



Milldown CE Academy

Inspire. Believe. Achieve.

**Adopted by the Governors of Milldown
Academy: November 2023**

Review date: September 2024

Introduction

School Dog Policy

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, Polly, will be owned by Miss 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 Labrador, chosen because it is an intelligent breed that will respond well to training and which is known to be good with children, is very sociable and friendly.
- The Chair of Governors and the governing board agree that a school dog will benefit the children and staff of Milldown CE Academy.
- Staff, parents and children have been informed by letter that a dog will be in school. Mr Law, in partnership with Miss Partridge, have 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.
- 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 Hudson 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.
- 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 Hudson 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 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. This includes Miss Partridge, Mr Mewse, Mrs Jones and Mr Law.
- 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 supervision.

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 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.

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 Hudson will be Miss Partridge, who will care for him out of school hours and will bear the costs associated with him; the school budget will remain unaffected.

Q Is the dog from a reputable breeder?

A. Yes. Miss Partridge researched breeders and chose a reputable breeder.

Q Will the dog be a distraction?

A. Hudson will be kept in the Nest (pastoral room). We will also ensure that children who are not involved in regular, direct contact with him are still able to participate in a number of ways, should they wish to do so. If successful, we will increase the number of hours Hudson is around the school.

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. There is also a School Dog Policy available to view on the Website.

Q Who is responsible for training?

A. Miss Partridge will be the legal owner of Hudson and as a result, will be responsible for its training.

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

A. In the interest of health and hygiene Hudson will be toileted prior to his arrival at school. Should the need arise while he is at School, a sectioned off area of the school site where children have no access, will

be used and any mess will be collected. Our policy of no dogs on the site 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. We will regularly review the arrangements for Hudson's welfare. He will be walked prior to his coming to school. Hudson will be kept in the Nest and will only have planned and supervised contact with children and visitors. Hudson will be carefully managed over a period of time and will have unlimited access to water. We will work closely with other professionals to ensure the dog's welfare is always carefully considered.

Q How will this be managed where children have allergies?

A. 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.

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

A. Access to Hudson is carefully managed and supervised and children do not need to have regular, close contact with him unless permission for this has been given. In the long run, 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.

