



School Dog Policy at Hawkesley Church Primary Academy

Introduction

Children will benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with our school dog, Ruby. In addition to these benefits, children take great enjoyment from interaction with Ruby.

School Policy

Ruby is owned by Miss E Green as a domestic pet.

- Only the school dog is allowed on the premises. All other dogs must not come on site unless they are a known therapy, assistance dog or Dog Mentor dog and the Headteacher has given prior authorisation.
- Ruby has been chosen because of her intelligence and that she responds well to training. Her breed is known to be good with children; Ruby is very sociable and friendly.
- Staff, parents and children have been informed by letter that a dog will be in school. Miss Green, Assistant Headteacher, 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, she 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 Miss Green.
- Children must never be left alone with Ruby and will be supervised by Miss Green at all times.
- Children should be reminded of what is appropriate behaviour around the dog. Children should remain calm around Ruby.
- Children should never go near or disturb Ruby when she is sleeping or eating. Signs are put on the office door to indicate when Ruby is resting.
- Children must not be allowed to play roughly with the dog.
- 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 she 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, she should be immediately removed from that particular situation or environment.
- Children should not eat close to the dog.
- Children should be careful to stroke the dog on her body, chest, back and not by her 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 by Miss Green.
- Parents will be consulted on withdrawing their pupil from having access to the dog.
- The dog will be included in the fire evacuation procedure.



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.

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 pupils 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 pupils 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 pupils. In a controlled study, pupils were found to have fewer disciplinary referrals in schools with a dog than schools without. Pupils' behaviour improved toward teachers, and pupils 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: Alice was a student with poor attendance and truancy. Alice was encouraged back into school using caring for Jock, a dog, as an incentive. By telling Alice that "if she didn't come to school to care for him, he wouldn't get walks, water or love," Alice came to school almost every day for the rest of the year, only missing two days.

The Dog Mentor



Education:

Reading programmes with dogs are doing wonders for some pupils. 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,” 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-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 pupils 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 pupils they mix with.

Social Development:

Dogs in school offer an opportunity for improving social development. They are especially useful for teaching pupils social skills and responsibility. Specifically, schools are using dogs to help older pupils build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. Older pupils use dogs to help communicate, teach kindness, and empower pupils.

With a dog in school, 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 these dogs. 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.