

# Therapy Dog Policy and Rationale



**Delegate Function: FGB**  
**Approved by Governors: Autumn 2020**  
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This policy/document was reviewed by:-

Signed.....

Date:

Position.....

Signed.....

Date:

Position.....

The next revision date is: .....

## **Introduction**

Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with a suitable calm dog. In addition to these benefits, children take great enjoyment from interaction with animals. By having a dog we want to encourage those children specifically who are vulnerable, or those who are less confident with reading, to have a friendly audience to look forward to reading as a treat! The dogs are well cared for and responsibly owned by 2 staff members.

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

This policy shows how we have thought carefully about school life with a pet dog and how, through careful management, there is a very low risk of harm.

#### **Context:**

- The dogs will be owned by Miss Kural (Frankie) and Mrs Latimer (Reggie)
- Veterinary costs will be paid by the owner, with the exception of non-essential veterinary costs required by the school.
- The dogs are a Springer Spaniel and Labrador, chosen for their mild temperament.
- The Head Teacher and Governors have agreed that a dog will bring many benefits to Dee Point Primary School.
- The vast majority of pupils are very keen to have a dog on site. Where there are any concerns or fears expressed by individuals a care plan will be put in place.
- The risk assessment (attached) will be reviewed annually.
- When visitors and pupils arrive at school they will be advised of the presence of a dog.
- The dog will be trained as a therapy dog; the cost of training will be borne by the school.

## **Day-to-day Management**

#### **The dog will:**

- not be allowed in school if unwell.
- be carried or kept on a lead when moving between classrooms or when on a walk.
- be under the full control and supervision of an adult at all times.
- be fully trained to a cage and a mat.
- have had all injections prior to joining Dee Point.
- never be taken off the site by pupils.

**Pupils will:**

- NOT have sole responsibility for, or be left alone with, the dog.
- meet the dog in small groups.
- be reminded of what is appropriate behaviour around the dog every time they meet him:
  - always remain calm around the dog
  - do not make sudden movements, do be gentle
  - do not stare into the dog's eyes as this could be interpreted as a threat
  - do not put your face near the dog
  - always approach the dog standing up
  - do not disturb the dog when it is eating or sleeping
  - do not eat close to the dog and never feed the dog.
- learn about how dogs express their feelings through their body language. Growling or baring of teeth indicates that a 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 immediately be removed from that particular situation or environment.
- follow appropriate health and safety principles:

**Health and Safety Principles**

**Children will always wash their hands after handling the dog.**

**Any dog poo will be cleaned up immediately and disposed of appropriately by the dog's owner or an appropriate member of staff. Children must never attempt to do this.**

**Should a Muslim pupil be licked by the dog the parents will be informed immediately by telephone and a note sent home with the child at the end of the day.**

**Should a bite (even playful) occur:**

- 1. Parents will be contacted immediately.**
- 2. The wound will be cleaned and covered with a sterile, non-sticky dressing.**
- 3. The child/adult will be released for medical attention.**
- 4. All relevant staff will be informed.**
- 5. A full investigation into the circumstances will be led by the Head Teacher.**
- 6. The suitability of the dog will be reassessed by the Governors.**

## **Appendix 1**

### **Reasons to have a dog in school – some anecdotes**

**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-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 intrapersonal and interpersonal skills.

### **Attendance**

Some schools are using dogs to improve behaviour problems by promoting positive behaviour in pupils.

### **Social Development**

Dogs in school offer an opportunity for improving social development. They are especially useful for teaching pupils social skills 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 the classroom, pupils 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 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 particular subject, or those who have achieved tasks set for them, will be rewarded with spending time during lunch or break-time to interact with the dog. 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-to-one basis and will especially help those pupils who have been bullied, abused, are going through upsetting/difficult times or are even scared of/phobic about 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 with whom they are spending time. Pupils who struggle with social interaction can find a reassuring friend in a dog.