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 a  child or adult |  Child or adult could  be hurt if the school  dog bites |  The school dog is being  trained not to bite. When  the dog is approached in  the correct way there is  very limited danger. Mabel  lives with 2 children who  handle her all the time to  ensure that she is used to  interaction with children | Low |  Ensure that children  and adults do not  interact with the school  dog without supervision   Ensure that all  interaction with the  school dog is  completed in the agreed  way |
|  Jumping  up/scratching |  If the school dog  becomes excited  there is a danger that  she could jump up and  knock a child over or  leave a scratch mark |  The temperament of Mabel  and the agreed training  programme has involved  not jumping up with  praise/rewards being given  when successful   No interaction will be made  with any children unless the  school has written  permission from  parents/guardians | Medium |  Ensure that children  and adults do not  interact with the school  dog without supervision   The school dog will be  under lead control by an  authorised adult |
|  Running loose |  If the school dog was  to run loose she could  hurt children/adults or  damage property |  The school dog will be  contained at all times either  in an office (with a clear  sign on the door), in crate or on a lead   A barrier will be across the office door | Low |  Monitor that the  equipment used to  contain the school dog  is appropriate and  effective |
|  Direct interaction  with children/staff |  If the school dog is  allowed to interact  when not in the  correct frame of mind  children/ staff could  be scratched |  No interaction is allowed  without authorisation   Interaction will be cancelled  if the school dog shows  signs of incorrect behaviour   Rewards/praise will be  given to reinforce the  desired behaviour | Medium |  Ensure that the school  dog is approached in  the agreed manner |
|  Destruction of  materials |  If allowed the school  dog may chew/destruct some school  materials/resources |  The school dog with be  contained at all times   The school dog will have  her own toys to play with  and normal school  resources will be removed | Low |  Monitor that the  equipment used to  contain the school dog  is appropriate and  effective |
| **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/adult  interacts with the  school dog in the  incorrect or  inconsistent way this  will affect the school  dogs training and  have a negative  impact on future  interaction |  Agreed guidelines that must  be followed at all times  when interacting with the  school dog   There cannot be any  interaction with the school  dog without authorisation | Medium |  If there are any  inconsistencies in  approach with the  school dog the  adult/child will have the  interaction stopped |
|  Use of  rewards/treats |  Children and adults  could be harmed if  the school dog is  over excited when  receiving a  reward/treat   Children/adult must  clean their hands  after handling treats |  Hand sanitiser will be  available to all adults (and  children with written  permission from parents).   Treats will only be given to  the school dog with  authorisation | Low |  Reminders to the  children to wash hands  / use hand sanitiser after  handling treats   Treats to be locked  away to ensure they  can only be used after  authorisation |

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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 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 she 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   The school dog will have its own contained area for all toileting | 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 can only be in  contact with the school dog  once the school has written  permission from  parents/guardians   If a child has an allergy the  school dog will not carry out  tasks near the child | Medium |  Breed has been chosen  So that they are as  hyper allergenic as  possible and therefore  does not molt |
|  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 dogs  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   She 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 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 on  and off 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 she 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  she may become over  excited |  The school dog will initially  only make classroom visits  with Mrs. Barker-Doe or another appropriate adult   The children in classrooms  will follow the agreed  procedure  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  Learning Partner |
|  Being fed |  If a child tries to  interact when the  school dog is eating  she may respond  aggressively |  No child will be allowed in  the school dogs contained  area when she 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 she is  eating |
|  School events |  If the school dog is  overwhelmed she may  become aggressive  or boisterous |  The school dog will only  attend school events if they  are appropriate and she will  be under the control of a  supervising adult | Low |  Monitor the school dogs  reaction to school  events   If the school events are  too overwhelming the  school dog might not  attend school on that  day |
|  Other dogs (on site –  as agreed by school  or off site) |  If the school dog  encounters another  dog she may become  boisterous |  No other dogs will be  allowed on the school  premises   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 | Low |  Monitor the school dogs  reaction when out  walking |
|  Working between  Sites – Playgroup and Primary School. |  The school dog may  be overexcited by  changing sites in the  middle of the day |  The school dog will in the  first instance only transfer  sites with Mrs. Barker-Doe   The school dog will always  have time in designated  confined spaces (e.g.  offices) to settle to the school  environment before working  with children | Low |  Monitor the school’s  dog’s approach when  transferring schools and  react appropriately |