

# PROVISION DOG POLICY

## September 2025


### **Policy Review**

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 01.09.2025.

It is due for review on 01.09.2026 (up to 12 months from the above date).

Signature (CEO):  Date: 01.09.2025

Signature (COO):  Date: 01.09.2025

### **Version Control**

Version	Date	Changes
V1	01.09.2024	Original document
V2	01.09.2025	Terminology and layout update

### **Introduction**

Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with a dog. In addition to these benefits, children take great enjoyment from interaction with a dog. Appendix B sets out further reasons for why the provision feels it will be beneficial to have a provision dog.

### **Is there a risk in bringing a dog into a provision environment?**

Of course there is, though there are a variety of accidents which can happen within the provision environment which far exceed the number of injuries or incidents caused by a dog. Therefore, it is just another risk that needs to be managed.

### **Provision Policy**

The dog will be owned by Samantha Neal, the dog is a Cockapoo chosen for its very mild temperament and non-moulting coat. She will be responsible for regular visits to the vets, injections and inoculations.

The CEO, COO and Directors and the have all agreed that the provision can have a dog.

Staff have been informed, through staff briefing, that the provision will have a dog. Parents have been informed by Phone call that a dog will be in provision. At the start of day there will be a student briefing around the provision dog they will be given an opportunity to speak to staff with regards to the provision dog. Jamie Bentley has produced a risk assessment and this will be reviewed annually. The risk assessment is attached to the Provision risk assessment folder on central drive.

In the event of an emergency evacuation the adult supporting the Provision dog will accompany her to the Fire Evacuation point.

Staff, visitors and students known to have allergic reactions to dogs must remain at a manageable distance. Parents are able to inform the provision of any allergies on admission.

If the dog is unwell he will not be allowed into provision.

The dog will normally be kept on a lead and harness until fully trained when moving between classrooms or on a walk and will be under the full control and supervision of an adult.

There may be occasions when the dog is working off lead, but this will only happen in an enclosed space and under the control of an adult. Before removing the lead, all present will be consulted.

Students must never be left alone with the dog and there must be appropriate adult supervision at all times when the dog is present with students.

Students should be reminded of what is appropriate behavior around the dog. Students should remain calm around the dog. They should not make sudden movements and must never stare into a dog's eyes as this could be threatening for the dog. Students should not to put their face near a dog and should always approach it standing up. Students should never go near or disturb the dog that is sleeping or eating. Students must not be allowed to play too roughly with the dog.

If the dog is surrounded by a large number of students, the dog could become nervous and agitated. Therefore, the adult in charge of the dog must ensure that s/he monitors the situation.

Dogs express their feelings through their body language. Growling or baring of teeth indicate

that the 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 should be immediately removed from that particular situation or environment.

Children should not feed or eat close to the dogs.

Children should always wash their hands after handling a dog. As a provision we will provide anti-bacterial gel.

Any dog foul will be cleaned immediately and disposed of appropriately by an adult.

### **Roles and Responsibilities**

The Governing Body has a responsibility to ensure that the provision has a written policy for dogs in Provision.

The Headteacher is responsible for implementing this policy.

Teachers and staff and children are required to abide by this policy.

The Health and Safety Officer is responsible for providing information, advice and guidance as and when required.

## **Introduction:**

The value of pet 'therapy' is widely accepted as a powerful aid to stimulation and communication. Studies have shown that the presence of companion animals can improve the well-being of children and lower the rate of anxiety, simply by making the environment happier, more enjoyable and less forbidding. The team at Edit Education have been considering obtaining a dog as a provision therapy pet for some time and the decision was made to go ahead with the project.

The rationale behind this decision was as follows:

- For the provision to have a pet that was able to live as naturally as conditions would allow.
- For the animal to be properly cared for outside of the provision day.
- To have a pet that the children could interact with and also be of benefit to the children's social and emotional development.

It is accepted that interacting with animals is not appropriate for all children but for some it has the potential to provide many positive benefits. Any parent who does not want their child to interact with the provision dog are invited to write to Alex/Jamie and inform of their wishes. There are no diseases associated with the puppy as her Owner will be responsible for vaccinations, including rabies and completing regular health checks and necessary treatment. A copy of the Provision dog's health records will be updated and kept in provision. She will also be insured.

The risk assessment below is a working document and will be checked annually by key staff and the governing body.

<b>Hazard</b>	<b>Risk</b>	<b>Risk 1 - 5</b>	<b>Controls in place</b>	<b>Review date</b>
Dog getting over excited when interacting with children.	Child knocked to the ground.	1	The dog will always be in the care of a responsible adult and will never be allowed to roam freely around the provision premises.	
	Child scratched by dog.	3		
	Child bitten by dog.	3	Children will not be left unsupervised with the dog.	
			The dog will always be on a lead or carried when she is not in the provision office while the children are in provision.	
			Students have been and will continue to be taught about the consequences of their actions.	
			Education of this nature is continually given to children, and often to the whole provision through assemblies and SETPD sessions.	
			Students will be taught what to do to	

			<p>prevent the dog from chasing them.</p> <p>The dog will undergo formal training from the age of 6 Months with an experienced dog trainer. Selected children will be part of this process.</p> <p>Risk of scratching and biting will reduce, and the risk assessment will be reviewed as she progresses through her weekly training.</p> <p>All staff will have been introduced to the dog and expectations of having a provision dog.</p> <p>The dog will attend the vets regularly to ensure she is in good health and that her claws are kept short.</p>	
The dog causing allergies.	Children or staff have allergic reactions	1	<p>Parents have been asked to inform the provision of any known allergies before the introduction of the dog to the provision.</p> <p>A list of any children/staff who should not interact with the dog will kept in provision.</p> <p>The children will have the opportunity to interact with the dog as they wish and those with allergies will be able to opt out of interaction.</p> <p>Children will be taught to wash their hands after active participation with the dog</p>	
Children getting germs from the dog.	Children or staff will contract diseases that can be carried by dogs.	1	<p>Should the dog defecate on the provision site a member of staff will clear this up immediately and dispose of it in a safe way.</p> <p>She will be trained to toilet in an area of the grounds that children have limited access to. The area will be disinfected as required.</p> <p>All immunisations are kept up to date in accordance with the European Pet Passport Scheme and a record will be kept of this.</p> <p>Flea treatment is carried out at the local vet at regular intervals.</p> <p>The dog will not be allowed in the</p>	

			provision dining hall at mealtimes; and never in the food preparation area.	
Financial cost of the dog's upkeep.	Provision unable to afford the ongoing cost of the Lola's day to day upkeep or medical bills.	1	<p>The dog is ultimately the responsibility of Samantha Neal both in a well-being and financial aspect.</p> <p>The Provision dog will be insured by the owner, for Public Liability Insurance.</p> <p>All vets costs are covered by Samantha Neal</p> <p>are providing puppy training and support in provision.</p>	

KEY: 1- Low risk

2

3 -Medium risk of injury

4

5-High risk of injury

## **Appendix B** **Reasons to have a dog in provision**

## **Behaviour**

Behaviour problems occur in provision and these can interfere with learning. Some provisions are using dogs to improve behaviour problems by promoting positive behaviour in students. In a controlled study, students were found to have fewer disciplinary referrals in provisions with a dog than provisions without. Students' behaviour improved toward teachers, and students also showed more confidence and responsibility. Additionally, parents reported that children seemed more interested in provision as a result of having a dog at provision.

## **Attendance**

Children can be encouraged back into provision using caring for a dog as an incentive

## **Social Development**

Dogs in provision offer an opportunity for improving social development. They are especially useful for teaching students social skills and responsibility. Specifically, with a dog in the classroom, students have the opportunity to learn how to care for the animal. This includes walking and grooming. Researchers report that involving students in the daily care of classroom dogs is a positive experience, promoting their own daily care. The students also learn about responsibility, caring and sharing when helping each other take care of a dog at provision.

## **As a reward**

Dogs will be gentle and living, but at the same time full of fun and enjoyment for the students. Those students who have performed incredibly well during the week or those who have made progress in a certain subject, or those who have achieved tasks set for them, may be rewarded with spending time during lunch or break to interact with these dogs. Walking, grooming, playing and training are some of the responsibilities students will be allowed to undertake. It has been proved that working and playing with a dog improves children's social skills and self-esteem. Support Dogs can work with students on a one to one basis and will especially help those students who have been bullied abused, going through upsetting/difficult times or even scared/phobic of dogs. The dog will bring much joy and help to all the students they meet and are happy to provide plenty of hugs to the students they are spending time with. Students who struggle with social interaction can find a reassuring friend in a dog.

## **Reading**

Reading programmes with dogs are doing wonders for some students. 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 a 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," students find social support and peer interaction. Dogs are incredibly calm and happy to have students 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-judgmental, 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 make amazing listeners, providing the children with a sense of comfort and love. Research has proved that students who read to dogs show an increase in reading levels, word recognition, a higher desire to read and write, and an increase in interpersonal skills among the students they mix with. Bullying can be a problem in all provisions with students anxious about provision for fear of taunting and abuse. But in some provisions dogs are making a difference in the fight against bullies. Researchers report that students can identify with animals, and with empathy for the dog, can better understand how classmates may feel. It was found that violent behavior in participation students declined by 55%, and general

aggression went down 62%.

# Certificate of Completion

This certificate has been awarded to  
Samantha Neal & Percy

For successful completion of  
TDT UK - Visiting Therapy Dog 60 CPD hrs

Dog assessment ☒

Date: 04/10/2024

Signature: *Carl Lincoln*  
Course Development Director

*Sarah Ellis*  
Dog Training Director

Trained by  
and assessed by  
Grace's Dog  
Training

