



Stowlawn Primary School
School Dog Rationale



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Born 10th July 2020

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 socially or academically, by having a friendly audience to listen to them, whether that is through reading to, or just spending time with a dog. The breed, is carefully selected; a Cockerpoo is an intelligent, affectionate and friendly dog. Lively perky and lovable, whilst gentle, playful and affectionate, and recommended on a number of occasions as being excellent with children. The dog is well cared for and responsibly owned by the headteacher.

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

This rationale 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 dog will be owned by Mrs Charles
- Vet costs will be paid by Mrs Charles
- The breed is chosen for its child friendly temperament, and non-shedding coat
- The headteacher and Governors have agreed that the dog will bring many benefits to the children at Stowlawn primary School
- Express permissions will be required from parents to interact with the dog in any way. Without permission children will not be able to take part in dog related activities.
- A risk assessment 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 highly trained to Kennel Club Good dog citizen Bronze and Silver level over the next year.
- Mrs Charles is also be completing an Animal Assisted Therapy Course from Oplex. This has been designed to help learners understand the importance of animals and pets for mental and even physical well being, discussing important aspects within animal assisted therapy. This will include "Child Focussed Animal Assistance."

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 'house' trained
- Have had all injections and regular flea and worm treatments. Vets records will be available to view if required.
- Never be taken off site by pupils

Pupils will:

- NOT have sole responsibility for, or be left alone with the dog
- Meet the dog in a group of no more than three children
- Be reminded of what is appropriate behaviour around the dog every time they meet him through the "Doggy dos and don'ts"

Always remain calm around the dog

Do not make sudden movements, do be gentle

Do not stare into the dog's eyes (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 will be immediately removed from that particular situation or environment.

Health and Safety principles

Children will always wash their hands after handling the dog. Any dog 'mess' will be cleaned up immediately and disposed of appropriately by the dog's owner or an appropriate member of staff. Children must never do this.

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

Should a bite (even playfully) 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 headteacher

6. The suitability of the dog will be reassessed by the governors.

Reasons to have a dog in school – some anecdotes from other schools / papers

"Just 10 minutes of contact can have a significant impact," said Patricia Pendry, an associate professor in WSU's Department of Human Development. "Our study shows that interaction with cats and dogs had a significant reduction in cortisol, a major stress hormone."

Washington State University , July 2019.

Reading Programmes

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 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-judgement, 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 making amazing listeners, providing the children with a sense of comfort and love. Research has proved that students who read to dogs shown and increase in reading levels, work recognition, and desire to read and write and an increase in intrapersonal skills.

Attendance

Children with low attendance or punctuality can be encouraged to come in by timetabling 'dog time' first time in the morning, etc. 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 and responsibility. Specifically, schools are using dogs to help pupils build self-esteem, learn about positive and negative reinforcement, responsibility and boundaries.

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 school dogs is a positive experience, promoting their own daily care.

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/behaved incredibly well in a week or have made excellent progress, could be rewarded by spending some of lunchtime or break time with the dog. Walking, grooming, playing and training are some of the responsibilities pupils will be allowed to undertake.

Support Dogs

Dogs can work with pupils on a one-to-one basis and will especially help those pupils who have been bullied, abused, bereaved, or are going through a particularly difficult time or even if they are scared of dogs. The dog will bring much joy and support to all the pupils that interact with him. Pupils who struggle with social interaction can find a reassuring friend in a dog.