Risk Assessment

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

 **Risk Assessment Completed: 14.07.23**

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| **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** | Calton Primary’s School Dog Mabel lives with the Head Teacher, Mrs. Barker-Doe, and her family. Mabel is a very caring and well-behaved puppy who has the right temperament to become a real asset to Calton Primary School.Mabel’s mum is a King Charles Spaniel and her father is a miniature Poodle. This makes Mabel ½ King Charles Spaniel and ½ Poodle - this mix is known as a Cavapoo.Mabel is fully insured by Mrs. Barker-Doe and additional liability insurance is covered by the Local Authority. This means she is able to come into school. Mabel has pet health insurance and regularly visits the vet for check-ups. Whilst she is there, they administer worm and flea treatments as well as conducting a full health check. In addition to the 5 key reasons for Mabel joining us outlined in the purpose we also believe she will improve the children’s abilities within the school’s core values and help to improve and secure higher attendance levels. Mabel will work with children and adults in line with agreed protocols. Please read Mabel’s Passport to get further information on Mabel herself!  |

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| **Area: Interaction with pupils and staff** |
| **Reason: To ensure the school dog interacts appropriately at all times** |
| **Step 1** | **Step 2** | **Step 3** | **Risk Rating** | **Step 4** |
| **Identify the hazards** | **Who might be harmed & how?** | **What are you already doing?** | **Trivia****Low****Medium****High****stop** | **Is anything further needed?** |
|  School dog biting achild or adult |  Child or adult couldbe hurt if the schooldog bites |  The school dog is beingtrained not to bite. Whenthe dog is approached inthe correct way there isvery limited danger. Mabellives with 2 children whohandle her all the time toensure that she is used tointeraction with children | Low |  Ensure that childrenand adults do notinteract with the schooldog without supervision Ensure that allinteraction with theschool dog iscompleted in the agreedway |
|  Jumpingup/scratching |  If the school dogbecomes excitedthere is a danger thatshe could jump up andknock a child over orleave a scratch mark |  The temperament of Mabeland the agreed trainingprogramme has involvednot jumping up withpraise/rewards being givenwhen successful No interaction will be madewith any children unless theschool has writtenpermission fromparents/guardians | Medium |  Ensure that childrenand adults do notinteract with the schooldog without supervision The school dog will beunder lead control by anauthorised adult  |
|  Running loose |  If the school dog wasto run loose she couldhurt children/adults ordamage property |  The school dog will becontained at all times eitherin an office (with a clearsign on the door), in crate or on a lead A barrier will be across the office door | Low |  Monitor that theequipment used tocontain the school dogis appropriate andeffective |
|  Direct interactionwith children/staff |  If the school dog isallowed to interactwhen not in thecorrect frame of mindchildren/ staff couldbe scratched |  No interaction is allowedwithout authorisation Interaction will be cancelledif the school dog showssigns of incorrect behaviour Rewards/praise will begiven to reinforce thedesired behaviour | Medium |  Ensure that the schooldog is approached inthe agreed manner |
|  Destruction ofmaterials |  If allowed the schooldog may chew/destruct some schoolmaterials/resources |  The school dog with becontained at all times The school dog will haveher own toys to play withand normal schoolresources will be removed | Low |  Monitor that theequipment used tocontain the school dogis appropriate andeffective |
| **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** | **Step 2** | **Step 3** | **Risk Rating** | **Step 4** |
| **Identify the hazards** | **Who might be harmed & how?** | **What are you already doing?** | **Trivia****Low****Medium****High****stop** | **Is anything further needed?** |
|  Incorrect/inconsistent interaction with the school dog |  If a child/adultinteracts with theschool dog in theincorrect orinconsistent way thiswill affect the schooldogs training andhave a negativeimpact on futureinteraction |  Agreed guidelines that mustbe followed at all timeswhen interacting with theschool dog There cannot be anyinteraction with the schooldog without authorisation | Medium |  If there are anyinconsistencies inapproach with theschool dog theadult/child will have theinteraction stopped |
|  Use ofrewards/treats |  Children and adultscould be harmed ifthe school dog isover excited whenreceiving areward/treat Children/adult mustclean their handsafter handling treats |  Hand sanitiser will be available to all adults (and  children with written  permission from parents). Treats will only be given tothe school dog withauthorisation | Low |  Reminders to thechildren to wash hands/ use hand sanitiser afterhandling treats Treats to be lockedaway to ensure theycan only be used afterauthorisation |

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| **Area: Hygiene/Health** |
| **Reason: To ensure that pupils, staff and the school dog to not have an increased risk of illness as a result of the school dog being in school** |
| **Step 1** | **Step 2** | **Step 3** | **Risk Rating** | **Step 4** |
| **Identify the hazards** | **Who might be harmed & how?** | **What are you already doing?** | **Trivial/****low /****medium /****high / stop** | **Is anything further needed?** |
|  Worms/fleas |  If the school dog isnot treated for wormsthere is a danger thatgerms can betransferred tohumans |  The school dog will betreated monthly at a localvets to ensure she iscorrectly treated for wormsand fleas | Low |  Monitor that vet visitshappen promptly andtake actions suggestedby the vet |
|  Faeces |  If a child/adult comeinto contact with theschool dog’s faecessome germs could betransferred |  The school dog will only bewalked under supervision No child will be asked topick up the dog’s faeces,this will always beundertaken by the adult insupervision The school dog will have its own contained area for all toileting | Low |  If a child finds faeces onthe schoolfield/playground theywill report it to an adult |
|  Allergies |  If a child is allergic todogs they couldbecome unwell |  Children can only be incontact with the school dogonce the school has writtenpermission fromparents/guardians If a child has an allergy theschool dog will not carry outtasks near the child | Medium |  Breed has been chosen  So that they are as  hyper allergenic as  possible and therefore  does not molt |
|  Children’s accessto school dog’sresource |  If a child has accessto the school dog’streats/food and eatssome they couldbecome unwell |  All of the school dogsresources will be lockedaway No child will be allowed toenter the school dog’s areawithout authorisation | Low |  Remind children not toenter area |
|  Contact with foodpreparation areas |  If the school dogenters a foodpreparation area thiscould be unhygienic |  The school dog will be in acontained area or on a leadat all times around school She will never enter theschool kitchen | Trivial |  |
|  Cleaning handsafter interactingwith the school dog |  If hands are notcleanedchildren/adults couldbecome unwell |  All adults and children willclean their hands afterinteraction with the schooldog | Low |  Remind children andadults to clean theirhands |

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| **Area: Activities involving the school dog, including walking** |
| **Reason: To ensure the school dog has a meaningful and safe impact on the school community** |
| **Step 1** | **Step 2** | **Step 3** | **Risk Rating** | **Step 4** |
| **Identify the hazards** | **Who might be harmed & how?** | **What are you already doing?** | **Trivial/****low /****medium /****high / stop** | **Is anything further needed?** |
|  Walking the dog onand off site |  Children could beharmed during a walkoffsite if they are notfocussed Children might beharmed if they do notinteract correctlywhen the school dogis on a walk |  If the school dog is taken offsite normal risk assessedprocedure will take place No children will take thelead when the school doggoes for a walk unlessauthorised to do so byaccompanying adult No children will be allowedto interact with the schooldog when she is on a walkunless permission is given | Medium |  Careful considerationneeds to be given to theamount of time theschool dog is allowed towalk around schoolduring play/lunchtimes |
|  Visits to classroom |  If the school dogvisits a class and thechildren do not followthe correct procedureshe may become overexcited |  The school dog will initiallyonly make classroom visitswith Mrs. Barker-Doe or another appropriate adult The children in classroomswill follow the agreedprocedure stop | Medium |  Careful considerationwill be given to whenthe school dog can visitclassrooms and beunder the control of theclass teacher orLearning Partner |
|  Being fed |  If a child tries tointeract when theschool dog is eatingshe may respondaggressively |  No child will be allowed inthe school dogs containedarea when she is eating Children may prepare thefood for the school dog(washing their handsafterwards) All feeding will besupervised | Low |  Reminders to thechildren feeding theschool dog to notinteract when she iseating |
|  School events |  If the school dog isoverwhelmed she maybecome aggressiveor boisterous |  The school dog will onlyattend school events if theyare appropriate and she willbe under the control of asupervising adult | Low |  Monitor the school dogsreaction to schoolevents If the school events aretoo overwhelming theschool dog might notattend school on thatday |
|  Other dogs (on site – as agreed by school or off site) |  If the school dogencounters anotherdog she may becomeboisterous |  No other dogs will beallowed on the schoolpremises At no time will the schooldog be walked by a childand as a result, if anotherdog is seen this will be dealtwith by the supervisingadult | Low |  Monitor the school dogsreaction when outwalking |
|  Working betweenSites – Playgroup and Primary School.  |  The school dog maybe overexcited bychanging sites in themiddle of the day |  The school dog will in thefirst instance only transfersites with Mrs. Barker-Doe The school dog will alwayshave time in designatedconfined spaces (e.g. offices) to settle to the schoolenvironment before workingwith children | Low |  Monitor the school’sdog’s approach whentransferring schools andreact appropriately |