



# Antingham & Southrepps School Dog Policy (2022-2023)

## *To be reviewed Autumn Term 2023*

### 1. Rationale and Aim

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. It is a risk that needs to be managed. A thorough risk assessment has been carried out (see Appendix 3).

### 2. Policy

- The dog is owned by Mr Elcock. During the school day Rallo will be based in Mr Elcock's office. Children will not be allowed access to him unless consent is given by parent/guardian and it is for a specific pastoral intervention (e.g. Thrive).
- The dog is a Cockapoo. He was chosen because it is an intelligent breed that will respond well to training and which is known to be good with children. He is very sociable and friendly and he is also a hypo allergenic breed that is well-known to be good with families with allergies. He will also be having specific puppy training.
- Staff, parents and children have been informed by newsletter and parentmail that a school dog will be in school. A risk assessment has been produced and this will be reviewed annually with the governing body.
- 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. The school will ensure that the dog is kept separate from these children. (See Risk Assessment).
- If the dog is ill, he will not be allowed into school.
- The dog will be kept on a lead when moving around the school site or on a walk and will be under the full control and supervision of an 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 Rallo is sitting or lying down before touching or stroking him. Hands must be washed after coming in contact with Rallo.
- 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. Groups of no more than 3-5 at any



given time so that he doesn't feel overwhelmed. Rallo will only go on playground on certain days in the week (2 days a week). He will be on a lead at all times and with an adult.

- 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 Rallo on his body, chest, back and not by his face or top of head.
- Children will be reminded of this directly before interacting with the dog.
- 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 children access to the dog and will sign permission forms if they wish for this intervention to occur.
- All visitors will be informed about the dog and related protocols on arrival and office staff will relay visitor issues to the Headteacher ASAP.
- The office will know the whereabouts of the dog and which staff are supervising at all times. A timetable will be provided.
- The dog will be included in the fire evacuation procedure under the supervision of the adult he is with at the time of an evacuation.
- If someone reports having an issue with the dog, this information must be passed to the Head Teacher or Deputy Head Teacher as soon as possible. All concerns will be responded to by the Head Teacher.
- The Governing Body has a responsibility to ensure that the school has a written policy for dogs in School.
- The Headteacher along with Constance Tyce, Sia Vare, Neil Rowe, Sarah Rankin, Joanna Caston, Alice Cary, Jack Branford, Robin Gainher and Gill Pegg are responsible for implementing this policy.
- Teachers, staff, children, 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.

Please see the following appendices for more information.

APPENDIX 1 – Benefits of having a dog in school.

APPENDIX 2 – Frequently Asked Questions

APPENDIX 3 – Risk Assessment

### **3. Monitoring and Evaluation**



The effectiveness of this policy will be regularly monitored by the Miles Elcock with Constance Tyce and Sia Vare.

#### **4. Implementation and Review**

This policy will be circulated to all Antingham & Southrepps Primary School and Nursery staff and published on the school website for parent/carer information. The policy will be reviewed annually.

#### **5. Author and Date**

Author: Miles Elcock    **Approved by:**

Date: July 2022

### **APPENDIX 1**

#### **BENEFITS OF HAVING A DOG IN SCHOOL**

In summary, having Rallo working and helping in the school environment we would like to achieve the following:

- Improved child behaviour and concentration,
- Reduces stress and improved self-esteem,
- A calming effect on children,
- Encourages expression, participation and confidence in all children,
- Fostering a sense of responsibility,
- Motivating children to think and to learn,
- Encouraging respect and thereby improving children's relationships with each other, parents and teachers,
- Teaching children to nurture and respect life,
- Helping work undertaken with the most vulnerable children,
- Helping overcome a fear of dogs,
- Increasing staff morale and wellbeing,
- Developing the understanding of unconditional love,
- Supporting with the development of cooperative play,
- Supporting children to develop empathy,
- Further promote our wellbeing agenda for children,
- Enthusiasm for and enjoyment of animals,
- Helping children build confidence in reading,
- Improving attendance.

#### **COGNITIVE**

Companionship with a dog stimulates memory, problem solving and game playing.

#### **BEHAVIOURAL**

Behaviour problems occur in school and these can interfere with learning. We would hope that by having Rallo in school we would see a difference in the behaviour of children in terms of improved attitude toward school and learning, and children also showed more confidence and responsibility. If children can identify with animals, and with empathy for the dog, then can hopefully better understand how classmates may feel.

*“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."* - Hazel Oak School Dog Policy (<https://hazel-oak.co.uk/wpcontent/uploads/2018/02/School-Dog-Policy.pdf>)

## **SOCIAL**

A dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing and focused interaction with others. After experiencing unconditional love and trust from a dog we would expect to see enhanced relationships with peers and staff. Dogs in school offer an opportunity for improving social development. They are especially useful for teaching children's social skills and responsibility. Specifically, schools are using dogs to help build self-esteem; learn about positive and negative reinforcement, teach kindness, responsibility, and boundaries. With a dog in school, children have the opportunity to learn how to care for the animal. This includes walking and grooming. Involving children in the daily care of school dog is a positive experience, promoting their own daily care. The children also learn about responsibility, caring, and sharing when helping each other take care of a dog at school.

## **EMOTIONAL**

A school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter and fun. Dogs can also teach compassion and respect for other living things as well as relieving anxiety. Children would learn how to express their feelings and enter into more trusting relationships. Children encouraged to gently pat or talk to the dog to teach sensitive touch and to help them to be calm and promotes provides tactile stimulation.

## **ENVIRONMENTAL**

A dog increases the sense of a family environment, being part of something, another purpose for coming to school. Some of these benefits listed above will continue for the young person long after the school day is over. It will hopefully also boost the children's connection to the school environment.

## **ACADEMIC**

Reading to dogs has been proven to help children develop their literacy skills and build confidence in reading. 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. Dogs are used to encourage struggling readers to practice reading aloud This activity can create a calming effect on the child, as well the dog will listen to the child read with no judgement or criticism and they make amazing listeners, providing the children with a sense of comfort and love. This in turn creates an environment where a children's enthusiasm for reading can grow an also develop the confidence to read aloud. Rallo will be able to support reluctant readers.

*"Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the dogs' presence has on children and the fact that the dog will listen to the children read without being judgemental or critical. This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence needed to read aloud. When dogs are in a room of children trying to read they become less stressed, less selfconscious and more confident because dogs are non-judgemental. If children are partnered with a dog to read to, the dog provides comfort, encourages positive social behaviour, enhances self-esteem, motivates speech and inspires children to have fun and enjoy the experience of reading."* - Bark & Read – The Kennel Club (<https://www.thekennelclub.org.uk/barkandread>)

*"Children who read to dogs are less likely to be embarrassed reading aloud and find the experience less stressful.*



*Research has proved that children who read to dogs show an increase in reading levels, word recognition, and a higher desire to read and write.*” - School Dog Policy – The White Horse Federation  
(<https://www.ridgewayschool.com/downloads/default/TWHF-School-Dog-Policy-V2.pdf>)

## **RESPONSIBILITIES**

Children will have opportunity to walk the dog on school grounds with supervision from an adult. This would be on a rota basis. This in turn would allow for a potential improvement in children’s attendance as they have a responsibility to the dog.

## **ATTENDANCE**

We would see an improvement in attendance for children given some additional responsibility regarding Rallo. It is also another reason for the child to want to come to school.

*“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.”* - Case Study – Hazel Oak School Dog Policy (<https://hazel-oak.co.uk/wpcontent/uploads/2018/02/School-Dog-Policy.pdf>)

## **SPORTING**

Rallo will become a school mascot and could attend assemblies that are appropriate for him to be included in. Encouraging movement for some less active children.

## **TRANSITION**

Rallo will be part of the Reception to Year 1 and Year 6 to high school transition process. Children who need extra support and visits with regard to the step up would be able to spend time with him to support transition worries, if needed.

## **THERAPY**

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

## **REWARD SYSTEM**

Dogs will be gentle and loving, but at the same time full of fun and enjoyment for the children. Those children 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 to interact with Rallo. Walking, grooming, reading with, playing and training are some of the responsibilities children will be allowed to undertake. It could also be an incentive for positive behaviour or any form of child achievement.

## **OVERCOMING PHOBIAS**

There are children who do have dog phobias, a school dog and careful de-sensitisation programme could help to reduce some of these fears.

## **APPENDIX 2**

### **SCHOOL DOG FREQUENTLY ASKED QUESTIONS (FAQs)**

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

The legal owner of the dog will be Mr Elcock and his family. He will bear the costs associated with owning the dog.

**Is the dog from a reputable breeder?**

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

**Will the dog be a distraction?**

When in school Rallo will be based in Mr Elcock's office. He will have access to quiet space & in the front office for some 'chill' time! Rallo will always be accompanied by an adult and will never be on his own with a child.

**Has a risk assessment been undertaken?**

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 trainer has been used. A copy of the risk assessment is in Appendix 3.

**Who is responsible for training?**

Mr Elcock, as 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 therapy dog.

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

In the interest of health and hygiene our school dog will be toileted when taken out for short walks in and off the grounds. Only staff members will clear this away appropriately leaving no trace on the ground, cleaning the area with disinfectant if needed. Rallo will be toileted on the grassed area of the car park.

**How will the dog's welfare be considered?**

Rallo will be well looked after. He will live with Mr Elcock who will bring the dog in to school daily, after training is complete. He will undergo puppy training classes. Rallo will be fully vaccinated, will visit the vet regularly for all the necessary injections, as well as regular check-ups. He will also be regularly groomed and is fully insured. If Rallo is unwell for any reason he will stay at home. He will be walked, fed and hydrated during the day. He will have access to a quiet area in Mr Elcock's office where he will be able to have 'quiet time'.

**How will this be managed where children have allergies?**

1. 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. (See Risk Assessment). The breed of dog is known for minimal molting, he is given a high-quality food and regularly groomed to reduce any possibility of allergens.
2. It is completely understandable that there will be some concerns about possible allergic reactions to a school dog. Rallo will be subjected to a very thorough cleanliness and grooming regime. He is also a hypo allergenic breed that is well known to be good with families with allergies. Rallo will only work with children who have voluntarily expressed an interest to do so and after discussion with Mr Elcock as to whether it would be a beneficial intervention. Permission would be sought in advance to any contact. Rallo will be based in Mr Elcock's office. A timetable to be provided.



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

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. Some children may have had upsetting or traumatic experiences and therefore be fearful of dogs (or indeed other animals). The dog will only come into contact with children whose parents have given their permission. The dog will be based in Mr Elcock's office. This is away from the main part of the school. The dog will be a puppy and will grow up in the school environment surrounded by children. Experience and research have shown that, with proper guidance, handling and time, children can learn to overcome their fear of animals and gain a greater appreciation for them



<b>Assessment conducted by:</b> Miles Elcock	<b>Job title:</b> Headteacher	<b>Covered by this assessment:</b> Dogs brought into school by staff to work with children
<b>Date of assessment:</b> July 2022	<b>Review interval:</b> Yearly	<b>Date of next review:</b> July 2023
<p><b>Purpose:</b></p> <p>Research has shown many benefits to therapy and reading dogs in school settings. Antingham &amp; Southrepps Primary School and Nursery would like to introduce the use of a therapy dog into the emotional well-being provision at school. This risk assessment is designed to set out to children, staff, governors, parents and visitors the reasons for having a school dog at Antingham &amp; Southrepps and the rules and responsibilities to ensure the safety of students, 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 everyone.</p>		

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	<b>Major</b> Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	<b>Severe</b> Causes physical injury or illness requiring first aid.	H	M	Low (L)
	<b>Minor</b> Causes physical or emotional discomfort.	M	L	L





Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Policy and procedures	H	<ul style="list-style-type: none"> <li>• The headteacher ensures that all staff, and where appropriate, pupils and their parents, are aware of and adhere to the following school policies:               <ul style="list-style-type: none"> <li>- Health and Safety Policy</li> <li>- Child Protection and Safeguarding Policy</li> <li>- First Aid Policy</li> <li>- School Dog Policy</li> <li>- Behavioural Policy</li> <li>- Supporting Pupils with Medical Conditions Policy</li> <li>- Fire Safety Policy</li> </ul> </li> <li>• The headteacher considers whether the school needs to register the dog as a performance animal, in accordance with the Performing Animals (Regulation) Act 1925. If yes, the headteacher calls the LA and follows local procedures to register the dog.</li> <li>• The headteacher ensures that the school's insurance covers using the dog for the specific planned activities, e.g. using the dog in a school performance or having a therapy dog.</li> <li>• The headteacher ensures that the dog is cared for in accordance with the Animal Welfare Act 2006.</li> </ul>	Y	Headteacher	01.09.22	M



Dog's welfare	H	<ul style="list-style-type: none"><li>• The dog has access to fresh, clean water at all times.</li><li>• The dog has access to a cool and quiet place where it can be left undisturbed.</li><li>• Pupils leave the dog alone when instructed by their teachers.</li><li>• The dog's welfare is considered as a priority when planning the activities that it will participate in.</li><li>• If an activity risks the dog's welfare, the activity is amended.</li><li>• Noise is kept to a minimum during the activities that the dog is participating in, e.g. if the dog is participating in a school performance, the audience is instructed not to clap until the dog has left the stage.</li><li>• The headteacher ensures that the dog has adequate and frequent toilet breaks and any waste is appropriately disposed of.</li><li>• The dog is not over-stimulated, as this can lead to potentially dangerous behaviour.</li><li>• The dog is not made to participate in potentially distressing activities.</li><li>• The school complies with the Animal Welfare Act 2006.</li></ul>	Y	Headteacher	01.09.22	M
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Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
		<ul style="list-style-type: none"> <li>• The dog is familiar with the members of staff and pupils who are participating in the activity with the dog.</li> <li>• Flash photography is not used when the dog is present.</li> <li>• The dog is given opportunities to exercise and move around independently in a secure area, e.g. the headteacher's office.</li> <li>• The headteacher ensures that the dog is fit to participate in specific activities and is not brought into the school if it is unwell.</li> <li>• If the dog becomes unwell while at school, the dog's owner takes it home.</li> <li>• Before any activity is carried out, the headteacher ensures everyone participating in the activity understands how to treat and behave around the dog, e.g. not using flash photography, not shouting or clapping and not running around.</li> <li>• Activities do not cause harm, discomfort or stress to the dog.</li> </ul>				
Site Security	H	<ul style="list-style-type: none"> <li>• At least two adults are appointed to be responsible for the dog.</li> <li>• The site manager ensures that the site is secure and that precautions are in place to limit the chance of the dog getting loose.</li> <li>• The dog is kept on a lead when it is not in its housing or in a secure location, e.g. in the headteacher's office.</li> <li>• The headteacher ensures that all appropriate doors are closed when the dog is participating in an activity, e.g. in a school hall.</li> <li>• The site manager ensures that the premises is secure, e.g. fences are not broken.</li> </ul>	Yes	Headteacher/ Site Manager	01.09.22	M



Evacuation procedures	H	<ul style="list-style-type: none"><li>• Where necessary, the school's, <u>Lockdown and Evacuation Policy</u> is reviewed to ensure it includes provisions for the dog.</li><li>• The person handling the dog during specified activities is responsible for the dog's safety during a lockdown or evacuation.</li><li>• Where the handler is a pupil, e.g. if the dog is participating in a school performance, another appointed member of staff is responsible for the dog's safety.</li></ul>	Yes	Headteacher	01.09.22	M
Disobedience and dangerous behaviour	H	<ul style="list-style-type: none"><li>• The handler is equipped and trained to react to and control any dangerous behaviour.</li></ul>	Yes	Headteacher	01.09.22	L



Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
		<ul style="list-style-type: none"> <li>• If the person handling the dog for a specific activity is a pupil, e.g. in a school performance, they are given training to handle the dog, and the pupil and dog are given an opportunity to bond.</li> <li>• Pupils are not expected to handle the dog unless:               <ul style="list-style-type: none"> <li>- Their parents have provided permission.</li> <li>- They feel safe and confident in doing so.</li> <li>- They have received training to handle the dog.</li> </ul> </li> <li>• The dog's obedience is ensured as far as reasonably possible; however, staff, pupils, visitors and parents understand that animals can be unpredictable.</li> <li>• The headteacher ensures that a plan is in place for if the dog is unable to carry out an activity, e.g. if the dog is stressed, and participating in the activity would cause further distress or could lead to dangerous behaviour.</li> <li>• If the dog is not behaving appropriately during an activity, e.g. it is barking excessively or running away, the headteacher removes the dog and a contingency plan is implemented. For example, if the dog is participating in a school performance, but is nervous about going onto the stage, the headteacher uses a toy dog instead.</li> </ul>				
Parent notification/permission	H	<ul style="list-style-type: none"> <li>• The headteacher informs parents that the dog will be present on the school's premises.</li> <li>• Parents are informed of the activities that the dog will be participating in, e.g. the dog will be performing in a school production or used as a therapy dog.</li> <li>• The headteacher has given parents a chance to opt out their child for them to be in proximity with, or to handle, the dog.</li> <li>• Parents are informed if they are likely to come into contact with the dog, e.g. at a school performance.</li> </ul>	Yes	Headteacher	01.09.22	L



Dog's health	H	<ul style="list-style-type: none"><li>• The dog's designated handler is in charge of feeding and caring for the dog while on the school premises.</li><li>• The handler is responsible for permitting people to touch the dog.</li><li>• The dog is permitted to go in the headteacher's office, which is kept clean and secure for the wellbeing of the animal, pupils, staff and visitors.</li></ul>	Yes	Headteacher	01.09.22	M
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Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
		<ul style="list-style-type: none"> <li>• The dog is given no opportunity to come into contact with wild rodentson or off the school premises.</li> <li>• The dog is fully inoculated.</li> <li>• The dog goes to the vet for a regular check-up, to identify whetherthe dog has any transmittable diseases.</li> <li>• On hot days, the handler ensures there are appropriate provisions inplace to keep the dog cool and ensure the dog avoids too much activity during the hottest part of the day.</li> </ul>				
Hygiene	H	<ul style="list-style-type: none"> <li>• The dog is suitably toilet trained.</li> <li>• All faeces are immediately picked up by the handler, using a clinical waste bag, and disposed of into a clinical waste bin.</li> <li>• The designated area for the dog to defecate is situated away from pupils and staff.</li> <li>• The handler immediately washes their hands with sufficient soap andwater after picking up faeces.</li> <li>• Any soiled dog bedding is immediately disposed of in sealed clinicalwaste bags and placed into a clinical waste bin.</li> <li>• The handler takes the dog’s bedding home regularly to wash it.</li> <li>• Any pupils, staff and visitors who touch the dog are advised to wash their hands afterwards, and sufficient hand washing facilities are provided throughout the school.</li> <li>• Anyone with an exposed wound who touches the dog has the wound suitably covered.</li> <li>• If the dog is ill with an infection or a disease, it does not return to the school until it has recovered.</li> <li>• Hand sanitiser is provided for anyone who touches the dog.</li> </ul>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">No (Clinical Waste Bin)</p>	<p style="text-align: center;">Headteacher Site Manager</p>	<p style="text-align: center;">01.09.22</p>	<p style="text-align: center;">L</p>



Injuries	H	<ul style="list-style-type: none"><li>• Pupils, staff and visitors are advised not to put their face close to the dog.</li><li>• The dog is well trained and is used to coming into close contact with people.</li><li>• Pupils, staff and visitors around the dog are closely supervised by the handler.</li><li>• The dog is prohibited from roaming freely around the school without the supervision of the handler.</li></ul>	Yes	Headteacher	01.09.22	M
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Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
		<ul style="list-style-type: none"> <li>• Pupils, staff and visitors are only permitted to stroke the dog during allocated timeslots.</li> <li>• The dog is provided with a place it can go to get away from people.</li> <li>• The dog is trained to not pull on the lead or jump up at people.</li> </ul>				
Dog's housing and equipment	H	<ul style="list-style-type: none"> <li>• The headteacher ensures that the dog has housing that meets its physical and psychological needs.</li> <li>• The headteacher ensures that the dog's housing is:               <ul style="list-style-type: none"> <li>- Secure, e.g. escape proof.</li> <li>- Clean and free from parasites and vermin.</li> <li>- Free from hazards, e.g. sharp edges.</li> <li>- Well-ventilated.</li> <li>- Sheltered from extreme weather.</li> <li>- Set at a suitable temperature, humidity and light level.</li> <li>- Sheltered from noises that may upset it.</li> <li>- Capable of providing a darkened sleeping area.</li> </ul> </li> <li>• The headteacher ensures that the dog's housing has:               <ul style="list-style-type: none"> <li>- A comfortable resting area.</li> <li>- A suitable amount of clean bedding material.</li> </ul> </li> <li>• The headteacher ensures that the dog is able to:               <ul style="list-style-type: none"> <li>- Lie fully stretched out.</li> <li>- Turn around without touching either the walls or the ceiling.</li> <li>- Stand in its natural posture.</li> <li>- Move in its natural manner.</li> <li>- Rest comfortably.</li> </ul> </li> <li>• All dog's bedding/housing is checked for defects on a weekly basis by the Headteacher.</li> <li>• All dog equipment is stored in the headteacher's office when not</li> </ul>	Yes	Headteacher	01.09.22	L



		<p>inuse.</p> <ul style="list-style-type: none"><li>• The dog's food and water bowls are kept out of the path of people to avoid any trips.</li><li>• Any spillages from the dog's bowls are wiped up immediately.</li></ul>				
Allergies	H	<ul style="list-style-type: none"><li>• All pupils, staff and visitors are advised not to touch their face after touching the dog.</li><li>• Pupils and staff known to have allergies to animals have restricted access to the dog.</li></ul>	Yes	Headteacher	01.09.22	M



Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
		<ul style="list-style-type: none"> <li>All pupils, staff and visitors are advised to wash their hands thoroughly after touching the dog.</li> <li>A supply of antihistamine tablets is kept in the medical's cupboard in case anyone has an allergic reaction.</li> <li>The headteacher establishes whether parents have allergies to dogs, and activities where parents may come into contact with the dog, e.g. at a school performance, are amended as necessary.</li> </ul>				
Phobias	M	<ul style="list-style-type: none"> <li>Pupils and staff known to have a phobia of dogs are given restricted access to the dog.</li> <li>The dog is prohibited from roaming freely around the school without the supervision of the handler.</li> <li>During busy times, such as breaks, the dog is kept in a safe and secure area away from any commotion.</li> </ul>	Yes	Headteacher	01.09.22	L
<b>Coronavirus (COVID-19)</b>						
Awareness of policies and procedures	M	<ul style="list-style-type: none"> <li>The headteacher ensures that all appropriate staff, pupils and their parents, are aware of and adhere to the appropriate school policies.</li> <li>The headteacher considers whether it is safe to resume therapy visits or sessions and postpones them where necessary, e.g. if the dog or their handler is unwell.</li> </ul>	Yes	Headteacher	01.09.22	L



Dog's health and welfare	H	<ul style="list-style-type: none"> <li>• The handler is aware of the symptoms that coronavirus could present in dogs and monitors the dog's health at all times.</li> <li>• If the dog becomes unwell whilst at the school, the handler calls the vet and keeps the dog away from pupils, staff and any members of the public. Gloves and a face covering are worn when caring for the dog.</li> <li>• If coronavirus is suspected, the handler arranges a test with the vet.</li> <li>• Visits and sessions are postponed if the dog is unwell or has tested positive for coronavirus, and the dog is kept at its designated home until it has recovered.</li> <li>• If the handler presents symptoms of coronavirus or tests positive, they remain at home with the dog for 5 days and restrict contact with the dog as much as possible. If they must interact with the dog, they wear a face covering and gloves.</li> <li>• Visits and sessions resume only when all of the following criteria apply:             <ul style="list-style-type: none"> <li>- The dog has not shown symptoms consistent with those of coronavirus for at least 72 hours without medical management</li> <li>- It has been 7 days since the dog's last positive test</li> <li>- It has been 5 days since the handler's symptoms began or, if no symptoms were present, 5 days since their positive test result</li> </ul> </li> <li>• The dog is not wiped or sprayed with any disinfectants or chemicals that are not approved for use on animals. Staff understand that coronavirus is not known to transfer via animal fur.</li> <li>• Face coverings are not put on the dog as this can cause harm.</li> <li>• The dog is not allowed to lick or give 'kisses' to any individuals.</li> </ul>	Yes	Headteacher	01.09.22	M
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Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Infection control	H	<ul style="list-style-type: none"> <li>• Contact with the dog is limited only to those participating in the session or visit.</li> <li>• Sessions are limited to a small number of pupils in addition to the handler and always a member of school staff.</li> <li>• Where possible, groups are organised in line with the existing pupil groups used in school.</li> <li>• The handler and all participants are welcome to wear a face covering throughout the duration of the visit or session.</li> <li>• Before and after each contact with the dog, the handler and all individuals wash their hands – individuals do not touch any part of their face with unwashed hands.</li> <li>• Individuals who are, or have been, displaying symptoms of coronavirus do not come into contact with the dog until they have fully recovered.</li> <li>• Individuals who have weakened immune systems are advised to stay away from the dog; however, if contact is necessary, they wear a face covering at all times.</li> <li>• The handler and the dog do not move around the school during busy times and stay within their allocated room as much as possible.</li> <li>• Where possible, the windows of the allocated room are kept open to improve air flow.</li> <li>• All allocated rooms are cleaned before and after use for therapy visits and sessions.</li> </ul>	Yes	Headteacher	01.09.22	M



Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
		<ul style="list-style-type: none"><li>• The dog's lead, collar, harness and other supplies are disinfected regularly.</li><li>• Items that are usually handled by multiple people, e.g. toys and blankets, are not used during sessions or visits.</li><li>• Individuals are not permitted to handle objects that could go in the dog's mouth, e.g. treats or toys.</li></ul>				