

## TNA Reading Dog: Cerys



### Introduction

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. Appendix B sets out further reasons for why the school feels it will be beneficial to have a school dog.

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

Of course 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 another risk that needs to be managed.

### School Policy

The dog is owned by Mr Chris Jupe. The dog is a Cockapoo chosen for its very mild temperament and non-moulting coat. Mr Jupe will be responsible for Cerys' regular visits to the vets, injections and inoculations. **All copies of vet visits, inoculations and flea treatments are to be kept by the Business Manager, Miss Blower.**

The Chair of Governors, and the Principal have both agreed that the Academy can have a dog.

Staff have been informed, through staff briefing, that the Academy will have a dog. Parents/Carers have been informed by letter that a dog will be on site. At the start of each academic year there will be lessons around the school dog and parents will be given an opportunity to speak to the head with regards to the school dog. Mrs Cerina Barnes has produced a risk assessment and this will be reviewed annually. The risk assessment is attached as Appendix A.

In the event of an emergency evacuation, the adult supporting Mr Jupe will accompany Cerys to the Fire Evacuation point, on her lead or being carried. Cerys may become disoriented with the smell of smoke in a fire or laboratory emergency, or from sirens. Mr Jupe and Cerys may be confused within stressful situations. Emergency personnel should be aware that Cerys is trying to be protective and, in her confusion, should not be considered harmful. Emergency personnel should make every effort to keep Cerys with Mr Jupe.

Staff, visitors and pupils known to have allergic reactions to dogs must remain at a manageable distance. Parents are able to inform the Academy of any allergies on admission. If the dog is unwell, Cerys will not be allowed onto site.

The dog will normally be kept on a lead and harness until fully trained when moving between classrooms or on a walk and will be under the full control and supervision of an adult.

There may be occasions when the dog is working off lead, but this will only happen in an enclosed space and under the control of an adult. Before removing the lead, all present will be consulted.

**Pupils must never be left alone with the dog and there must be appropriate adult supervision at all times when the dog is present with pupils. Cerys will have a crate in Mr Jupe's office, which will be covered with a blanket.**

Pupils should be reminded of what is appropriate behaviour around the dog. Pupils 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. Pupils should not put their face near a dog and should always approach it standing up. Pupils should never go near or disturb the dog that is sleeping or eating. Pupils must not be allowed to play too roughly with the dog.

If the dog is surrounded by a large number of pupils, the dog could become nervous and agitated. Therefore, the adult in charge of the dog must ensure that 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 he should be immediately removed from that particular situation or environment.

Children should not feed or eat close to the dogs.

Children should always wash their hands after handling a dog. As a school we will provide anti-bacterial gel.

Any dog foul will be cleaned immediately and disposed of appropriately by an adult.

### **Exercise Compound:**

The Nuneaton Academy will provide an exercise compound for Cerys. At the Nuneaton Academy the following area is designated as the exercise compound: the old chicken run behind H block. This is a secure, gated area where Cerys will be allowed off her lead under the supervision of Mr Chris Jupe.

### **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 and staff and children are required to abide by this policy.

The Health and Safety Officer is responsible for providing information, advice and guidance as and when required.

**Policy written - January 2022**

**Policy to be reviewed - April 2023**

## Appendix A Risk Assessment

### Introduction:

The value of pet 'therapy' is widely accepted as a powerful aid to stimulation and communication. Studies have shown that the presence of companion animals can improve the well-being of children and lower the rate of anxiety, simply by making the environment happier, more enjoyable and less forbidding. The team at Nuneaton Academy have been considering obtaining a dog as a school therapy pet for some time and the decision was made in January to go ahead with the project.

The rationale behind this decision was as follows:

- For the school to have a pet that was able to live as naturally as conditions would allow
- For the animal to be properly cared for outside of the school day
- To have a pet that the children could interact with and also be of benefit to the children's social and emotional development

It is accepted that interacting with animals is not appropriate for all children but for some it has the potential to provide many positive benefits. Any parent who does not want their child to interact with Cerys is invited to write to Cerina Barnes and inform her of their wishes. There are no diseases associated with the puppy as her vet will be responsible for vaccinations, including rabies and completing regular health checks and necessary treatment. A copy of Cerys' health records will be updated and kept in school. Cerys will also be insured.

The risk assessment below is a working document and will be checked annually by key staff and the governing body.

Hazard	Risk	Risk 1 – 5	Controls in place	Review Date
Dog getting over excited when interacting with children	Child knocked to the ground	1	The dog will always be in the care of a responsible adult and will never be allowed to roam freely around the school premises	April 2023
	Child scratched by dog	3		
	Child bitten by dog	3	Children will not be left unsupervised with the dog  <b>The dog will always be on a lead or carried when she is not in the LRC while the children are in school</b>  <b>In the LRC Cerys will be in the office to ensure she is not running up to greet people as they come into the LRC</b>  Pupils have been and will continue to be taught about the consequences of their actions	

			<p>Education of this nature is continually given to children, and often to the whole school through assemblies and PSHE sessions</p> <p>Pupils will be taught what to do to prevent the dog from chasing them</p> <p>The dog will undergo formal training from the age of 9 months with an experienced dog trainer <b>Dog Trainer: Will Atherton (online trainer)</b></p> <p>Selected children will be part of this process</p> <p>Risk of scratching and biting will reduce, and the risk assessment will be reviewed as she progresses through her weekly training</p> <p>All staff will have been introduced to the dog and expectations of having a school dog</p> <p>The dog will attend the vets regularly to ensure she is in good health and that her claws are kept short</p>	<b>April 2023</b>
The dog causing allergies.	Children or staff have allergic reactions	1	<p>Parents have been asked to inform the school of any known allergies before the introduction of the dog to the school</p> <p>A list of any children/staff who should not interact with the dog will kept in school</p> <p>The children will have the opportunity to interact with the dog as they wish and those with allergies will be able to opt out of interaction</p> <p>Children will be taught to wash their hands after active participation with the dog</p>	<b>April 2023</b>
Children getting germs from the dog.	Children or staff will contract diseases that can be carried by dogs.	1	<p>Should the dog defecate on the school site a member of staff will clear this up immediately and dispose of it in a safe way</p> <p>She will be trained to toilet in an area of the grounds that children have limited access to. The area will be disinfected as required</p>	<b>April 2023</b>

			<p>All immunisations are kept up to date in accordance with the European Pet Passport Scheme and a record will be kept of this</p> <p>Flea treatment is carried out at 3-6 monthly intervals</p> <p>The dog will not be allowed in the school dining hall at mealtimes; and never in the food preparation area or canteen</p>	
Financial cost of the dog's upkeep.	School unable to afford the ongoing cost of the Cerys' day to day upkeep or medical bills.	1	<p>The dog is ultimately the responsibility of Mr Chris Jupe both in a well-being and financial aspect.</p> <p>Cerys is insured with Marks and Spencers Pet insurance by Mr Chris Jupe.</p> <p>Cerys will be insured by the school, for Public Liability Insurance</p> <p>All vets costs are covered by Mr Chris Jupe</p>	<b>April 2023</b>

**KEY:**

- 1 Low risk
- 2
- 3 Medium risk of injury
- 4
- 5 High risk of injury

## Appendix B

### Reasons to have a dog in school

#### **Behaviour**

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**

Children can be encouraged back into school using caring for a dog as an incentive

#### **Social Development**

Dogs in school offer an opportunity for improving social development. They are especially useful for teaching pupils social skills and responsibility. Specifically, 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 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 living, 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, may 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 to 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

#### **Reading**

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 practice 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 interpersonal skills among the pupils they mix with. Bullying can be a problem in all schools with pupils anxious about school for fear of taunting and abuse. But in some schools dogs are making a difference in the fight against bullies.

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 participation pupils declined by 55%, and general aggression went down 62%.