

# Stratford Upon Avon

# Primary School

# Dog Risk Assessment

### Includes: Purpose and introduction

**Interaction with pupils and staff**

**Pupils and staff interaction with the school dog Hygiene/Health**

**Activities involving the school dog, including walking**

**Current Risk Assessments completed: May 2019**

**Risk Assessments to be reviewed: May 2020**

# School Dog Risk Assessment

## Purpose

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.

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!

**Introduction**

The Stratford Upon Avon Primary School Dog ‘Scribbles’ lives with, Mrs Abernethy, and her family. Scribbles is a very caring and well behaved puppy who has the right temperament to become a real asset to Stratford Upon Avon Primary School.

Scribbles’s Mother is a cavalier spaniel and his father is a toy poodle. This makes Scribbles ½ cavalier spaniel and ½ poodle – this mix is known as a Cavapoo.

Scribbles has public liability insurance, this means he can come into school. Scribbles regularly visits the vet for check-ups. Whilst he is there they administer worm and flea treatments as well as make adjustments to his food intake to ensure he remains a healthy weight.

In addition to the 5 key reasons for Scribbles joining us outlined in the purpose we also

believe he will improve the children’s abilities within the school and help to improve and secure higher attendance levels.

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| **Area: Interaction with pupils and staff** | | | | |
| **Reason: To ensure the school dog interacts appropriately at all times** | | | | |
| **Step 1 Identify the hazards** | **Step 2 Who might be**  **harmed & how?** | **Step 3**  **What are you already doing?** | **Risk Rating** Trivial / low / medium  / high / stop | **Step 4 Is anything**  **further needed?** |
| School dog | Child or adult could | The school dog is being | Low | Ensure that |
| biting a child | be hurt if the | trained not to bite. When |  | children and |
| or adult | school dog bites | the dog is approached in |  | adults do not |
|  |  | the correct way there is |  | interact with the |
|  |  | very limited danger. |  | school dog |
|  |  | Scribbles lives with Mrs |  | without |
|  |  | Abernethy who handles him all |  | supervision |
|  |  | the time to ensure that |  | Ensure that all |
|  |  | he is used to interaction |  | interaction with |
|  |  | with children |  | the school dog is |
|  |  |  |  | completed in the |
|  |  |  |  | agreed way |
| Jumping up / | If the school dog | The temperament of Scribbles | Medium | Ensure that |
| scratching | becomes excited | and the agreed training |  | children and |
|  | there is a danger | programme has involved |  | adults do not |
|  | that he could jump | not jumping up with |  | interact with the |
|  | up and knock a | praise/rewards being given |  | school dog |
|  | child over or leave | when successful. |  | without |
|  | a scratch mark | A letter was sent home |  | supervision. |
|  |  | asking parents to sign and |  | The school dog |
|  |  | return the form if they were |  | will be enclosed in |
|  |  | unwilling for their child to |  | a cage when |
|  |  | have contact with Scribbles. |  | people come to |
|  |  | Parents asked to explain |  | interact with him |
|  |  | their wishes to their child |  | or under lead |
|  |  | and ask them not to |  | control by an |
|  |  | approach the dog if they do |  | authorised adult |
|  |  | not want any contact |  |  |
| Running loose | If the school dog | The school dog will be | Low | Monitor that the |
|  | was to run loose | contained at all times |  | equipment used |
|  | he could hurt | either in an office (with a |  | to contain the |
|  | children/adults or | clear sign on the door), |  | school dog is |
|  | damage property | in a cage or on a lead |  | appropriate and |
|  |  |  |  | effective |
| Direct | If the school dog is | No interaction is allowed | Medium | Ensure that the |
| interaction | allowed to interact | without authorisation. |  | dog is approached |
| with children/ | when not in the | Interaction will be cancelled |  | in the agreed |
| staff | correct frame of | if the school dog shows |  | manner |
|  | mind children/ staff | signs of incorrect |  |  |
|  | could be scratched | behaviour. |  |  |
|  |  | Rewards/praise will be |  |  |
|  |  | given to reinforce the |  |  |
|  |  | desired behaviour |  |  |

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| Destruction of | If allowed the | The school dog with be | Low | Monitor that the |
| materials | school dog may | contained at all times. |  | equipment used |
|  | chew/destruct | The school dog will have |  | to contain the |
|  | some school | his own toys to play with |  | school dog is |
|  | materials/resources | and normal school |  | appropriate and |
|  |  | resources will be removed |  | effective |

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| **Area: Pupils and staff interaction with the school dog** | | | | |
| **Reason: To ensure the school dog is effectively supported to interact appropriately at all times** | | | | |
| **Step 1 Identify the hazards** | **Step 2 Who might be harmed &**  **how?** | **Step 3**  **What are you already doing?** | **Risk Rating** Trivial / low / medium  / high /  stop | **Step 4 Is anything**  **further needed?** |
| Incorrect / | If a child/adult | Agreed guidelines that must | Medium | If there are any |
| inconsistent | interact with the | be followed at all times when |  | inconsistencies in |
| interaction | school dog in | interacting with the school |  | approach with the |
| with dog | the incorrect or | dog. |  | school dog the |
|  | inconsistent way | There cannot be any |  | adult/child will |
|  | this will affect | interaction with the school |  | have the |
|  | the school dogs | dog without authorisation |  | interaction stopped |
|  | training and |  |  |  |
|  | have a negative |  |  |  |
|  | impact on future |  |  |  |
|  | interaction |  |  |  |
| Use of rewards | Children and | Alcohol gel will be available | Low | Reminders to the |
| / treats | adults could be | to all adults (and children |  | children to wash |
|  | harmed if the | with written permission from |  | hands / use alcohol |
|  | school dog is | parents). |  | gel after handling |
|  | over excited | Treats will only be given to |  | treats. |
|  | when receiving | the school dog with |  | Treats to be locked |
|  | a reward/treat. | authorisation |  | away to ensure |
|  | Children/adult |  |  | they can only be |
|  | must clean their |  |  | used after |
|  | hands after |  |  | authorisation |
|  | handling treats |  |  |  |
| Pupil/staff | If adults and | The school will be participating in a pilot ‘Pup’s Pilot which teaches the children first aid for dogs and how to interact with dogs. | Medium | There will be an |
| knowledge of | children have |  |  | agreed format for |
| interaction | limited |  |  | how to interact |
| with a puppy / | knowledge of |  |  | with the school |
| dog | how to interact |  |  | dog |
|  | correctly this |  |  |  |
|  | could result in |  |  |  |
|  | harm to the |  |  |  |
|  | school dog or |  |  |  |
|  | themselves |  |  |  |

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| **Area: Hygiene / Health** | | | | |
| **Reason: To ensure that pupils, staff and the school dog do not have an increased risk of illness as a result of the school dog being in school** | | | | |
| **Step 1 Identify the hazards** | **Step 2 Who might be harmed &**  **how?** | **Step 3**  **What are you already doing?** | **Risk Rating** Trivial / low / medium  / high / stop | **Step 4 Is anything**  **further needed?** |
| Worms / fleas | If the school  dog is not treated for worms there is a danger that germs can be transferred to  humans | The school dog will be  treated monthly at a local vets to ensure he is correctly treated for worms and fleas | Low | 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 | 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 | Low | 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 | Children will not be in  contact with the school dog if we have received a negative response form from parents/guardians.  If a child has an allergy the school dog will not carry out tasks near the child | Medium |  |
| 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 | All of the school dog’s resources will be locked away.  No child will be allowed to enter the school dog’s area without authorisation | Low | Remind children not to enter area |
| Contact with  food preparation areas | If the school  dog enters a food preparation  area this could be unhygienic | The school dog will be in a  contained area or on a lead at all times around school.  He will never enter the school kitchen | Trivial |  |
| Cleaning hands after interacting with the school  dog | If hands are not cleaned children/adults could become  unwell | All adults and children will clean their hands after interaction with the school dog | Low | Remind children and adults to clean their hands |

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| **Area: Activities involving the school dog, including walking** | | | | |
| **Reason: To ensure that the school dog has a meaningful and safe impact on the school community** | | | | |
| **Step 1 Identify the hazards** | **Step 2 Who might be harmed &**  **how?** | **Step 3**  **What are you already doing?** | **Risk Rating** Trivial / low / medium  / high / stop | **Step 4 Is anything**  **further needed?** |
| Walking the  dog on and off the 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 | If the school dog is taken off  site normal risk assessed procedure will take place. No children will take the lead when the school dog goes for a walk unless authorised to do so by accompanying adult.  No children will be allowed to interact with the school dog when he is on a walk unless permission is given | Medium | 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 he may become over excited | The school dog will initially  only make classroom visits with Mrs Abernethy.  The children in classrooms will follow the agreed procedure or interaction will stop | Medium | 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 he may respond aggressively | No child will be allowed in the school dog’s contained area when he is eating.  Children may prepare the food for the school dog (washing their hands afterwards).  All feeding will be supervised | Low | Reminders to the children feeding the school dog to not interact when he is eating |
| School events | If the school dog is overwhelmed he may become aggressive or boisterous | The school dog will only attend school events if they are appropriate and he will be under the control of a supervising adult | Low | 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 the site) | If the school  dog is overwhelmed he | No other dogs will be allowed  on the school premises when children are on site. | Low | Monitor the school  dogs reaction when out walking |

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|  | may become aggressive or boisterous | At no time will the school dog be walked by a child and as a result if another dog is seen this will be dealt with  by the supervising adult |  |  |

**Signature:**

**Review date: May 2020**