St. John's Primary School



Dogs in School Policy

"You should be protected from things that could harm you."

Article 36 United Nations Rights of the Child

Thinking Learning Caring

This policy is written in conjunction with CYPES: Dogs being brought onto CYPES sites for Educational or Wellbeing purposes

Dogs can be of benefit to children and young people both educationally and emotionally, by increasing their understanding of responsibility and developing empathy and nurturing skills. In addition to these benefits, children and young people take great enjoyment from interaction with dogs. Research has shown that interaction with dogs can achieve the following positive outcomes.

a) Improve academic achievement
b) Increase literacy skills (reading sessions)
c) Promote calming behaviours
d) Increase social skills and self-esteem
e) Increase confidence
f) Teach responsibility and respect
g) Help prevent truancy
h) Motivate children and young people who are often less attentive.

As beneficial as it can be, introducing a dog into any environment is not without its hazards, but these are managed by the risk assessment process and ensuring there are adequate control measures in place. (**Appendix 1- Risk Assessment on site and Appendix 2- Risk Assessment on site**)



For the purpose of this policy **Woody** will be referred to as "the dog!"

Headteacher/Dog Owner Responsibility

- Are responsible for ensuring risk assessments are completed for any activities associated with dogs being brought onto CYPES premises, in conjunction with the dog's handler/owner.
- Must review the risk assessments, when changes to the activities occur, or as part of regular review schedule when required.
- Ensure this policy and risk assessment is available and is shared with all relevant people.
- Must ensure information about allergies or dog phobias for anyone who is likely to encounter the dog(s), has been collected prior to the dog(s) coming on site, and adequate control measures are in place to manage this.
- Should inform parents/guardians of children when there are dog(s) on a site, prior to any planned activities involving dog(s) that their children are participating in.
- Should inform visitors to the school when there are dog(s) on site in areas they may be visiting. Must establish adequate arrangements for monitoring the effectiveness of any control measures introduced.
- Report and investigate any incidents associated with the dog(s) being on CYPES sites.

- Assess the temperament and behaviours of their dog(s) to ensure it is suitable to be bought onto CYPES sites (Behaviour assessment checklist available Appendix 2)
- Must make sure the dog(s) they are bringing onto CYPES premises are fully vaccinated, and free of external parasites such as fleas, ticks and lice.
- Must ensure the dog is healthy at the time of the visit.
- Is responsible for the welfare of the dog at all times
- Must ensure the dog has adequate 'working dog' Insurance in place.
- Must be able to demonstrate they have control of their dog at all times.

Arrangements required prior to the dog being on site

Prior to any visits being arranged, consideration must be given to the temperament and behaviour of the dog to ensure that it is suitable to mix with children and does not display any behaviours that may cause harm or distress, such as jumping up, barking, growling or pulling on their lead.

A thorough risk assessment must be undertaken for any dog(s) bought onto CYPES premises during working hours for Educational or Wellbeing purposes, and this must be carried out with input from the dog owner/handler.

The risk assessment must be reviewed annually, if circumstances change or if an incident or near miss occurs.

Any dog breed being brought onto CYPES premises, must not be, or have characteristics of, the breeds contained within this link.

All CYPES staff need to be informed and briefed when a dog is being brought onto CYPES sites and information about any dog phobias and allergies of children, staff and visitors must be collected prior to the event so that adequate mitigations are put in place. (**Appendix 3- Parental Letter)**

Parents of children or young people should be informed when dogs may be present on CYPES premises.

During the visit

Interactions with dogs can benefit children and young people both educationally and emotionally, and give great enjoyment to them, however, to ensure the safety of all, the welfare of the dog, the following guidance must be considered:

- Children, staff and visitors must be made aware of what is appropriate behaviour around the dog and not interact with the dog unless invited to by the dog owner.
- The number of people interacting with the dog must be managed, the owner in charge of the dog must ensure that they monitor the situation. The dog should be given a safe space to go to when required.
- If the dog is displaying any signs of aggression, fear, stress or nervousness, they should be immediately removed from that particular situation or environment. Warning signs may include growling or baring of teeth, flattened ears, tail lowered or between their legs, hiding behind their owner, whining.
- Children and young people must never be left alone with the dog and there must be appropriate supervision at all times when the dog is present.
- Children, young people, staff and visitors must always wash their hands after touching the dog.
- The dog owner must clear any dog foul immediately and ensure it is disposed of appropriately.

Welfare of the dog during the visit

To ensure the welfare of the dog during the visit, it must have access to fresh water and food, depending on the length of the visit.

The dog must have a designated safe space where it can rest and be undisturbed.

The dog must be taken outside for toileting purposes when required and the dog must be given adequate exercise if it is on the CYPES site for an extensive period of time. A designated space should be provided separate to social areas accessed by children and young people for toileting purposes.

The dog on site must be included in the emergency evacuation procedures and arrangements must be in place so it can be removed safely. In the event of a dog being in a separate location to the owner, plans to remove the dog from the building must be in place.

This is included as part of the risk assessment process.

Injuries from dog bites and scratches

Most animal bites are less likely to become infected than human bites, but they should still be taken seriously. There is currently no rabies in the Channel Islands, so vaccination against rabies is not required for bites that occur in Jersey.

If a child, young person, visitor or staff member is bitten or scratched by a dog, and the skin is not broken, the wound needs to be thoroughly washed with soap and water.

If a bite or scratch breaks the skin, wash with soap and water then seek medical advice about the possible need for treatment to prevent infection.

Reporting an incident

Any incident that involves a dog on CYPES premises, needs to be reported in accordance with the CYPES Incident Reporting and Investigating Policy.

Other relevant policies

Health and Safety at Work (Jersey) Law 1989 (jerseylaw.je)

Animal Welfare (Jersey) Law 2004 (jerseylaw.je)

Dogs (Jersey) Law 1961 (jerseylaw.je)

NASUWT | Dogs on School Sites

Change History

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:		Date
0.1	December 2025	Jamie Hazley	Constructed following the introduction of "**Dogs being brought onto CYPES sites for Educational or Wellbeing purposes**"	SLT			

			Policy in July 2025				

Appendix 1- Risk Assessment on site

Area of Risk:	**Dogs In School**	**Department/Section:**	St John's School
Risk Assessment Conducted by:	Jamie Hazley	**Date:** **21.06.2023 Reviewed: December 2025**	**No. of children:** ALL

Hazard	**Who's At Risk?**	**How Might They Be Harmed?**	**Risk Rating (RAG)**	**Existing Control Measures**	**Control Measures To Be Considered/Implemented**
Bite and Scratches	ALL		**4**	○ All dogs that visit will be wormed and treated for fleas ○ Dogs are groomed before the visit ○ All staff and pupils are required to wash their hands after contact with dogs ○ Staff handling the dog will clear up dog urine and faeces promptly and dispose of this safely - pupils are told to stay away ○ Dogs are not taken anywhere near food preparation areas	
Allergies	ALL		**4**	○ We seek parental permission for children to interact with dogs- it is not insisted upon ○ Allergy status already held on school MIS system	

Phobias	ALL		**2**	○ We tell parents and children about the visit in advance ○ Contact with dogs is optional ○ Alternative activities are provided in a separate room for those with a phobia	
Activities and games played alongside the dog	ALL		**3**	○ Staff handling the dog will remain with dogs at all times ○ Staff handling the dog will speak to other school staff in advance and ensure the area and activity is safe ○ We check with the staff member handling the dog for an agreed limit for the number of children who can interact with a dog at once ○ Staff handling the dog to clean up urine and faeces ○ School staff remove children who misbehave or upset dogs ○ We set a time limit on activities as recommended by staff member handling the dog, so dogs do not get tired	
Children mistreating or misbehaving around the dog	ALL		**2**	○ Children are told in advance what to expect and how to behave ○ School staff are always present during the visit	

				○ School staff are ready to remove children who misbehave or upset dogs	
Damage caused to school materials, equipment and the school site			**2**	○ Dogs always remain on a lead ○ Dogs are kept in secured rooms, with closed doors ○ Staff handling the dog will provide suitable toys if necessary ○ Areas/classrooms are cleared as much as possible before dog's visit ○ Dog is always supervised	
Notes: It has been disclosed to pet insurance providers that the dog visits CYPES sites for wellbeing and educational purposes, during their contractual hours of work					

Appendix 2- Risk Assessment when Walking

Area of Risk:	**Walking the Dog Outside of School**	**Department/Section:**	St. John's School
Risk Assessment Conducted by:	Jamie Hazley	**Date:** **21.06.2023 Reviewed: December 2025**	**No. of children:** ALL

Hazard	**Who's At Risk?**	**How Might They Be Harmed?**	**Risk Rating (RAG)**	**Existing Control Measure**	**Control Measures To Be Considered/Implemented**
Road Traffic	ALL	Run Over Clipped by a car	5	All walkers to wear HV vests. Stop when traffic passes. Tuck in Potential need for single file at certain points around the routes	
Getting Lost/ Separation	CHILDREN	Emotional Harm	3		
Uneven surface/ hedgerow/ pavements (ground surface)	ALL	Falling Tripping Grazes Sprains Breaks	3	Adult at the front to notify all children of any potential risks in front Speak with class about appropriate ways of walking All children will be in suitable footwear	
Litter and Faeces	ALL	Cut Poisoning	3	Notified not to pick up anything whilst walking Adult at the front to notify all children of any potential risks in front	
Nature	ALL	Stings Bites	3	Adult at the front to notify all children of any potential risks in front First Aid Kit carried	

Strangers	CHILDREN	Taken	5	Children spoken to about appropriate interacting with members of the public Children always supervised	
Leading the dog	CHILDREN		4	The lead to be maintained by the staff handler to ensure the safety of the dog and child	
The Sun	ALL	Burned Dehydration	3	Parents notified to apply sun cream in the morning All children to carry water bottle Sun hats to be worn Water to be taken Judgement made about the temperature prior to walk	
Medical Needs	ALL		4	Teachers to carry inhalers and other appropriate medication One first aid bag to be carried with each group	
GENERIC RISKS:					

<u>Appendix 3</u>- Letter shared with parents with reply slips

Dear Parents/Carers,

At St. John's School we are aware that having animals to care for ties in with the school curriculum of emotional and social needs – empathy, care, love, compassion, understanding, commitment and building confidence. Also having an animal in school can encourage a child's learning needs, especially in reading, communication, observation and speaking. This is a useful tool when teaching all children.

Several educational studies conducted schools have found that including a pet, in most cases a dog, in the classroom improves student behaviour, emotional expression, social inclusion, and desire to learn.

You will be aware that I have an elderly Springer Spaniel who is shown below, Woody. He regularly visits us as part of our cross-school wellbeing initiative:



I wanted to reassure all families that this has been fully risk assessed and mirrors initiatives across several other Island Primary's, all of whom speak highly of the positive impact on pupils.

I am mindful that some of our children may not be comfortable and/or confident around dogs and others may have an allergy. Please be reassured Woody does not roam free, and when in school is always on his lead which is held by a staff member! He remains in my office when not visiting children and he has pre-arranged visits to class when children not confident around dogs can either remain a distance from him, or if you prefer can be taken from the classroom to enjoy an alternate activity that will also promote their wellbeing.

To keep our records up to date, please complete and return the reply slip below **<u>only if</u>** your child is:

- Unconfident in and around dogs and indicate whether you would prefer they remain at a distance in the class or be removed to complete an alternate activity
- Allergic to dogs

Kind regards

Mr J Hazley

Headteacher

Name of pupil: _____ Date: _____

- ☐ My child is unconfident around dogs, and I ask that they **remain at a distance** from him
- ☐ My child is unconfident, and I ask that they are offered an **alternate activity** aside from the classroom when the dog visits
- ☐ My child has an **allergy to dogs**

Further information:

Signed: _____