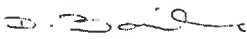





School Therapy Dog Policy

Policy Date:	March 2022	Version: 1.1		
Policy Review Date:	March 2025	Headteacher Debra Bailey	Signed 	Insert Date 29/03/2022
Ratified by Governing Body:				
Sue Welford (Chair of Governors)	Insert Signature 	Insert Date 29/03/2022		

1. Introduction

Research has shown many benefits to therapy and reading dogs in school settings. Rushey Mead Primary School has introduced the use of a therapy dog into the emotional well-being provision at school. This policy is designed to set out to pupils, parents, staff and visitors the reasons for having a school dog and the rules and responsibilities to ensure the safety of pupils, staff, visitors and the school dog. Although there is a risk in bringing a dog into a school environment, this can be mitigated against with a robust risk assessment to ensure the safety of all pupils, parents, staff and visitors. (Appendix A - Risk Assessment).

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 interactions with a dog.

The latest guidance from the government regarding pets and animals in school are below.

Chapter 8: pets and animal contact - GOV.UK - Updated March 2021

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-8-pets-and-animal-contact> 3/5

Pets and other animals in school can enhance the learning environment. However, contact with animals can pose a risk of infection including gastro-intestinal infection, fungal infections and parasites. Some people, such as pregnant women and those with a weakened immune system, are at greater risk of developing a severe infection. However, sensible measures can be taken to reduce the risk of infection to the children and to staff. Only mature and toilet trained pets should be considered and the Headteacher should ensure that a knowledgeable person is responsible for the animal. There should be a written agreement within the school detailing:

- ***the types of animals allowed in the school***
- ***how to manage them and permitted behaviour whilst on the premises***
- ***where they can go and where they cannot go when in the school***
- ***any insurance liability of owners and handlers***

Animals should always be supervised when in contact with the children and those handling animals advised to wash their hands immediately afterwards. Animals should have recommended treatments and immunisations, be regularly groomed (including claws trimmed) and checked for signs of infection. Bedding should be laundered regularly. Feeding areas should be kept clean and their food stored away from human food. Food not consumed in 20 minutes should be taken away or covered to prevent attracting pests.

2. The benefits of a school dog

School dogs have been proven to help develop Pupils' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and in the development of empathy and nurturing skills. At Rushey Mead Primary School, we hope that a school dog will be a beneficial addition to our therapeutic offer in addition to the interventions we already

offer and promoting engagement for those children who have found it difficult to access talking therapies in the past.

Animal assisted interventions (also known as AAI's) can:

- Teach empathy and appropriate interpersonal skills;
- Help individuals develop social skills;
- Be soothing;
- Improve a child's ability to pick up on social cues which are imperative to human relationships;
- Therapy dogs have been shown to support emotional regulation through the positive impact on the autonomic nervous system
- Show that children working with therapy dogs have experienced improved motivation for learning, resulting in improved outcomes;

Therapy dogs are being used to support children with their social and emotional learning needs, which can also aid literacy development.

Research into the effects of therapy dogs in schools is showing a range of benefits including:

- Increase in school attendance;
- Improved confidence;
- Decreased pupil anxiety resulting in improvements in learning, such as increases in reading and writing levels;
- Improved motivation to learn;
- Enhanced relationships with peers and teachers due to experiencing trust and unconditional positive interactions with a therapy dog;
- Helping children learn how to express their feelings and enter into more trusting relationships.
- Increase social skills and self-esteem
- Teach responsibility and respect to all life

Confidence benefits

"If children are partnered with a dog to read to, for example, the dog provides comfort, encourages positive social behaviour, enhances self-esteem, motivates speech and inspires children to have fun and enjoy the non-judgemental experience"

Bark & Read – The Kennel Club (<https://www.thekennelclub.org.uk/barkandread>)

SEND benefits

"Therapy Dogs Nationwide dogs have also shown to help with special needs and autistic children and adults by giving focus and providing a calming environment."

Therapy Dogs Nationwide (<http://www.tdn.org.uk/schools/>)

Mental Health and Wellbeing benefits

Some mental health challenges and psychiatric disorders are known to respond well to therapy dogs. Patients diagnosed with a range of issues, such as depression, bi-polar disorder, Autism, ADHD, post-traumatic stress disorder (PTSD), and Alzheimer's disease, benefit from their interaction with therapy dogs and other companion animals.

Sometimes, emotional challenges are the result of physical health problems, and therapy dogs can help with those too. Research suggests that patients who are recovering from difficult surgery or a bad accident who participate in animal-assisted therapy may feel less pain. Studies have shown that such interactions can increase the mood-boosting hormone oxytocin and decrease the stress hormone cortisol.

Evidence shows that just by being near a dog when stressed can reduce anxiety. In a survey, 92% of Pupils said they felt more relaxed during teaching and learning time when there was a dog in the classroom. When children are more relaxed and less stressed, they're going to learn more.

Behaviour benefits

Researchers report that Pupils 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 Pupils declined by 55%, and general aggression went down 62%. In a controlled study, Pupils were found to have fewer disciplinary referrals in schools with a dog than schools without. Pupils' behaviour improved toward teachers, and Pupils also showed more confidence and responsibility.

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

Education

Reading programmes with dogs are doing wonders for some pupils. 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, pupils find social support and peer interaction. Dogs are incredibly calm and happy to have pupils 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 pupils who read to dogs show an increase in reading levels, word recognition, a higher desire to read and write, and an increase in intrapersonal and interpersonal skills among the pupils 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. Schools are using dogs to help older pupils build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. Pupils can use dogs to help communicate, teach kindness, and empower Pupils. With a dog in school, pupils have the opportunity to learn how to care for the dog. This includes walking and grooming. Research reports that involving pupils in the daily care of a classroom dog is a positive experience, promoting their own daily care. The pupils also learn about responsibility, caring, and sharing when helping each other take care of a dog at school.

Pastoral Care

Therapy Dogs can work with pupils on a one-one basis and will especially help those pupils 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 pupils they meet and are happy to provide plenty of hugs to the pupils they are spending time with. Pupils who struggle with social interaction can find a reassuring friend in a dog.

3. Responsibilities

Pupil Responsibilities

- Pupils whose parents have withdrawn consent are not allowed to attend dog therapy sessions.
- Pupils should be careful to stroke the dog on her body, chest, back and not by her face or top of head.
- Pupils must always wash their hands before and after stroking and handling the dog.
- Pupils must wait until the school dog is sitting or lying down before touching or stroking her
- Pupils are not allowed to approach or disturb the dog whilst she is sleeping or eating.
- Pupils are not allowed to play roughly with the dog.
- Pupils are not allowed to eat during animal assisted therapy sessions.
- Pupils understand that any deliberate violence or threatening behaviour towards the dog will result in a fixed term exclusion.

Staff Responsibilities

- Miss Jackson will know the whereabouts of the dog and which staff are supervising at all times.
- Miss Jackson is responsible for ensuring the training and accreditation of the dog.
- The therapy dog will be kept in Miss Jackson's Office, the Head Teacher's or Deputy Head Teacher's Office or the Business Manager's Office when Miss Jackson is not available or is working with a pupil/in a meeting where the school dog is not required.
- The therapy dog must be kept on a lead when moving around the school.
- Pupils must never be left alone with the dog and there must be appropriate adult supervision at all times.
- Pupils will be reminded of what is appropriate behaviour around the dog before any interaction during a therapy session or visit.
- Staff, visitors and children known to have allergic reactions to dogs must not go near the therapy dog. The Office keeps a list of all pupils and staff with a reported allergy to dogs which is kept in the Therapy dog folder/box.
- 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. If the dog is displaying any warning signs such as growling or flattening of her ears, she should be immediately removed from that particular situation or environment by the trained staff member handling her.
- Any dog foul should be cleaned immediately, double bagged and disposed of appropriately by the trained dog handling staff.
- If the dog is ill she will not be allowed into school. Miss Jackson has responsibility for ensuring appropriate alternative care for the dog if the dog is not to be in school on a given day.

- Miss Jackson will maintain records and collect evidence of impact of the schooldog to better inform research into the benefits of animal assisted therapy.

4. Principles

- The Head Teacher and the Governors have agreed to the presence of a therapy dog at Rushey Mead Primary School.
- Staff, parents and pupils will be informed in writing that a dog will be in school.
- The presence of a school dog will be made clear to visitors, via a sign, upon their arrival at the School Office and at the Staff entrance from the car park.
- Parents will need to sign the Animal Assisted Therapy consent form in order for their children to be present during Animal Assisted Therapy.
- Only the school dog is allowed on the premises. No other dogs are permitted a risk assessment has been approved by the Head Teacher and Health and Safety Lead. This will be reviewed annually.
- The dog will be included in the fire evacuation procedure under the supervision of Miss Jackson or other trained staff members.
- The dog is covered by the school's Public Liability Insurance policy and the Business Manager has responsibility for ensuring this remains on the school's policy during the presence of a therapy dog at Rushey Mead Primary School. The dog is also fully insured by the school.
- Only staff trained to handle the dog on school premises will have permission to do so. Whilst training this will be limited to her owner and handler, Miss Jackson and trained members of staff with prior agreement.

5. 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 Miss Jackson. She will bear the costs associated with owning the dog at home; the school budget will support and training costs and insurance. The school's public liability insurance covers a school therapy dog as long as stringent measures are in place including a robust risk assessment, the parental choice of accessing the dog for their child/children, a responsible owner trained alongside the dog and appropriate pet insurance.

Q Where is the dog from?

A The dog is a rescue from Cyprus. Miss Jackson, the school and Underdog International, who facilitated the adoption, discussed the appropriateness of this dog for this role. She was approximately 1 year old when adopted by Miss Jackson. The dog is a Labrador mix who has a good temperament, intelligence and a short coat to try and eliminate any fur allergies.

Q Has a risk assessment been undertaken?

A Yes, a full risk assessment has been undertaken and measures put in place to reduce risk. The school has carefully considered having a dog in school and sought advice from many sources, including other schools that successfully have a school dog.

Q Who is responsible for training?

A Miss Jackson will be the legal owner of the dog and as a result, will be responsible for her training,. The school will be funding the dog's training towards becoming the school therapy dog. Appropriate professional therapy dog training will be obtained and the dog will work with a 1:1 trainer with advice from the Pets As Therapy charity, The Dogs Trust, and The Kennel Club.

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 walks around the grounds.

Q Will the dog be a distraction to Pupils' learning?

A The dog will be kept in Miss Jackson's office secured when needed with a baby gate. To enable the dog to have more space to roam when she is not working, she also has access to the Head Teachers office, Deputy Head's Office and Business Managers Office, all who will support Miss Jackson in caring for the school dog. This area is also contained within a baby gate to ensure the office can be accessed. The dog will also attend meetings with staff to support further socialisation, and support staff well-being, following consultation with staff beforehand.

Q What if my child is scared of dogs? Will they be forced to be in the same room as the dog?

A The dog will be kept in Miss Jackson's Office and Miss Jackson will ensure the school dog only comes into contact with children who are happy to have contact with her and where there has been no refusal of permission by parents, this will be under strict supervision. A pupil will not be forced to be in contact with the dog at any time against their wishes. 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 using evidence based interventions such as graded exposure.

Q How will the dog's welfare be considered?

A The dog's welfare will be carefully monitored. The dog will be walked regularly throughout the day and given free time outside of sessions to rest and play. The dog will be carefully trained over a period of time and will have appropriate access to food, treats, water and toys.

Q How will this be managed where children have allergies?

A Children will not need to touch the dog or be in the same room as the dog at any point 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. She will be regularly groomed to reduce any possibility of allergens. A letter will go out to all pupils at the start of each year to ask about allergies or where parents refuse to allow their child to access the dog.

Significant Findings of Risk Assessment

Site / Premises: Rushey Mead Primary School		Assessment Serial Number: RA21			
Department:		Name: Wendy West	Date Carried Out or Reviewed	Date for Next Review	Reviewed By (Name)
Activity / Process: Therapy Dog – Harper		Signature: <i>W.A. West</i>	01/09/2021	01/09/2022	W. West on 19/08/2022 and NJ (in progress)
Responsible Manager / Team Leader etc		Name: Natasha Jackson	3.10.22	3.10.22	NJ
Signature: <i>N.A. Jackson</i>					

Risk Rating.

The Risk Rating process is provided for guidance only. It is the risk assessors' evaluation of the risks that is important, and this may differ from the result indicated by the risk rating matrix. Even after taking the risk rating into consideration employers still have a duty to ensure that sufficient and adequate control measures are in place to ensure that any remaining risks are kept as low as is reasonably practicable.

What are the Hazards? (What can go wrong)	Who might be Harmed & How?	Existing Control Measures (What are you already doing to manage the hazards/risks?)	Risk Rating with controls in place		Additional Controls Required (Where the existing controls are insufficient to reduce the risk to an acceptable level) Use the scoring table below to assist in planning actions.	Action By Who?	Action When?	Additional Action Completed (Initials)
			Likelihood	Severity				
Canine related diseases and parasites	Pupils/ staff ill health	<ul style="list-style-type: none"> Dog to have necessary and current vaccinations before coming into school. Vaccinations and other medical treatment is the responsibility of the owner Dog to have regular veterinary checks Dog will be kept free of fleas, ticks Dog to be bathed regularly Dog lives with owner when not in school and only visits at the agreed days/times 	2	3	6	NJ	Ongoing	NJ
Dog excrement and urine	Ill-health, slips and falls	<ul style="list-style-type: none"> Dog to be wormed on a regular basis Any excrement or urine will be cleaned up immediately and thoroughly disposed of responsibly and hygienically by the owner or at the time of the incident. The immediate area will be sprayed with disinfectant spray, which the school will supply. 	2	3	6	NJ	Ongoing	NJ

Hygiene/ Infection	Ill-health	<ul style="list-style-type: none"> • Adequate provision for hand-washing • Following contact with the dog, children will be advised not to touch any part of their face with their hands before hands are thoroughly washed • Children will be reminded to wash their hands after spending time with the dog • All wounds on exposed skin are suitably covered 	2	3	6	Harper is a Labrador Retriever – she is very loving although can still get a bit excitable on meeting new people (can jump up in excitement with adults if they have their own dog), we are continuing to work on this, and it has vastly improved.	NJ	Ongoing	
Bites, cuts and scratches	Ill-health	<p>There will be no unsupervised contact with children.</p> <p>Dog closely supervised, kept under control and on a lead at all times during school day hours when moving around school between 7:50am – 4:15pm.</p> <p>The owner will have hold of the lead at all times when walking around school during core hours (see above). An additional lead can be attached so that children may 'help' to walk Harper for a short time which will be fitted once outside so as to not cause a potential trip hazard.</p> <p>Pupils and staff will be made aware of the procedures of meeting and handling the dog:</p> <ul style="list-style-type: none"> • Always remain calm around the dog • Don't make sudden movements • Don't stare into a dog's eyes as this could be interpreted as a threat • Don't put your face near the dog • Always approach the dog standing up • Do not disturb a dog that is sleeping or eating • Don't eat close to the dog and never feed the dog your food or other food/treats without permission <p>First aid kit held in Miss Jackson's office. The owner will ensure the dog is not abused or over petted to avoid any incidents. If the dog appears anxious or</p>	2	3	6	Harper has been assessed for temperament by Therapy Dogs Nationwide through as assessor. She passed in August 2022 and this will be re-assessed each year.	NJ		

Potential trip hazard	Staff fall / knocked down	<p>over-stimulated, she will be removed to a different environment, or the visiting session may be cut short</p> <p>Dog closely supervised, kept under control and on a lead at all times during school day hours when moving around school between 7:50am – 4:15pm.</p> <p>At the beginning of a school day when the school dog and owner arrive on site (when there are few adults on site), Harper will be allowed to walk through school to the main office, off lead, under the control of her owner. If there are contractors or visitors on site (not known to Harper), she will be on her lead.</p> <p>At the end of a school day (after 4:15pm when staff who are nervous around dogs have left the building for the day), Harper will be allowed to walk through school off lead to the exit, under the control of her owner. If there are contractors or visitors on site (not known to Harper), or the staff who are nervous around dogs are still in school for training etc..., Harper will be on her lead.</p> <p>Harper will be on her lead during any staff meetings (when not at 'Doggy Day Care' on a Wednesday) or twilight sessions, or where possible on these days, Harper will attend 'Doggy Day Care' additionally.</p> <p>Harper will be off lead during Management meetings and Governor meetings and any other meetings she attends where all parties are comfortable around dogs.</p> <ul style="list-style-type: none"> All parents/carers and members of the school community will be informed via the website, newsletters and letter home that there will be a dog on site and asked to inform the school if they or their child has an allergy to dogs or severe fear of dogs 	3	2	6	Harper is more excited in the morning on the walk through the school to her owner's office, but will recall to her owner when the command 'Harper come' is used. There is a possibility that Harper's excitement could mean she is nearer to an adult than usual, but in the 9 months we have been doing this routine so far, there has never been an incident.	NJ	Ongoing	NJ
Allergic reaction to dog	Ill-health		2	3	6	Labrador with short coat. All allergy information will be collected before the dog is working with any children. A relevant file will be kept in the school office. A notice will be displayed in the entrance.	NJ	Ongoing	NJ

Scoring Table

LEVEL OF RISK	OVERALL RATING			HOW THE RISK SHOULD BE TACKLED/MANAGED						
	5	4	3	2	1	5	4	3	2	1
HIGH RISK	15-25			Immediate Management - Action						
MEDIUM RISK	9-12			Plan for Change						
LOW RISK	1-8			Continue to Manage						
5 Almost Certain	10	15	20	25						
4 Probable /Likely	8	12	16	20						
3 Possible	6	9	12	15						
2 Unlikely	4	6	8	10						
1 Very Unlikely / Rare	2	3	4	5						
	1 Insignificant / Negligible	2 Minor	3 Moderate	4 Major	5 Critical / Catastrophic					

Risk Score

To calculate the Risk Score in the Risk Assessment Register above, simply multiply the Impact by the Likelihood to identify the level of risk as per the table above.

Risk Scoring Guide

Consider the potential harm or injury that could result from the identified hazard if an accident or incident were to occur, based on the table below.

IMPACT	SCORE	HEALTH & SAFETY EFFECT
Critical/ Catastrophic	5	Multiple deaths of employees, service users, members of the public, etc.
Major	4	Death of an employee, service user, member of the public, etc.
Moderate	3	Serious injury (acute, chronic of life-changing) to employee, service user or member of the public requiring medical intervention.
Minor	2	Minor injury such as a bump or bruise that may require First Aid treatment and the person returns to work.
Insignificant / Negligible	1	A day to day issue/problem but negligible harm would result.

Now consider the likelihood of that harm or injury being realised based on the expected frequencies in the table below.

LIKELIHOOD	SCORE	EXPECTED FREQUENCY
Almost Certain	5	Reasonable to expect that the event WILL undoubtedly happen/recur, possibly frequently and is probable in the current year
Probable / Likely	4	Event is MORE THAN LIKELY to occur, will probably happen/recur, but is not a persisting issue. Will possibly happen in the current year and be likely in the longer term
Possible	3	LITTLE LIKELIHOOD of event occurring. Not likely in the current year, but reasonably likely in the medium/long term.
Unlikely	2	Event NOT EXPECTED. Do not expect it to happen/recur. Extremely unlikely to happen in the current year, but possible in the longer term.

Very Unlikely
/Rare

1

EXCEPTIONAL event. This will probably never happen/recur. A barely feasible event.