

Church Lawton School

Therapy Dog Policy

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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 is available for inspection. This is regularly reviewed each year.

Dogs are not allowed anywhere on the school site at any time unless specifically authorised by the Principal. 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 will be owned by Mrs. R McCormick.
- 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 Principal has been informed beforehand.
- The dog is chosen because it is an intelligent breed that will respond well to training and which is known to be good with children. It sheds little hair and 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 Church Lawton School.
- Staff, parents, and children have been informed by letter that a dog will be in school. The school has 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, it 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 always appropriate adult supervision.
- 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 when it is sleeping or eating.
- Children must not be allowed to play roughly with the dog.
- Everyone must wait until the dog is sitting or lying down before touching or stroking him/her.
- If the dog is surrounded by many 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 it should be immediately removed from that situation or environment.
- Children should not eat near the dog.
- Children should be careful to stroke the dog on their body, chest, back and not its 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 regarding 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 Principal asap.
- Appropriately trained staff will maintain records and anecdotal evidence of the work and impact of the school dog. This includes Pupil Premium and recovery curriculum spending.
- 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 the supervision of Mrs. R McCormick.

Actions

If someone reports having an issue with the dog, this information must be passed to the Principal or a Deputy as soon as possible. All concerns will be responded to by the Principal.

Roles and Responsibilities

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

The Principal 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:

- Improved academic achievement
- Increased literacy skills
- Calming behaviours
- Increased social skills and self-esteem
- Increased confidence
- Teach responsibility and respect to all life
- Help prevent truancy
- 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 to 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 towards 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 practice 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 a 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 improvement in reading levels, word recognition, increase the desire to read and write, and can lead to an improvement of intra and interpersonal skills among the students.

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. We use our therapy dogs with older students to help communicate, teach kindness, and empower students.

With a dog in school, students can 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 to interact with the dog during lunch or break times. Walking, grooming, playing, and training are some of the responsibility's students will be allowed to undertake. It has been proved that working and playing with a dog improves a child'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, who are going through upsetting/difficult times or who are 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)

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

A The legal owner of the dog will be Mrs. R McCormick. The legal owner will bear the costs associated with owning the dog. The school budget will support insurance and staff training costs where appropriate.

Q Is the dog from a reputable breeder?

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

Q Will the dog be a distraction?

A The dog will be kept in the Therapy Office area. This will ensure it only comes into contact with children who are happy to have contact and who 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 with it safely.

The dog will also attend meetings with staff to support further socialisation, following consultation with staff beforehand.

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 have successfully had a school dog

Q Who is responsible for training?

A Mrs. R McCormick will be the legal owner of the dog and as a result, will be responsible for its training. Appropriate professional training has been obtained

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 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.

Q How will the dog's welfare be considered?

A 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 carefully trained over a period and will have unlimited access to food and water. We will work carefully to ensure the dog's welfare is always considered.

Q How will this be managed if children have allergies?

A child will not need to touch the dog, which will relieve the possibility of allergic reactions. We already manage several 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. The breed of dog is known for minimal molting and is given a high-quality food and regularly groomed to reduce the likelihood of distributing allergens.

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

A 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.