) stated that their schools were built without asbestos. 678 (19.4%) had asbestos removed from their estate, and 500 (14.3%) had commissioned a survey to identify any asbestos on their estate.

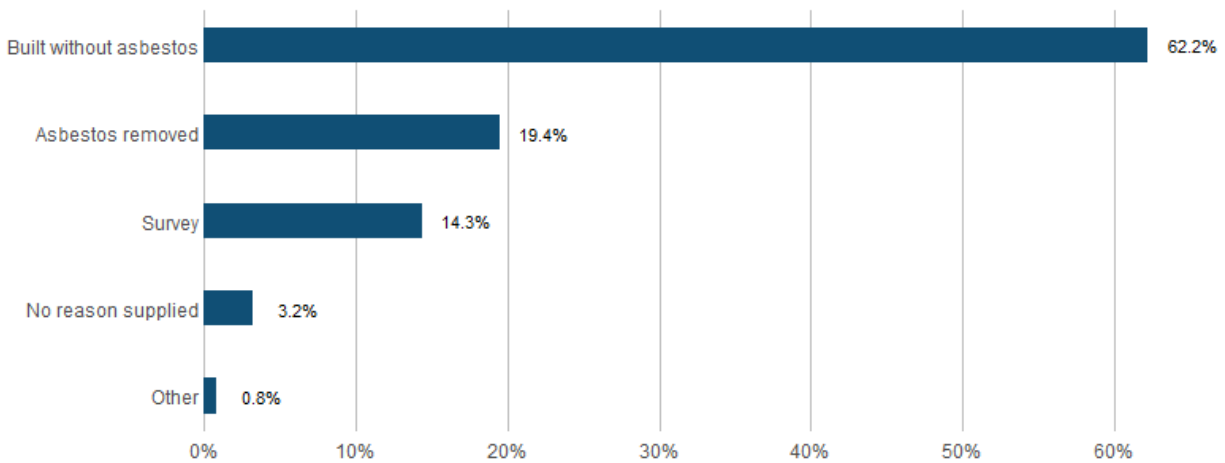


Figure 3: Reasons institutions know asbestos is not present

Source: AMAP data collection - February 2019

Q2: Who in your organisation has read the department’s guidance on Asbestos Management in Schools?

Respondents were able to select more than one response to this question or could select “Don’t know” or “No one”. Therefore the percentages quoted will add to more than 100%.

Of the 15,888 schools that answered this question, 11,497 (72.4%) stated that the headteacher had read the guidance and 2,769 (17.4%) schools identified the governors as having read the guidance. 7,021 (44.2%) schools stated the caretaker had read the guidance, and 6,276 (39.5%) the facilities manager. 391 (2.5%) schools indicated that they did not know who had read the guidance. 53 (0.3%) schools stated that "No one" had read the guidance.

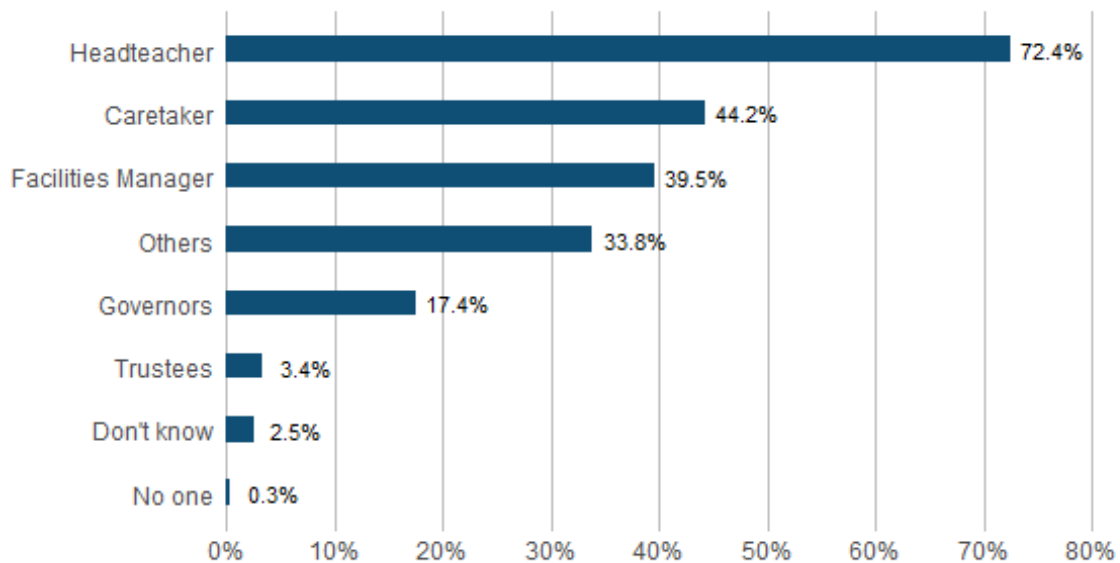


Figure 4: Who has read guidance on asbestos management

Source: AMAP data collection - February 2019

Respondents were also asked "Do you know the person responsible for the management of asbestos in your school?" Out of the 12,206 schools that responded, 12,047 (98.7%) answered "Yes", while the other 159 (1.3%) stated they did not know who was responsible for asbestos management in their school.

Q3: What construction method was used for your school buildings?

As this question was free text and requires specific building knowledge to assess responses, further analysis will be required, so responses do not form part of this report.

Q4: Have you taken professional advice to assist you in the management of asbestos in your school estate?

Of the 15,861 schools that answered this question, 15,684 (98.9%) schools have taken professional advice to assist in the management of asbestos in their school, with 177 (1.1%) schools stating they had not sought professional advice.

Type	Taken professional advice	No professional advice	Total respondents
LA maintained schools	9,997 (99.0%)	106 (1.0%)	10,103
Academies	5,262 (98.8%)	65 (1.2%)	5,327
Other	425 (98.6%)	6 (1.4%)	431
Total	15,684 (98.9%)	177 (1.1%)	15,861

Table 3a: Professional advice by institution type

Source: AMAP data collection - February 2019

Type	Taken professional advice	No professional advice	Total respondents
Voluntary aided schools	2,104 (98.6%)	29 (1.4%)	2,133
Foundation schools	452 (99.3%)	3 (0.7%)	455
Special schools	384 (98.7%)	5 (1.3%)	389

Table 3b: Professional advice by institutional type (voluntary aided schools, foundation schools and special schools)

Source: AMAP data collection - February 2019

Q5: Did you commission a management survey to highlight the location of Asbestos-Containing Materials (ACMs)?

Of the 15,858 schools that answered this question, 15,653 (98.7%) schools have commissioned a management survey to highlight the location of Asbestos-Containing Materials.

Type	Has commissioned survey	Has not commissioned survey	Total respondents
LA maintained schools	9,957 (98.6%)	143 (1.4%)	10,100
Academies	5,276 (99.0%)	51 (1.0%)	5,327
Other	420 (97.4%)	11 (2.6%)	431
Total	15,653 (98.7%)	205 (1.3%)	15,858

Table 4a: Management survey commissioning by institution type

Source: AMAP data collection - February 2019

Type	Has commissioned survey	Has not commissioned survey	Total respondents
Voluntary aided schools	2,104 (98.7%)	28 (1.3%)	2,132
Foundation schools	447 (98.2%)	8 (1.8%)	455
Special schools	381 (97.9%)	8 (2.1%)	389

Table 4b: Management survey commissioning by institution type

Source: AMAP Data Collection - February 2019

Q6: Did the management survey highlight the location of Asbestos-Containing Materials (ACMs) in your school estate?

Of the 15,671 schools that commissioned a management survey, 15,598 (99.5%) reported that the survey highlighted the presence of ACMs.

Q6b: Please provide the date of the survey

Schools were asked to provide the date of the survey. Of the 15,588 schools that responded to the question, 4,443 (28.5%) had had a survey within the last 12 months. 3,339 (21.8%) between 12 months and 36 months, and 7,746 (49.7%) had not had a survey in the last 36 months.

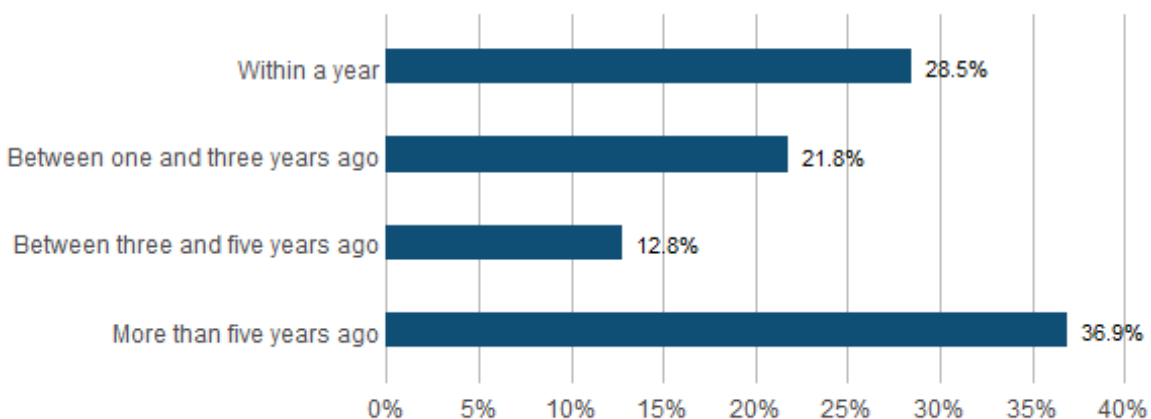


Figure 5: Date of ACM survey

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
LA maintained schools	2,675 (27%)	1,912 (19.3%)	1,264 (12.8%)	4,056 (40.9%)	9,907
Academies	1,645 (31.2%)	1,420 (27.0%)	673 (12.8%)	1,526 (29%)	5,264
Other	123 (29.5%)	67 (16.1%)	57 (13.7%)	170 (40.8%)	417
Total	4,443 (28.5%)	3,339 (21.8%)	1,994 (12.8%)	5,752 (36.9%)	15,588

Table 5a: Survey dates by institution type

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
Voluntary aided schools	696 (33.2%)	456 (21.7%)	278 (13.3%)	668 (31.8%)	2,098
Foundation schools	153 (34.2%)	77 (17.2%)	55 (12.3%)	163 (36.4%)	448
Special schools	108 (28.6%)	60 (15.9%)	53 (14.0%)	157 (41.5%)	378

Table 5b: Survey dates by institution type

Source: AMAP data collection - February 2019

Q7: Do you have an asbestos location register for your school estate?

One of the key requirements under the Control of Asbestos Regulations 2012 is for the dutyholder to make and keep an up-to-date a record of the location and condition of the Asbestos Containing Materials (ACM) – or materials which are presumed to contain asbestos.

We asked respondents to indicate whether they have an ALR for their school estate, as a proxy indicator for this aspect of the Control of Asbestos Regulations 2012.

Analysis indicates that 15,723 (99.1%) of schools with asbestos present have an ALR. 147 schools with asbestos present have not indicated that they have an ALR.

Of the schools that have an ALR, 12,500 (79.3%) have reviewed it within the last 12 months.

2,253 (14.3%) schools reviewed their ALR between 12 months and 36 months ago, and 1,014 (6.4%) have not reviewed their ALR in the last 36 months.

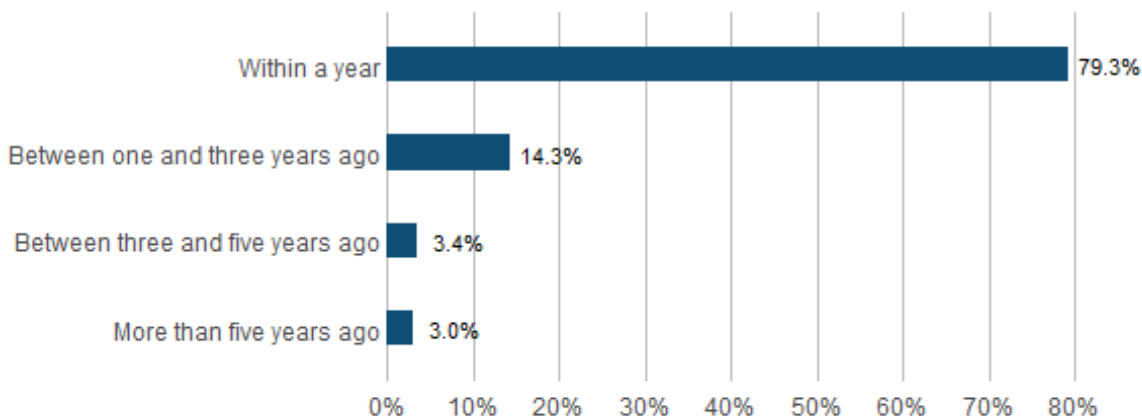


Figure 6: Date of location register review

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
LA maintained schools	7,926 (78.9%)	1,424 (14.2%)	370 (3.7%)	326 (3.2%)	10,046
Academies	4,243 (80.1%)	762 (14.4%)	156 (2.9%)	135 (2.5%)	5,296
Other	331 (77.9%)	67 (15.8%)	16 (3.8%)	11 (2.6%)	425
Total	12,500 (79.3%)	2,253 (14.3%)	542 (3.4%)	472 (3%)	15,767

Table 6a: Date of register review by institution type

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
Voluntary aided schools	1,722 (81.1%)	282 (13.3%)	56 (2.6%)	62 (2.9%)	2,122
Foundation schools	381 (84.5%)	52 (11.5%)	7 (1.6%)	11 (2.4%)	451
Special schools	296 (76.7%)	65 (16.8%)	16 (4.1%)	9 (2.3%)	386

Table 6b: Date of register review by institution type

Source: AMAP data collection - February 2019

Q8: Do you have an asbestos management plan for your school?

One of the key requirements under the Control of Asbestos Regulations 2012 is for the dutyholder to prepare a plan that sets out in detail how the risks from materials which have, or are presumed to have asbestos, will be managed.

We asked respondents to indicate whether they have an AMP for their school, as a proxy indicator for this aspect of the Control of Asbestos Regulations 2012.

Of the schools that responded to this question, 660 (4.2%) schools stated they did not have an AMP, 651 of which have stated that asbestos is present on their estate. Analysis indicates that 15,145 (95.4%) of schools with asbestos present have an AMP.

Of the schools that do have an AMP, 10,709 (70.5%) have reviewed their AMP within the last 12 months. 2,845 (18.7%) schools reviewed it between 12 months and 36 months, and 1,637 (10.8%) have not reviewed their AMP within the last three years.

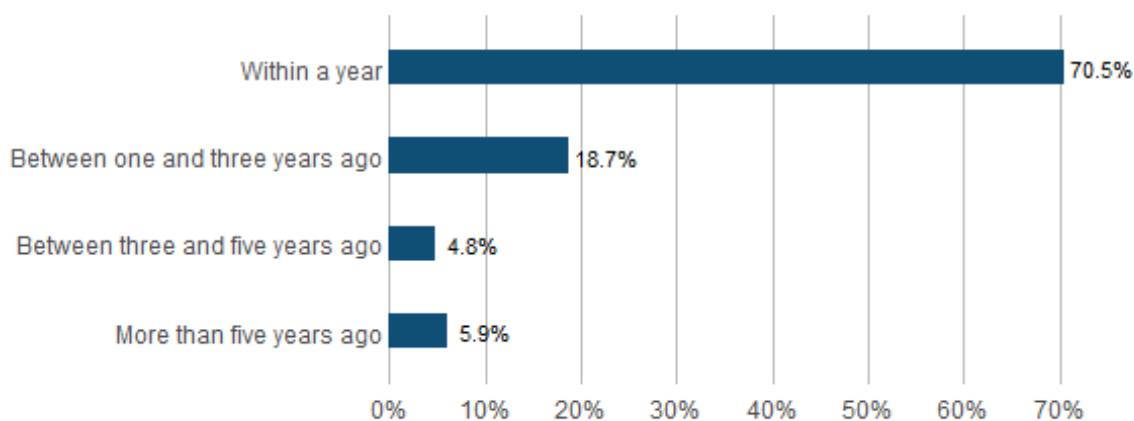


Figure 7: Date of management plan review

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
LA maintained schools	6,798 (70.3%)	1,776 (18.4%)	491 (5.1%)	611 (6.3%)	9,676
Academies	3,632 (71.2%)	983 (19.3%)	222 (4.3%)	267 (5.2%)	5,104
Other	279 (67.9%)	86 (20.9%)	21 (5.1%)	25 (6.1%)	411
Total	10,709 (70.5%)	2,845 (18.7%)	734 (4.8%)	903 (5.9%)	15,191

Table 7a: Date of management plan review by institution type

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
Voluntary aided schools	1,431 (71.3%)	350 (17.4%)	111 (5.5%)	116 (5.8%)	2,008
Foundation schools	327 (75.5%)	63 (14.5%)	15 (3.5%)	28 (6.5%)	433
Special schools	248 (66.8%)	79 (21.3%)	20 (5.4%)	24 (6.5%)	371

Table 7b: Date of management plan review by institution type

Source: AMAP data collection - February 2019

Assessment type

The department's guidance, 'Managing asbestos in your school', sets out that schools should assess the risk associated with each identified occurrence of asbestos in the school as part of the AMP. The guidance sets out that the assessment has three parts:

- i. 'Material' assessment – this is usually provided within the survey and is an assessment of each item of asbestos material identified based upon the type of material, the type of asbestos it contains, its surface treatment and the extent of damage.
- ii. 'Priority' assessment – this is an assessment of the likelihood of someone disturbing the material based upon factors such as: the number and type (e.g. children) of people using the room; time spent in the room; the location, accessibility and extent of the asbestos; and the frequency and type of activity that might disturb it.
- iii. 'Total' assessment – the assessment from the Material and Priority assessment are combined to give the total risk assessment. This allows a comparison to be made of the risk presented by each item of ACMs in the building so that priorities can be set and plans made for managing the materials.

We asked respondents to indicate what type of assessment they had carried out, as a proxy indicator to help us understand whether they were following the practice set out in the department's guidance.

Of the schools that stated they have AMPs, 10,198 (67.1%) have a 'total' assessment. 3,309 (21.8%) have a 'material' assessment, and 628 (4.1%) have a 'priority' assessment. 1,056 (7.0%) schools do not know the type of assessment carried out as part of their AMP.

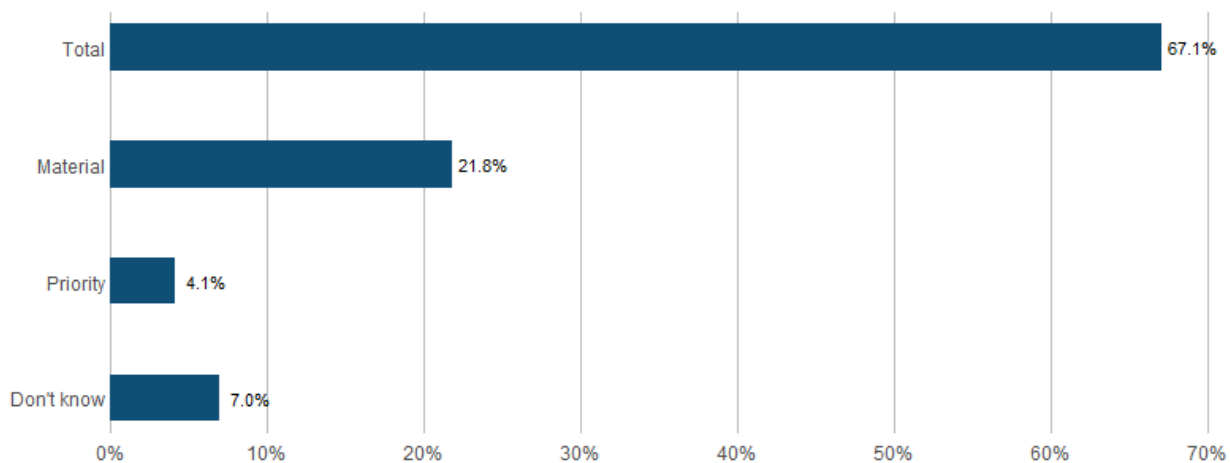


Figure 8: Type of assessment

Source: AMAP data collection – February 2019

Type	Total type	Material type	Priority type	Don't know	Total respondents
LA maintained schools	6,829 (70.6%)	1,821 (18.8%)	317 (3.3%)	709 (7.3%)	9,676
Academies	3,083 (60.4%)	1,407 (27.6%)	296 (5.8%)	318 (6.2%)	5,104
Other	286 (69.6%)	81 (19.7%)	15 (3.6%)	29 (7.1%)	411
Total	10,198 (67.1%)	3,309 (21.8%)	628 (4.1%)	1,056 (7.0%)	15,191

Table 8a: Type of asbestos assessment by institution type

Source: AMAP data collection - February 2019

Type	Total type	Material type	Priority type	Don't know	Total respondents
Voluntary aided schools	1,216 (60.6%)	485 (24.2%)	109 (5.4%)	198 (9.9%)	2,008
Foundation schools	279 (64.4%)	106 (24.5%)	19 (4.4%)	29 (6.7%)	433
Special schools	262 (70.6%)	76 (20.5%)	9 (2.4%)	24 (6.5%)	371

Table 8b: Type of asbestos assessment by institution type

Source: AMAP data collection - February 2019

Q9: Have you assessed the potential risk from Asbestos-Containing Materials (ACMs) for your school estate?

Before starting any work that is likely to disturb asbestos, a suitable and sufficient risk assessment must be prepared by the employer. The assessment should consider the nature and condition of the ACMs, whether they are likely to be disturbed, and the action that is necessary to manage the risks.

Of the schools that responded to this question, 1,015 (6.4%) have not assessed the potential risk from ACMs. 14,815 (93.6%) have assessed risk.

Of the schools that did assess risk, 10,543 (71.2%) have assessed this risk within the past year. 2,669 (18.0%) have assessed the risk between one and three years ago while 1,603 (10.8%) have assessed the risk over three years ago.

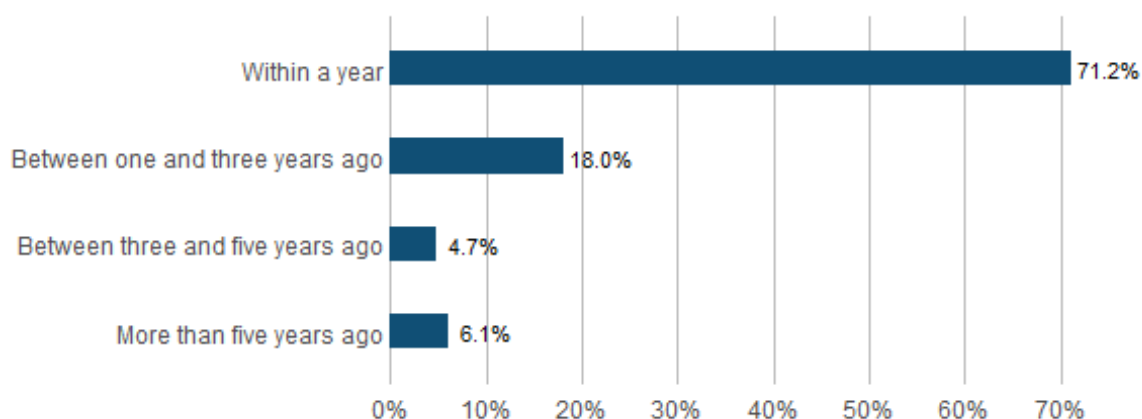


Figure 9: Date of risk assessment

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
LA maintained schools	6,765 (71.7%)	1,673 (17.7%)	432 (4.6%)	559 (5.9%)	9,429
Academies	3,492 (70.2%)	909 (18.3%)	249 (5.0%)	324 (6.5%)	4,974
Other	286 (69.4%)	87 (21.1%)	21 (5.1%)	18 (4.4%)	412
Total	10,543 (71.2%)	2,669 (18.0%)	702 (4.7%)	901 (6.1%)	14,815

Table 9a: Date of risk assessment by institute type

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
Voluntary aided schools	1,419 (72.3%)	330 (16.8%)	90 (4.6%)	124 (6.3%)	1,963
Foundation schools	324 (77.3%)	54 (12.9%)	17 (4.1%)	24 (5.7%)	419
Special schools	255 (68.2%)	81 (21.7%)	21 (5.6%)	17 (4.5%)	374

Table 9b: Date of risk assessment by institute type

Source: AMAP data collection - February 2019

Q10: Do you regularly review how to manage the risks from any Asbestos-Containing Materials (ACMs) for your school?

Under the requirements of the Control of Asbestos Regulations 2012, the dutyholder is required to:

- assess the risk of anyone being exposed to fibres from the materials identified;
- prepare a plan that sets out in detail how the risks from these materials will be managed;
- take the necessary steps to put the plan into action;
- periodically review and monitor the plan and the arrangements to act on it so that the plan remains relevant and up-to-date.

While the regulations do not specify the frequency with which plans should be reviewed, the department's guidance, '[Managing asbestos in your school](#)', recommends that the asbestos register, which records the location and condition of asbestos, be reviewed at least annually. It also recommends that the AMP be kept under review and updated if there is new information, work is undertaken on ACMs, damage occurs, or ACMs are removed.

We asked respondents whether they regularly review how to manage the risks from any ACMs from their school, as a proxy indicator for managing in line with the regulations and to help us understand whether they were following the good practice set out in the guidance.

Of the schools that responded to this question, 918 (5.8%) have not reviewed their risk assessment. 14,909 (94.2%) have reviewed their risk assessment.

Of the schools that did review their risk assessment, 13,293 (89.2%) have reviewed risk within the past year. 1,438 (9.6%) have reviewed within the previous one to three years with 178 (1.2%) schools having reviewed their risk assessment over three years ago.

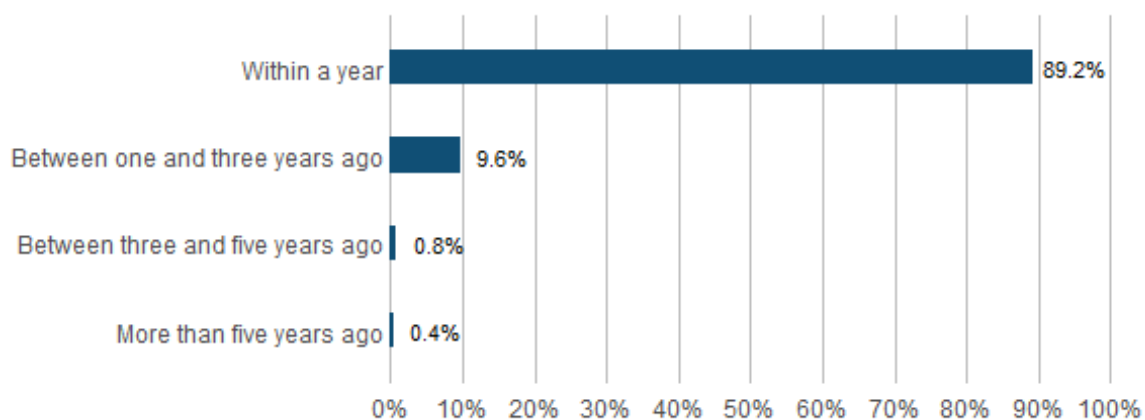


Figure 10: Date of risk assessment review

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
LA maintained schools	8,401 (88.6%)	953 (10.1%)	87 (0.9%)	41 (0.4%)	9,482
Academies	4,537 (90.3%)	440 (8.8%)	25 (0.5%)	20 (0.4%)	5,022
Other	355 (87.7%)	45 (11.1%)	2 (0.5%)	3 (0.7%)	405
Total	13,293 (89.2%)	1,438 (9.6%)	114 (0.8%)	64 (0.4%)	14,909

Table 10a: Date of risk assessment review

Source: AMAP data collection - February 2019

Type	Within a year	Between one and three years ago	Between three and five years ago	More than five years ago	Total
Voluntary aided schools	1,799 (91.0%)	167 (8.4%)	9 (0.5%)	3 (0.2%)	1,978
Foundation schools	394 (93.1%)	28 (6.6%)	1 (0.2%)	0 (0.0%)	423
Special schools	316 (86.3%)	45 (12.3%)	2 (0.5%)	3 (0.8%)	366

Table 10b: Date of risk assessment review

Source: AMAP data collection - February 2019

Q11: Are precautions in place to ensure anyone who may disturb Asbestos-Containing Materials (ACMs) is provided with information about any asbestos present?

The precautions should ensure that anyone in-house, or who comes to carry out any work on the premises does not start work before they are given the information about any asbestos present. This includes any invasive work and the requirement for a refurbishment and/or demolition survey.

Out of the schools who responded to this question, 15,767 (99.6%) schools stated they had precautions in place to ensure anyone who may disturb ACMs is provided with information about any asbestos present. 59 (0.4%) schools stated they did not have precautions in place.

Q12: Do your in-house school staff (e.g. site managers) who may undertake maintenance work have any of the below training?

Respondents were able to select more than one response.

Of the 15,824 schools responded to this question, 13,711 (86.6%) stated that in-house staff had asbestos awareness training, 84 (0.5%) had in-house staff with Licensable¹³ work with asbestos training and 140 (0.9%) had in-house staff with Non-Licensable work with asbestos, including Notifiable Non-Licensed Work (NNLW) training. There were 2,100 (13.3%) schools that stated their in-house staff had none of the above training.

¹³ Licensable work with asbestos is where worker exposure to asbestos is not sporadic and of low intensity; or where the risk assessment cannot clearly demonstrate that the control limit will not be exceeded 0.1 asbestos fibres per cubic centimetre of air (0.1 f/cm³) (averaged over a four hour period); or on asbestos coating; or on asbestos insulation or asbestos insulating board, where the risk assessment demonstrates that the work is not short duration work.

6. Interpretation of findings and next steps

Background

Although it is now illegal for asbestos to be used in the construction or refurbishment of any school building, findings from the data collection indicate that 15,796 (80.9%) of the participating state-funded schools and academies in England have asbestos present on their school estate. Given the extensive use of asbestos in the construction industry up to the year 2000, we expected the amount of asbestos in the school estate to be in that region. The data collection findings correlate with what we understood from other JUAC research findings, and the previous asbestos data collection (2016) which suggested between 80% to 85% of schools have asbestos present.

Our responsibilities

We take the issue of asbestos management in schools very seriously, and we recognise the importance of managing asbestos in schools effectively. By developing a comprehensive understanding of the management of asbestos in the school estate, we can work with responsible bodies and their respective schools to help them to manage the risks of exposure to asbestos. Contractors and staff who carry out building maintenance and repair are particularly at risk and should take every necessary precaution to keep themselves, and others, safe.

Our position

Any school buildings built or refurbished before the year 2000 may contain asbestos.

We follow the advice of the HSE which is the lead regulator on managing asbestos. The HSE and the department advise that as long as asbestos is in good condition, well-managed and unlikely to be damaged or disturbed, it is not a significant risk to the health of teachers and pupils during their daily activities. When asbestos cannot be effectively managed in situ, it should be removed. We provide condition funding which can be used to manage asbestos safely. The decision to remove asbestos should be made on a case by case basis, informed by professional advice.

Current funding

Since 2015, we have allocated over £7.4 billion to those responsible for school buildings, for essential maintenance and improvements, including removing or encapsulating asbestos when it is the safest course of action to do so. In addition, through the Priority School Building Programme, we are rebuilding or refurbishing buildings in the worst condition at over 500 schools across the country. Asbestos was a factor in prioritising buildings for the programme.

Our response to the AMAP findings

The previous survey of schools carried out in 2016 achieved a response rate of 25%. This AMAP sought to and has increased that response rate significantly, to 88.4%. The AMAP results indicated that the vast majority of schools are managing their asbestos well, although we have found some schools where this may not be the case.

Understanding the asbestos profile and managing the associated risks is critical. These risks will vary from institution to institution as will the risk management approach. Fundamentally, responsible bodies need to be able to interpret their asbestos surveys, ensure they are appropriate and correct, and put in place appropriate measures to manage their asbestos effectively.

The safety of pupils, staff and visitors to schools is paramount. We will continue to work closely with the HSE and other stakeholders in developing our approach to communicating the importance of managing asbestos effectively and providing guidance. We recognise the challenges of maintaining a diverse estate and acknowledge the huge commitment that schools and responsible bodies have made to ensure that risks of exposure are managed effectively. We understand that everyone wants to do this well.

Working with HSE and stakeholders

Working with the HSE and other key stakeholders, the department published guidance on the effective management of asbestos in February 2017. We committed to review the guidance, taking account of the findings from the AMAP data collection. We are continuing to work with stakeholders on revised guidance, which we aim to publish by the end of 2019. This will help all responsible bodies and their respective schools to continue to improve approaches to managing asbestos and ensure that any risk of exposure to asbestos is properly managed.

Next steps

Although a significantly larger proportion of schools responded to the AMAP than responded to the previous survey, the department is keen to ensure that as many schools as possible respond to the AMAP.

The department will contact the remaining 11.6% of schools that have not yet responded to the AMAP, and their responsible bodies, to ask them to complete the data collection. We will be sharing guidance written specifically for schools on asbestos management to support these schools and responsible bodies to meet their regulatory requirements. The AMAP portal remains open, so schools and responsible bodies who have not yet participated can do so. We will review and publish updated information on participants every six months.

We do expect dutyholders to seek assurances from schools that have not responded to the AMAP to assure themselves that asbestos is being managed effectively as set out in the Control of Asbestos Regulations 2012 and published guidance on asbestos management.

While the AMAP results indicated that the vast majority of schools are managing their asbestos well, it has identified some schools where this is not the case. We intend to follow up with schools and responsible bodies where their responses to the AMAP suggest that their approach to asbestos management could be improved, sharing the information with the HSE as appropriate.

For those schools whose AMAP responses suggest that they may not be managing asbestos in line with the requirements set out in the Control of Asbestos Regulations 2012, we have shared the information on these schools with the regulator, the HSE. The HSE will follow up where appropriate with schools of concern in line with its investigation policies.

For those schools whose responses to the AMAP suggest that, whilst they are managing in line with regulations, their practice is not in line with the department's guidance. We are working with those institutions to verify their responses, to highlight the areas that need addressing and to share the department's guidance with them.

We also plan to continue to maintain and update the information collected through the AMAP by collecting this information as part of the second Condition Data Collection (CDC) exercise, which is planned for 2020-25. As part of the CDC process we intend to visit all state-funded schools in England and ask them to confirm the plans that they have in place for the effective management of asbestos. We also plan to seek confirmation from the relevant responsible body that the responses provided by their schools are correct. This will enable us to update and maintain the information on the AMAP. We intend to publish a comprehensive analytical report of the findings from the second CDC on management of asbestos in schools in due course.

The findings from the AMAP will feed into the discussions that we are already having with the HSE and key stakeholders to refresh our guidance, which will aim to focus on the needs of the dutyholder in their management of asbestos in the school estate.

7. Conclusion

The AMAP was a voluntary data collection which achieved an unusually high response rate from schools and responsible bodies. We have a large sample of 19,522 (88.4%) schools, which appears broadly characteristic of the whole estate, from which we can draw conclusions.

As a result of the data collection, the department has improved the evidence base on the management of asbestos in schools, promoted awareness of the importance of good asbestos management in all schools and provided bespoke advice to all schools responding to the survey to enable them to improve their practice.

The analysis has revealed good practice in the majority of schools, but some gaps in the management of asbestos in some schools. We will be verifying responses and addressing points of concern with schools and their responsible bodies, and where appropriate share information with the HSE.

We found that some schools did not have a full understanding of the documentation associated with asbestos management. Although processes and procedures were in place, these alone did not provide adequate assurance that risks were being managed effectively in all cases. In order to manage asbestos in schools effectively, it is essential that all relevant staff and other workers (for example, external contractors) in a school should receive the right information, instruction and training, and are clear on the process and what precautions to follow. The management of asbestos should also be appropriately documented with reasonable and proportionate audit trails to provide the necessary assurance that asbestos is being managed effectively.

A school's AMP should set out the procedures for staff to follow in the event of an asbestos incident, and the plan should then be communicated clearly to all staff. Unless the incident is very minor, any asbestos incident should be notified to the HSE. This is a legal requirement under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).

Responsible bodies should ensure that schools under their control provide evidence to them, to demonstrate that they are compliant with current legislation and guidance on asbestos management. The issue of asbestos in schools is a serious one and the government is supporting those who are legally responsible for managing asbestos in schools. The HSE is the lead regulator on managing asbestos and advises that as long as asbestos is in good condition, well-managed and unlikely to be damaged or disturbed, it is not a significant risk to the health of teachers and pupils during their daily activities.

While the amount of asbestos in schools will reduce over time through rebuilding and refurbishment of the school estate, schools and responsible bodies need to maintain effective management of asbestos (or presumed asbestos) in the school estate and must remain diligent in managing risks of exposure to ACMs.

Finally, we would like to thank all those schools and responsible bodies that contributed to the AMAP. Their contribution has helped us to improve our understanding of the management of asbestos. Their reporting and assurance will enable us to better support them with advice and funding, in their management of the school estate. A list of participating schools and responsible bodies is available on GOV.UK, with our appreciation.

8. Further information

Useful resources and external organisation

The department will continue to offer support and advice to schools and responsible bodies, to assist them in the effective management of asbestos in their school estate.

The resources set out in the 'Key resources' section below provide further advice and support, including information on accredited professionals.

Key resources

- [Control of Asbestos Regulations \(2012\)](#)
- [DfE Guidance - Managing asbestos in your school](#)
- [HSE asbestos checklist](#)
- [HSE asbestos checklist frequently asked questions](#)
- [HSE asbestos advice](#)
- [HSE RIDDOR webpages](#)
- [Joint Union Asbestos Committee](#)
- [United Kingdom Accreditation Service](#)



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