

School Dog Policy

INTRODUCTION

Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with a dog. In addition to these benefits, children take great enjoyment from interaction with a dog.

Is there a risk in bringing a dog into a school environment?

Yes there is, though there are a variety of accidents, which can happen within the school environment which far exceed the number of injuries or incidents caused by a dog. Therefore, it is just another risk that needs to be managed. A thorough risk assessment has been carried out and this is included in this document (see appendix 3).

Dogs are not allowed anywhere on the school site at any time unless specifically authorised by the Head Teacher or School Leader. This policy outlines measures put in place to allow the school dog to be present.

School Policy

The dog will be owned by Mr Partridge.

- The Governors have the right to refuse entry to the dog.
- Only the school dog is allowed on the premises. All other dogs must not come on site unless they are a known therapy or assistance dog and the Head Teacher has been informed beforehand.
- The dog is a Cockapoo chosen because it is an intelligent breed that will respond well to training and which is known to be good with children, which sheds no hair and is very sociable and friendly.
- The Chair of Governors, Albert Owen and the governing board agree that a school dog will benefit the children and staff of St Paul's School.
- Staff, parents and children have been informed by letter that a dog will be in school. Mr Partridge, Head teacher has produced a risk assessment and this will be reviewed annually.
- Staff, visitors and children known to have allergic reactions to dogs must not go near the dog. All visitors will be informed on arrival that there is a dog in school (currently Monday – Wednesday).
- If the dog is ill, she will not be allowed into school.
- The dog will be kept on a lead when moving between classrooms or on a walk and will be under the full control and supervision of a trained adult.
- Children must never be left alone with the dog and there must be appropriate adult supervision at all times.
- Children should be reminded of what is appropriate behaviour around the dog. Children should remain calm around the dog. They should not make sudden movements and must never stare into a dog's eyes as this could be threatening for the dog. Children should not put their face near a dog and should always approach it standing up.
- Children should never go near or disturb the dog that is sleeping or eating.

- Children must not be allowed to play roughly with the dog.
- Everyone must wait until Matilda is sitting or lying down before touching or stroking her
- If the dog is surrounded by a large number of children, the dog could become nervous and agitated. Therefore, the adult in charge of the dog must ensure that s/he monitors the situation.
- Dogs express their feelings through their body language. Growling or bearing of teeth indicate that the dog is feeling angry or threatened. Flattened ears, tail lowered or between their legs, hiding behind their owner, whining or growling are signs that the dog is frightened or nervous. If the dog is displaying any of these warning signs he should be immediately removed from that particular situation or environment.
- Children should not eat close to the dog.
- Children should be careful to stroke Matilda on her body, chest, back and not by her face or top of head.
- Children should always wash their hands after handling a dog – sanitizers available
- Any dog foul should be cleaned immediately and disposed of appropriately by an adult only
- Parents will be consulted on allowing their pupils access to the dog.
- All visitors will be informed about the dog and related protocols on arrival and office staff will relay visitor issues to the Head Teacher asap.
- Appropriately trained staff will maintain records and anecdotal evidence of the work and impact of the school dog.
- The dog will be included in the fire evacuation procedure under the supervision of School Leader Team

ACTIONS

If someone reports having an issue with the dog, this information must be passed to the Head Teacher or a Deputy as soon as possible. All concerns will be responded to by the Head teacher.

Roles and Responsibilities

The Governing Body has a responsibility to ensure that the school has a written policy for dogs in School. The Head teacher is responsible for implementing this policy. Teachers, staff, pupils, parents and visitors are required to abide by this policy. The curriculum will support learning about dogs and how best to behave around our dog. This will include highlighting that not all dogs are well trained and that caution must be used around unknown dogs outside school.

Appendix 1. - Reasons to have a dog in school

In summary, academic research has shown that dogs working and helping in the school environment can achieve the following:

1. Improve academic achievement
2. Increase literacy skills
3. Calming behaviours
4. Increase social skills and self-esteem
5. Increase confidence
6. Teach responsibility and respect to all life
7. Help prevent truancy
8. Motivate children who are often less attentive

The following information has been taken from a range of sources to provide further detail about the benefits of having a dog in school:

Behaviour: In some schools, dogs are making a difference in the behaviour of pupils. Researchers report that students can identify with animals, and with empathy for the dog, can better understand how classmates may feel. It was found that violent behaviour in participating students declined by 55%, and general aggression went down 62%. Behaviour problems occur in school and these can interfere with learning. Some schools are using dogs to improve behaviour problems by promoting positive behaviour in students. In a controlled study, students were found to have fewer disciplinary referrals in schools with a dog than schools without. Students' behaviour improved toward teachers, and students also showed more confidence and responsibility. Additionally, parents reported that children seemed more interested in school as a result of having a dog at school.

Attendance: Case study: Mandy was a student with poor attendance and truancy. Mandy was encouraged back into school using caring for River, a dog, as an incentive. By telling Mandy that "if she didn't come to school to care for him, he wouldn't get walks, water or love," Mandy came to school almost every day for the rest of the year, only missing two days.

Education: Reading programmes with dogs are doing wonders for some students. Children who might be embarrassed to read aloud to the class or even adults are likely to be less scared to read to a dog. "It might be less stressful for a child to read aloud to a dog than to a teacher or a peer. After all, a dog won't judge or correct you." Dogs are used to encourage struggling readers to practise reading aloud. With the presence of a "calm and well-trained dog," students find social support and peer interaction.

Dogs are incredibly calm and happy to have student read to them or join a group of children in the library whilst they are having a book reading session. Dogs give unconditional acceptance, as they are non-judgmental, which is especially crucial to struggling, emerging readers. The dogs also provide

confidence to children as they do not make fun of them when they read, but above all they make amazing listeners, providing the children with a sense of comfort and love. Research has proved that students who read to dogs show an increase in reading levels, word recognition, a higher desire to read and write, and an increase in intra and interpersonal skills among the students they mix with.

Social Development: Dogs in school offer an opportunity for improving social development. They are especially useful for teaching pupils social skills and responsibility. Specifically, schools are using dogs to help older students build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. Older students use dogs to help communicate, teach kindness, and empower students. With a dog in school, students have the opportunity to learn how to care for the animal. This includes walking and grooming. Researchers report that involving students in the daily care of classroom dogs is a positive experience, promoting their own daily care. The students also learn about responsibility, caring, and sharing when helping each other take care of a dog at school.

As a reward: Dogs will be gentle and loving, but at the same time full of fun and enjoyment for the students. Those students who have performed incredibly well during the week or those who have made progress in a certain subject, or those who have achieved tasks set for them, will be rewarded with spending time during lunch or break to interact with these dogs. Walking, grooming, playing and training are some of the responsibilities students will be allowed to undertake. It has been proved that working and playing with a dog improves children's social skills and self-esteem.

Support Dogs can work with students on a one-one basis and will especially help those students who have been bullied, abused, going through upsetting/difficult times or even scared/phobic of dogs. The dog will bring much joy and help to all the students they meet and are happy to provide plenty of hugs to the students they are spending time with. Students who struggle with social interaction can find a reassuring friend in a dog.

Appendix 2

School Dog Frequently Asked Questions

(FAQs – also see consent letter sent to parents)

Q Who is the legal owner of the dog and who pays for its costs?

A The legal owner of the dog will be Mr Partridge; he will bear the costs associated with owning the dog; the school budget will support insurance and staff training costs where appropriate.

Q Is the dog from a reputable breeder?

A Yes. The dog is from a home where both parents were seen and has been specifically chosen for its temperament.

Q Will the dog be a distraction?

A The dog will be kept in the Headteacher's office area. The office is separate from the classrooms / playground area to ensure it only comes into contact with children who are happy to have contact and have parental permission for this, under strict supervision. The dog will also have a space to spend time in classrooms, the library and in the garden where children can interact safely. The dog will also attend meetings with staff to support further socialisation, following consultation with staff beforehand.

Q Has a risk assessment been undertaken?

A Yes, we have carefully considered having a dog in school and sought advice from many sources, including other schools that successfully have a school dog and a reputable dog behaviourist.

Q Who is responsible for training?

A Mr Partridge will be the legal owner of the dog and as a result, will be responsible for its training. Appropriate professional training will be obtained and the dog will work towards being trained as a school dog with advice from the Pets As Therapy charity.

Q How will the dog be toileted to ensure hygiene for all?

A In the interest of health and hygiene our school dog will be toileted when taken out for short walks in the grounds. Only staff members will clear this away appropriately leaving no trace on the ground, cleaning the area with disinfectant if needed – we also have a dedicated area for Matilda.

Our policy of no dogs in the playground is still applicable as we are unable to put effective control measures in place that guarantee temperament and safety when children come into unsupervised contact with unknown dogs.

Q How will the dog's welfare be considered?

A The dog will be walked regularly (by member of staff during her time day) and given free time outside. Parents will be able to give permission in advance to allow their child to be able to walk with

a member of staff and the dog during that time. This will also be used as a behaviour reward, in line with our behaviour policy. The dog will be kept in the admin area/HT office and will only have planned and supervised contact with children and visitors. The dog will be carefully trained over a period of time and will have unlimited access to food and water. We will work carefully to ensure the dog's welfare is always considered.

Q How will this be managed where children have allergies?

A Children will not need to touch the dog, which will relieve the possibility of allergic reactions. We already manage a number of allergies at school and this will be no different for children and adults that are allergic to dogs. Individual needs will always be met and we are happy to work with parents to put additional control measures in place for individual allergies. The breed of dog is known for minimal moulting, he is given a high quality food and regularly groomed to reduce any possibility of allergens.

Q My child is frightened of dogs; how will you manage this?

A Access to the dog is carefully managed and supervised and children do not need to have close contact with it unless permission for this has been given. We hope to work closely with parents of children who are fearful of dogs to alleviate their fear and to teach them how to manage this.

Appendix 3

Risk Assessment for Matilda

RISK ASSESSMENT FOR:	Keeping animals in school - Matilda	
Establishment: ST PAUL'S COFE JUNIOR SCHOOL	Assessment by: Chris Partridge	Date: 21.09.21
Review Date Due: 21.09.22	Leadership Approval: David Fingleton	Date: 27.09.21

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	Adequate

Animal Health Diseases , parasites	Staff/Pupils and Visitors	Disease/infections	<ul style="list-style-type: none"> • Only healthy animals obtained from accredited or high-quality sources. • Animals must not be able to come into contact with wild rodents etc. due to the possibility of disease transmission. • Arrangements in place for care during holidays / weekends • Someone involved is experienced in the housing, feeding, handling and care requirements. • Cages are kept secure and clean for the well being of the animal and the pupils and staff. 	Yes	Yes
Bites and scratches	Staff/Pupils and Visitors	Disease/infections	<ul style="list-style-type: none"> • Pupils instructed in handling animals and closely supervised • Keep animals away from face • Dog is regularly handled 	Yes	Yes
Cuts / minor injury from defective housing	Staff/Pupils and Visitors	Disease/infections	<ul style="list-style-type: none"> • Animal housing inspected regularly for defects 	Yes	Yes
Allergy Phobias	Staff/Pupils and Visitors	skin rashes, irritation to the eyes and nose or breathing difficulties	<ul style="list-style-type: none"> • Children / staff known to have allergic reactions / phobias to specific animals have restricted access – <i>parental forms stored in office</i> • Good general hygiene and hand washing followed. 	Yes	Yes

Hygiene Infection	Staff/Pupils and Visitors	Disease/infections	<ul style="list-style-type: none"> • Adequate provision for hand washing (soap hot water) readily available. • Paper towels provided rather than communal hand towels. • Do not allow children to touch any part of their face with their hands before hands are washed. • Younger pupils should be seen to wash their hands. • All wounds on exposed skin are suitably covered. • Soiled bedding disposed of in sealed plastic bags with normal refuse. • Foodstuffs stored carefully to prevent contamination and infestation. 	Yes	Yes
Keeping farm animals	Staff/Pupils and Visitors	Disease/infections	<ul style="list-style-type: none"> • Check that other members of the school are happy with arrangements 	Yes	Yes

Additional Control Measures <i>(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).</i>	Action by Whom <i>(list the name of the person/people who have been designated to conduct actions)</i>	Action by When <i>(set timescales for the completion of the actions – remember to prioritise them)</i>	Action Completed <i>(record the actual date of completion for each action listed)</i>	Residual Risk Rating
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<p>Further guidance is provided in CLEAPSS guidance documents:</p> <p>L56 Housing and Keeping Animals</p> <p>Laboratory Handbook (section 14.1).</p> <p>PS86A Farm animals in school and on visits</p> <p>PS55 bringing pets and other animals into schools</p> <p>Growing school 'Get your hands Dirty'</p> <p>New resource to help teachers consider the issues involved in growing plants/ caring for animals in school</p> <p>https://www.countrysideclassroom.org.uk/storage/resource/downloads/b91225eb-0e06-424c-b9b1-b226f1d5c4a0/original/get-your-hands-dirty-2017.pdf</p>	<p>Chris Partridge</p> <p>Myra Helps</p>	<p>Ongoing review</p>	<p>Ongoing reiteration</p>	
<p>DATE OF REVIEW:</p> <p><i>Record actual date of review</i></p>	<p>COMMENTS:</p> <p><i>Record any comments reviewer wishes to make. Including recommendations for future reviews.</i></p>			
<p>DATE OF REVIEW:</p>	<p>COMMENTS:</p>			
<p>DATE OF</p>	<p>COMMENTS:</p>			

REVIEW:	
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RESIDUAL RISK RATING	ACTION REQUIRED
VERY HIGH (VH) Strong likelihood of fatality / serious injury occurring	The activity must not take place at all. You must identify further controls to reduce the risk rating.
HIGH (H) Possibility of fatality/serious injury occurring	You must identify further controls to reduce the risk rating. Seek further advice, e.g. from your H&S Team
MEDIUM (M) Possibility of significant injury or over 3 day absence occurring	If it is not possible to lower risk further, you will need to consider the risk against the benefit. Monitor risk assessments at this rating more regularly and closely.
LOW (L) Possibility of minor injury only	No further action required.