



MICKLEOVER PRIMARY SCHOOL

Name of Policy: School Dog Policy

Date of Policy: May 2019

Member of Staff responsible: L Gerver

Review date: May 2021

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

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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. This includes drop off and collection times. This policy outlines measures put in place to allow the school dog to be present.

School Policy

The dog will be owned by Mrs Morton (Coyle)

- 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 before hand.
- The dog is a Border Terrier chosen because it is an intelligent breed that will respond well to training and which is known to be good with children, which sheds little hair and is very sociable and friendly.
- Staff, parents and children have been informed by letter that a dog will be in school. A risk assessment has been produced 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.
- If the dog is ill he 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 Hector is sitting or lying down before touching or stroking him.
- 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.

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- 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 Hector on his body, chest, back and not by his face or top of head.
- Children should always wash their hands after handling a dog.
- Any dog foul should be cleaned immediately and disposed of appropriately.
- Parents will be consulted on allowing their child access to the dog.
- All visitors will be informed about the dog and any related protocols for them to follow will be given by the office staff on arrival. Any issue's regarding the dog from the will be reported to the Head Teacher as soon as possible.
- Appropriately trained staff will maintain records and anecdotal evidence of the work and impact of the school dog.
- The office will know the whereabouts of the dog and which staff are supervising at all times.
- The dog will be included in the fire evacuation procedure under the supervision of Mrs Coyle and Mrs Stacey.

Actions

If someone reports having an issue with the dog, this information must be passed to the Head Teacher or one of the Assistant Heads 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 and a sensory diet for Autistic/Attachment children
- 4) Increase social skills and self-esteem
- 5) Increase confidence
- 6) Teach responsibility and respect to all life

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- 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 students 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. Therapy dogs can work with children on a one-one basis and will especially help those students who are Autistic, have been abused, who are in foster care or going through upsetting/difficult times. The dog will provide children with an opportunity to heal from their traumas and to learn how to trust without the fear of being rejected. Children who struggle with social interaction can find a reassuring friend in a dog.

Appendix 2 **School Dog Frequently Asked Questions (FAQs)**

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

A. The legal owner of the dog will be Mrs Coyle; she 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 Happy Room. The Happy Room is separate from the classrooms / playground area to ensure the dog only comes into contact with children who are happy to have contact and have parental permission for this.

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. Mrs Coyle will be the legal owner of the dog and as a result, will be responsible for the dogs 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.

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 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. The dog will be kept in the Happy Room 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 within 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.



Hazard	Risk	Risk Category 1-5	Likelihood 1-5	Controls in place
Dog getting over excited when interacting with children.	Child scratched by dog	3	2	Hector will always be in the care of a responsible adult who will have received handling training. Children are not left with the dog unsupervised.
	Child bitten by dog	4	2	<p>Hector will always be on a lead when he is out of his pen The dog will be trained regularly by experienced trainers. Pupils have been, and continue to be, taught the impact of their actions. Education of this nature is continually given to children, and often to whole school during assemblies, class time and PSHE lessons.</p> <p>Pupils will be taught what to do to prevent over stimulating or upsetting the dog and how to remain calm around him.</p> <p>Hector will receive ongoing formal training, socialising and conditioning within the school environment. Training with support working towards a Pets As Therapy Test and support calm behaviours to facilitate reading or nurture intervention , therapies, training and scent games.</p> <p>Pupils and adults will be reminded not to touch Hector’s mouth, head and rear end and to stand, turn and say “whoops / Oh dear” if he attempts to jump up or mouth.</p> <p>ALL staff given permission to handle Hector will be given strict instructions to follow and appropriate training. Hector will attend the vets’ regularly to make sure he is in good health.</p>



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Hazard	Risk	Risk Category 1-5	Likelihood 1-5	Controls in place
The dog gets loose from his pen or from his lead.	Child scratched, or bitten by dog	1	2	<p>The dog's pen in the Happy Room can be used to keep Hector safe and he will also roam free in the Happy Room. Staff will be alerted with signage and pupils only allowed in with supervision.</p> <p>Children and staff are taught not to tease him or taunt through the window.</p> <p>If Hector does get loose the Inclusion Staff or Head Teacher will come and put the dog back on his lead and in the Happy Room in his crate.. There are three members of staff who will be called upon in the event of the dog getting loose or if he needs attention at any other time, they are: Mrs Gerver - Head Teacher Mrs Coyle - Inclusion/CP manager. Mrs Stacey – Inclusion TA</p> <p>Hector will always be on his lead when out of the Happy Room or when trained adults are in strict supervision</p>
Hazard	Risk	Risk Category 1-5	Likelihood 1-5	Controls in place
Dog hair causing allergies	Children have allergic reactions	1	1	<p>Parents have been asked to inform the school of any known allergies prior to introduction of the dog to school.</p> <p>Children will have the opportunity to interact with Hector as they wish and those with allergies would be able to opt out of interaction.</p> <p>Children will be taught to wash their hands after active contact.</p>



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Hazard	Risk	Risk Category 1-5	Likelihood 1-5	Controls in place
Children getting germs from the dog.	Children/staff will contract diseases that can be carried by dogs	1	1	<p>All immunisations (including rabies vaccination) are kept up to date in accordance with European Pet Passport scheme and the Head Teacher keeps a register of this.</p> <p>Flea treatment is carried out at monthly intervals. Worming treatment is carried out compliant with European Vet guidelines, at 3 monthly intervals</p> <p>The dog will not go in the school dining hall at meal times; he will not be permitted into the food preparation area of the kitchen or the cooking room.</p>
Hazard	Risk	Risk Category 1-5	Likelihood 1-5	Controls in place
Claim is made against school re: behaviour of the dog.	School not adequately covered financially	1	1	<p>The school has public liability insurance The policy covers Hector in school</p> <p>Mrs Coyle aims to have Hector assessed as a Pets As Therapy dog once his training and adolescence are completed.</p>