

Holme Grange School
Incorporating Little Grange Nursery
(EYFS - Little Grange and Reception Classes)



Dog Policy

Date:	Amendment:	Reviewed by:	Authorised by:
June 2019	New Policy	CPL and DGO	SMT
September 2020	Reviewed	CPL	SMT
October 2021	Reviewed	CPL	SMT 0211/2021 and passed to Governors
October 2022			



Introduction

For some time now the senior management team and Governors have wanted to introduce a 'school dog' to support the cognitive and emotional development of pupils and staff at Holme Grange School.

There is extensive research in to the benefits of school dogs and many schools in the country, both primary and secondary, now 'employ them';

- Children can benefit educationally and emotionally.
- They can increase their understanding of responsibility
- Develop empathy and nurturing skills through contact with a dog.
- In addition to these benefits, children take great enjoyment from interaction with a dog.

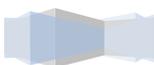
Is there a risk in bringing a dog into a school environment?

Yes there is, although there are a variety of accidents which can happen within a 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 included in this document.

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.

Details for the Management of the Dog on Site:

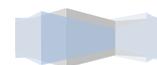
- The dog will be owned by Mrs Mackworth-Praed.
- Only the school dog is allowed on the premises. All other dogs must not come on site unless they are a known therapy or assistance dog and the Head Teacher has been informed beforehand.
- The dog is a black Labrador (born in February 2019) and was chosen because it is an intelligent breed that responds well to training and which is known to be good with children, is sociable and friendly.
- The Chair of Governors, Mrs. S. Northend and the governing board agree that a school dog will benefit the children and staff of Holme Grange School.
- Staff, parents and children will be informed that there will be a dog in the school. Mrs Mackworth-Praed, the dog's legal owner in conjunction with the SMT, will produce a risk assessment and this will be reviewed annually.
- The Senior Management Team will ensure that risks to staff, visitors and children known to have allergic reactions to dogs is minimised. 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 and will be under the full control and supervision of a responsible adult.
- Children will never be left alone with the dog and there will 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 when it is sleeping or eating.
- Children must not be allowed to play roughly with the dog.
- Everyone must wait until it is sitting or lying down before touching or stroking her.
- If the dog is surrounded by a large number of children, it 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 baring 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 particular situation or environment.
- Children should not eat close to the dog and must not feed it with their own food.
- Children should be careful to stroke the dog on its body, chest, and back and not by its face or top of head.
- Any dog foul should be cleaned immediately by an adult and disposed of appropriately.
- Parents will be consulted on allowing their child access to the dog.
- All visitors will be informed about the dog and related protocols on arriving and office staff will relay visitor issues to the Head Teacher as soon as possible.
- Appropriately trained staff will maintain records and anecdotal evidence of the work and impact of the school dog.
- The SENCo 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. Mackworth-Praed or a responsible adult.

Actions

If someone reports having an issue with the dog, this information must be reported to the Head Teacher or Deputy Head (Mr. Matthew Jelley) as soon as possible. All concerns will be responded to by the Head Teacher.



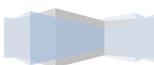
Roles and Responsibilities

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 caution must be used around unknown dogs outside school.



Annex 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
9. Reduce litter around the school site.

The following information has been taken from a wide 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 towards teachers, and students 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 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 students read to them or join a group of children in the library while they are having a book reading session. Dogs give unconditional acceptance, as they are non-judgemental, 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.

There is clear evidence of students taking greater responsibility for their environment where a school dog works – see appendix 4 – in Rolo's example litter around the school site has disappeared.

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 the dog. 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 children's social skills and self-esteem.

Support dogs can work with students on a one-to-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.



Annex 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. Mackworth-Praed; she will bear the costs associated with owning the dog.
Q	Is the dog from a reputable breeder?
A	Yes. The dog is from a very reputable breeder in Yorkshire and was specially chosen for her trainability and temperament.
Q	Will the dog be a distraction?
A	<p>The dog will be kept in the ALC department. She will have her own space within the area which is somewhat separate from the classrooms/playground area to ensure that it only comes into contact with children who are happy to have contact and have parental permission for this, under strict supervision.</p> <p>The dog will also have a space to spend time in classrooms, the library, ALC and the school grounds, where students can interact safely.</p> <p>The dog will also attend meetings with staff to support further socialisation, following consultation with staff beforehand.</p>
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 and a reputable dog trainer.
Q	Who is responsible for training?
A	Mrs. Mackworth-Praed will be the legal owner of the dog and as a result will be responsible for its training. Appropriate professional training is being undertaken at present and the dog will work towards being passed as a school dog.
Q	How will the dog be toileted to ensure hygiene for all?
A	<p>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 away any mess appropriately leaving no trace on the ground, cleaning the area with disinfectant if needed.</p> <p>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.</p>
Q	How will the dog's welfare be considered?

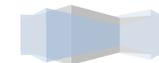
A	The dog will be walked regularly and given free time outside. Parents will be able to give permission in advance to allow their child to be able to walk with a member of staff and the dog during that time. This will also be used as a behaviour reward, in line with our behaviour policy. The dog will have planned and supervised contact with students 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 very carefully to ensure the dog's welfare is always considered.
Q	How will this be managed where children have allergies?
A	Students 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 who 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 we have chosen is known for its short coat, it is given a high quality food and is regularly groomed to reduce any possibility of 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 students who are fearful of dogs to alleviate their fear and to teach them how to manage this.



Purpose	<ol style="list-style-type: none"> 1. Dogs teach children responsibility. Having to remember to feed, provide water and show support for a dog can give children a sense of importance and satisfaction that they can't get from school or other chores. The relationship that develops can be life-changing for a child and a great support system as they themselves continue to grow and develop. 2. Dogs teach children patience; dogs do not always do as they are told first time! 3. Dogs teach children compassion. Just like humans, dogs feel emotion and pain. They are prone to injuries and the infirmities of age during their relatively short lives. 4. Dogs teach children about socialisation. Like most of us, dogs are social animals who enjoy and need attention and affection. By learning how to interact with a dog, children can learn how to better socialise with other children. If they can learn the social cues of a dog, then interacting with humans who can talk will be a walk in the park (pun intended). 5. Dogs are fun. Last, but certainly not least, dogs are a lot of fun. They greet you with a wagging tail every day and can cheer you up even on your worst day.
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Many people have studied dogs in attempts to decipher their behaviour, and the theories abound. However, you just have to witness the interactions between dogs and children to realise the potential for greatness. Dogs can sense when children with epilepsy are about to have a seizure, they can sense when a diabetic child's sugar is low, and they can help children with severe physical disabilities find happiness in life.

With the proper training and supervision, a dog can enrich a child's life. After all, dogs are basically four-legged children who never grow up!





Activity: Interaction with Pupils and staff	HOLME GRANGE SCHOOL	
People at Risk: Staff, Visitors, Pupils	Additional Information: Holme Grange Health & Safety Policy	
Contact Person MR RC Plumpton Job Title Head of Operations and Estates Date: 16 th June 2019	Review Date: June 2020	

Risk Evaluation

Hazard	Risk	Initial Rating (L, M, H,)	<i>Existing Control Measures</i>	Final Rating (L, M, H,)	Additional Action Required (action by whom and completion date)
School dog biting a child or adult	Child or adult could be hurt if the school dog bites	M	The school dog has undertaken training since May 2019 and this issue has been addressed and will continue to be monitored. When the dog is approached in the correct way there is very limited danger.	L	Ensure that children and adults do not interact with the school dog without supervision. Ensure that all interaction with the school dog is completed in the agreed way.
Jumping up/scratching	If the school dog becomes excited there is a danger that she could jump up and knock a child over or leave a scratch mark.	M	Training has involved not jumping up with raise/rewards being given when successful. More likely to jump up at known adults. No interaction will be made with any children if parents have informed the school that they are not happy.	L	Ensure that children and adults do not interact with the school dog without supervision. The school dog's base will be in the ALC department and when people come to interact with her she will be under the control of an authorised adult or on a lead.

Hazard	Risk	Initial Rating (L, M, H,)	<i>Existing Control Measures</i>	Final Rating (L, M, H,)	Additional Action Required (action by whom and completion date)
Running loose	If the school dog was to run loose she could hurt children/adults or damage property.	M	The school dog will be supervised at all times, but sometimes allowed to roam around the ALC area in school. When taken for a walk with an adult Hebe will not always be on a lead, risk will be assessed on each occasion.	L	Monitor Hebe's interaction with the new level of freedom.
Direct interaction with children/staff	If the school dog is allowed to interact when not in the correct frame of mind children/ staff could be scratched.	M	No interaction is allowed without authorisation. Interaction will be cancelled if the school dog shows signs of incorrect behaviour. Rewards/praise will be given to reinforce the desired behaviour.	L	Ensure that the school dog is approached in the agreed manner.

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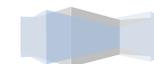
Activity: Pupils and staff interaction with the school dog	HOLME GRANGE SCHOOL	
People at Risk: Staff, Visitors, Pupils	Additional Information: Holme Grange Health & Safety Policy	
Contact Person MR RC Plumpton and Estates	Job Title Head of Operations Date: 16 th June 2019	Review Date: June 2020

Risk Evaluation

Hazard	Risk	Initial Rating (L, M, H,)	Existing Control Measures	Final Rating (L, M, H,)	Additional Action Required (action by whom and completion date)
Incorrect / inconsistent interaction with the school dog	If a child/adult interacts with the school dog in an incorrect or inconsistent way this will affect the school dog's behaviour and have a negative impact on future interaction.	M	There are agreed guidelines that must be followed at all times when interacting with the school dog. There cannot be any interaction with the school dog without authorisation.	L	If there are any inconsistencies in approach with the school dog the adult/child will have the interaction stopped.
Use of rewards/treats	Children and adults could be harmed if the school dog is over-excited when receiving a reward/treat. Children/adult must clean their hands after handling treats.		Soap in the school toilets will be available to all adults and children should the need arise to wash hands. Treats will only be given to the school dog with authorisation. No human food is to be given, especially given that she is a Labrador!		Reminders to the children to wash hands after handling treats. Treats to be kept up and away to ensure they can only be used after authorisation.
Pupil/staff knowledge of interaction with a dog	If adults and children have limited knowledge of how to interact correctly this could result in harm to the		Children are regularly reminded by the responsible adult.		There will be an agreed format for how to interact with the school dog.

Hazard	Risk	Initial Rating (L, M, H,)	Existing Control Measures	Final Rating (L, M, H,)	Additional Action Required (action by whom and completion date)
	school dog or themselves.				

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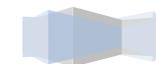
Activity: Hygiene / Health	HOLME GRANGE SCHOOL	
People at Risk: Staff, Visitors, Pupils	Additional Information: Holme Grange Health & Safety Policy	
Contact Person MR RC Plumpton and Estates	Job Title Head of Operations Date: 16 th June 2019	Review Date: June 2020

Risk Evaluation

Hazard	Risk	Initial Rating (L, M, H,)	Existing Control Measures	Final Rating (L, M, H,)	Additional Action Required (action by whom and completion date)
Worms/fleas	If the school dog is not treated for worms there is a danger that germs can be transferred to humans.	M	The school dog is treated monthly. The vet ensures she is correctly treated for worms and fleas.	L	Monitor that vet visits happen promptly and take actions suggested by the vet.
Faeces	If a child/adult come into contact with the school dog's faeces some germs could be transferred.	M	The school dog will only be walked under supervision. No child will be asked to pick up the dog's faeces, this will always be undertaken by the adult in supervision.	L	If a child finds faeces on the school field/playground they will report it to an adult.
Allergies	If a child is allergic to dogs they could become unwell.	L	If a child has an allergy the school dog will not carry out tasks near the child.		
Children's access to school dog's resource	If a child has access to the school dog's treats/food and eats some they could become unwell.	M	All of the school dog's resources will be shut away. No child will be allowed to enter the school dog's area without authorisation.	L	Remind children not to enter the room where the dog and treats are kept without authorisation.
Contact with food preparation areas	If the school dog enters a food preparation area this could be unhygienic.	M	She will never enter the school kitchen. She will only enter the school's staffroom under supervision.		

Hazard	Risk	Initial Rating (L, M, H)	Existing Control Measures	Final Rating (L, M, H)	Additional Action Required (action by whom and completion date)
Cleaning hands after interacting with the school dog	If hands are not cleaned children/adults could become unwell	L	All adults and children will have access to hand-washing facilities in the school after interaction with the school dog		

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Activity: Activities involving the school dog, including walking	HOLME GRANGE SCHOOL	
People at Risk: Staff, Visitors, Pupils	Additional Information: Holme Grange Health & Safety Policy	
Contact Person MR RC Plumpton and Estates	Job Title Head of Operations Date: 16 th June 2019	Review Date: June 2020

Risk Evaluation

Hazard	Risk	Initial Rating (L, M, H)	Existing Control Measures	Final Rating (L, M, H)	Additional Action Required (action by whom and completion date)
Walking the dog on and off site	Children could be harmed during a walk offsite if they are not focussed. Children might be harmed if they do not interact correctly when the school dog is on a walk.	M	If the school dog is taken off site normal risk assessed procedure will take place. Children may take the lead when the school dog goes for a supervised walk. No children will be allowed to interact with the school dog when she is on a walk unless permission is given.		Careful consideration needs to be given to the amount of time the school dog is allowed to walk around school during play/lunchtimes.
Visits to classroom	If the school dog visits a class and the children do not follow the correct procedure she may become over-excited.	M	The school dog will initially only make classroom visits with Mrs Mackworth-Praed . The children in classrooms will follow the agreed procedure or interaction will stop.		Careful consideration will be given to when the school dog can visit classrooms and be under the control of the class teacher or teaching assistant.
Being fed	If a child tries to interact when the school dog is eating she may respond aggressively.	M	Children may prepare the food for the school dog (washing their hands afterwards). All feeding will be supervised.	L	Reminders to the children feeding the school dog to not interact when she is eating.

Hazard	Risk	Initial Rating (L, M, H,)	Existing Control Measures	Final Rating (L, M, H,)	Additional Action Required (action by whom and completion date)
School events	If the school dog is overwhelmed she may become aggressive or boisterous.	M	The school dog will only attend school events if they are appropriate and she will be under the control of a supervising adult.	L	Monitor the school dog's reaction to school events. If the school events are too overwhelming the school dog might not attend school on that day.
Other dogs (on and off site)	If the school dog encounters another dog she may become boisterous.	M	No other dogs will be allowed on the school Premises. At no time will the school dog be walked by a child unsupervised and as a result if another dog is seen this will be dealt with by the supervising adult.	L	Monitor the school dog's reaction when out walking.

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