



School Dog Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

Prepared by:
Mrs S Waller
Head

Approved by:
B Mitchell
Chair of Governors

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March 2018

Parkstone Primary School

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?

Of course 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.

School Policy

The dog will be owned by Mrs Sarah Waller. The dog is a Labrador chosen for its very mild temperament.

The Chair of Governors, Mrs Mitchell has agreed that the school can have a dog. Staff have been informed, that the school will have a dog. Parents have been informed by letter that a dog will be in school.

Mrs Waller has produced a risk assessment and this will be reviewed annually.

Staff, visitors and students known to have allergic reactions to dogs must not go near the dog.

If the dog is ill he will not be allowed into school.

The dog will be kept on a lead until fully trained when moving between classrooms or on a walk and will be under the full control and supervision of an adult.

Pupils must never be left alone with the dog and there must be appropriate adult supervision at all times when the dog is present with students.

Pupils should be reminded of what is appropriate behaviour around the dog. Pupils 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. Pupils should not to put their face near a dog and should always approach it standing up. Pupils should never go near or disturb the dog that is sleeping or eating. Pupils must not be allowed to play too roughly with the dog.

If the dog is surrounded by a large number of pupils, the dog could become nervous and agitated. Therefore the adult in charge of the dog must ensure that they monitor the situation.

Dogs express their feelings through their body language. Growling or baring of teeth indicates 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 feed, or eat close to the dogs.

Children should always wash their hands after handling a dog.

Any dog foul will be cleaned immediately and disposed of appropriately by an adult.

Roles and Responsibilities

The Governing Body has a responsibility to ensure that the school has a written policy for dogs in School.

The Headteacher is responsible for implementing this policy. The Headteacher may delegate this responsibility to a Deputy Head

Teachers and staff are required to abide by this policy.

The Health and Safety Officer is responsible for providing information, advice and guidance as and when required.

With a dog in the classroom, pupils have the opportunity to learn how to care for the animal. This includes walking and grooming. Researchers report that involving pupils in the daily care of classroom dogs 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.

As a reward: Dogs will be gentle and loving, but at the same time full of fun and enjoyment for the pupils. Those pupils 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 the dog. Walking, grooming, playing and training are some of the responsibilities pupils 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 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.

Policy written March 2017

Policy to be reviewed March 2018