



# Crynallt Primary School

## Use of Therapy Dogs Policy

### Introduction

***This policy applies to the regulated school dog only. It does not affect the school's right to prohibit other dogs on school property.***

A variety of animals, including dogs, are becoming an ever-popular and worthwhile addition to schools across the country. 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.

At Crynallt Primary, we value the development of children's well-being along with their spiritual, moral and social education as highly as we value academia. We believe a school dog will be a unique way to enrich all areas of the children's wider education, skills and well-being.

### 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). In general, the precautions that the school is taking are:

- 1) 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;
- 2) The Governors have the right to refuse entry to the dog;
- 3) Only the Therapy Dog who has been assessed by a vet 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 and given permission beforehand;
- 4) The Governing Body have agreed that a Therapy Dog will benefit the children and staff of Crynallt Primary School;
- 5) Staff, parents and children have been informed by letter that a dog will be in school. The Headteacher has produced a risk assessment and this will be reviewed annually;
- 6) 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;
- 7) If the dog is ill he will not be allowed into school;
- 8) The dog will be kept on a lead when moving between classrooms or on a walk and will be accompanied by an adult at all times. This adult will monitor the dog around children at all times;
- 9) The dog will only work with a very small number of children at any one time. This will reduce the chance of the dog becoming nervous or agitated;
- 10) 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 they will be immediately removed from that particular situation or environment;

- 11) Children will not eat close to the dog;
- 12) Children will be taught to stroke the dog on his body, chest, back and not by his face or top of head;
- 13) Children should always wash their hands after handling a dog;
- 14) Any dog foul should be cleaned immediately and disposed of appropriately by an adult. Children will not clean up after the dog at any time;
- 15) Parents/carers have the right to withhold consent for their child to have any direct contact with the dog. (Appendix 3) Parents will be consulted on allowing their pupils access to the dog via letter. If they would prefer their child not to be in proximity to the dog, this will be adhered to;
- 16)
- 17) All visitors will be informed about the dog and related protocols on arrival and office staff will relay visitor issues to the Head Teacher as soon as possible;
- 18) Appropriately trained staff will maintain records and anecdotal evidence of the work and impact of the school dog;
- 19) The office will know the whereabouts of the dog and which staff are supervising at all times;
- 20) The dog will be included in the fire evacuation procedure under the supervision of a member of staff;
- 21) 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. She is also responsible for ensuring that the curriculum supports 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.

**Teachers, staff, pupils, parents and visitors** are required to abide by this policy.

Signed: \_\_\_\_\_ (Chair of Governors)

Date: \_\_\_\_\_

## 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.

**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. 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-judgement, 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 making amazing listeners, providing the children with a sense of comfort and love. Research has proved that students who read to dogs shown and increase in reading levels, work recognition, and desire to read and write and an increase in intrapersonal skills.

**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.

**As a reward:** Dogs will be gentle and loving, but at the same time full of fun and enjoyment for the students. Those students 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 these dogs. Walking, grooming, playing and training are some of the responsibilities students 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 students on a one-one basis and will especially help those students 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*

students they meet and are happy to provide plenty of hugs to the students they are spending time with. Students who struggle with social interaction can find a reassuring friend in a dog.

## **Appendix 2 School**

### **Dog Frequently Asked Questions (FAQs)**

#### **Will the dog be a distraction?**

*The dog will be kept in the office area. The office is separate from the classrooms / playground area to ensure it only comes into contact with children who are happy to have contact and have parental permission for this, under strict supervision. 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.*

#### **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 vet.*

#### **Who is responsible for training?**

*The dog's owner, Dr Kim Jenkins, will be responsible for its training. The dog has been assessed as a Therapy Dog by professionals via the Pets as Therapy charity.*

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

*The dog will only be on site for a couple of hours at one time. However, if s/he does need to be toileted they will be 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.*

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

*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. This will also be used as a behaviour reward, in line with our behaviour policy. The dog will be kept in the admin area/HT office 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.*

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

*Children will not need to touch the dog, 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.*

#### **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.*



Appendix 3

**Parents' Withdrawal Form School Therapy Dog**

I do NOT want my child \_\_\_\_\_ in class \_\_\_\_\_  
to have contact with the school Therapy Dog.

My reasons for this are:

---

---

---

---

---

---

Signed: \_\_\_\_\_

Date: \_\_\_\_\_