

RISK ASSESSMENT RECORDING FORM

Dogs in school
1st March 2022

Location or address OVERCHURCH INFANT SCHOOL	Date assessment Undertaken: 1 / 03 / 22	Assessment undertaken by: Jeanne Fairbrother and Steve Elliott
Activity or situation 'Doug the School Dog'	Review date: as required	Signature: <i>S. Elliott</i>

Overview

Doug is a Tibetan Terrier (DOB 14/7/2021) who belongs to the Headteacher Mr Elliott.

Tibetan Terriers are a breed that do not shed their fur and are hypoallergenic.

Following a phased settling and climatization period, Doug will settle in Mr Elliott's office and be part of the office staff and housed in the school office three days a week (Mondays, Wednesdays, Thursdays) and under the supervision of Mr Elliott and the office team.

School dogs are able to provide comfort and affection to individuals in a variety of settings. For some, school can be a stressful setting and this stress can inhibit learning, manifest as unwanted behaviour and create a strain on the resources which can help young people cope with emotions, disorders or relationships. Through providing a comforting presence in the school they can be an inexpensive way to assist pupils in focussing on their education.

Empirical evidence has shown that school dogs can enhance a child's psychological development, improve social skills and increase self-esteem among other benefits. Dogs can also teach responsibility, compassion and respect for other living things. Dogs in school can be used to calm fears, relieve anxiety and teach skills. Here is a summary of potential benefits adapted from the Australian Companion Animal Council:

- Physical - Interaction with a furry friend reduces blood pressure, provides tactile stimulation, assists with pain management, gives motivation to move / walk and stimulates the senses
- Social - A visit with a dog provides a positive mutual topic for discussion, promotes greater self-esteem and wellbeing and focusses interaction with others
- Cognitive - Companionship with a dog stimulates memory, problem solving and game playing
- Emotional - A four-legged visitor improves self-esteem, acceptance from others and lifts the mood of the school
- Environmental - A dog in a work environment decreases the feeling of a sterile environment, de-stresses adults and children alike

Legislation

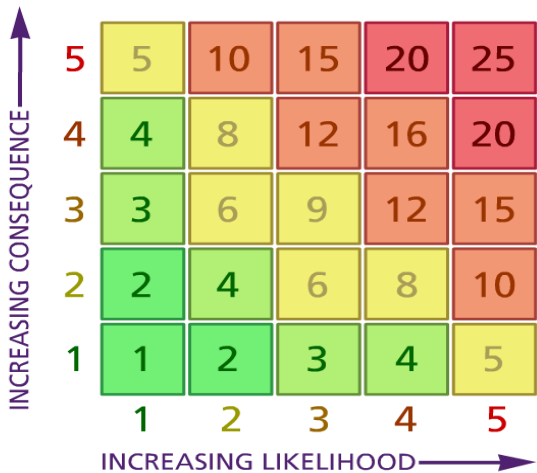
- The Health & Safety at Work Act etc 1974
- The Management of Health & Safety at Work Regulations 1999
- The Workplace (Health, Safety and Welfare) Regulations 1992



1) Hazard	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action. <i>This should be included in the action plan on overleaf (5)</i>
School unaware of steps to take when bringing an animal into school.	Children, staff & visitors	<ul style="list-style-type: none"> School has considered guidance from CLEAPSS Bringing pets & other animals temporarily into schools. http://primary.cleapss.org.uk/Resource-File/PS055-Bringing-pets-and-other-animals-temporarily-into-schools.pdf 	3X2=6	
Dog biting or scratching a person.	Children, staff & visitors – Cuts, bruises, broken bones, lacerations.	<ul style="list-style-type: none"> Dog training provided by accredited trainer – e.g. Associate of the British Institute for Professional Dog Trainers/ Kennel Club Doug will complete the Good Dog Citizen Dog Training Scheme (from puppy level, through Bronze, Silver and Gold). Staff supervising Doug will be trained to handle the dog. Qualified First Aiders on site. First Aid Kits. Doug will always be kept under supervision and when walking around the school will be on a lead and kept under control. Children educated on how to behave around the dog. Contact for Emergency services is always available. 	3X2=6	Continued dog training program for Doug.
Dog getting over excited when interacting with children	Children, staff & visitors – scratches, bruises, cuts, broken bones.	<ul style="list-style-type: none"> The dog will always be in the care of a responsible adult and never be allowed to freely roam the school premises Children are not left with the dog unsupervised The dog will always be on a lead when he is out of his cage / the Headteacher's office, except when he is undergoing structured training with his primary trainer(s) Children will be taught how to handle themselves around dogs in order to prevent behaviour that might over excite Pupils have been and will continue to be taught the impact of their actions (education of this nature is continually given to children and often to the whole school during assemblies, form time and during RSHE lessons) Pupils will be taught what to do to prevent the dog from chasing them (stand still and cross arms) The dog will undergo formal training from the age of 12 weeks with an experienced local trainer Some children may be involved in onsite training (with parental permission) and along with the school's primary handlers to continue to reinforce positive strategies in a controlled area throughout the week 	3X2=6	

		<ul style="list-style-type: none"> The dog will undergo conditioning to the school classroom environment, this area of training will allow future reading or nurture intervention to involve the school dog in a calming / therapeutic manner Risk of scratching and mouthing will reduce and the risk assessment will be reviewed as the dog progresses through his training programme All staff have been introduced to the dog and the expectations (dos and don'ts) of having a school dog The dog will attend the vets regularly to make sure his claws are kept short and that he is in good health 		
Allergies	Children, staff & visitors – asthma, skin conditions, anaphylactic symptoms.	<ul style="list-style-type: none"> All staff and pupils will sanitise their hands after handling Doug. Dog training provided by accredited trainer. Staff supervising the dog must be trained to handle Doug. Any accidental fouling/urination will be immediately cleaned using proprietary cleaning products. Surfaces cleaned routinely to prevent the build- up of allergens. Qualified First Aiders on site. First Aid Kits. Doug will be regularly health checked & vaccinated. 	3X2=6	Letter sent home to parents 7 / 2 / 22.
Anxiety	Children, staff & visitors – Stress, panic attack.	<ul style="list-style-type: none"> No child, staff member or visitor will be asked to work with Doug if they wish otherwise. Letters sent home to inform them of our school dog. Dog training provided by accredited trainer – e.g. Associate of the British Institute for Professional Dog Trainers/ Kennel Club Doug will complete the Good Dog Citizen Dog Training Scheme to Gold level. Staff supervising Doug must be trained to handle the dog. Doug will always be kept under supervision and when walking around the school will be on a lead and kept under control. Doug will undergo gradual conditioning to classrooms. Timetabled visits to classrooms. 	3X2=6	
Parasites, Fleas, Faeces, Associated diseases.	Children, staff & visitors – Infection, allergies, smell, bites.	<ul style="list-style-type: none"> Doug will be walked regularly when in school and opportunities for toileting that will be cleaned immediately. Adults will supervise our dog during exercise and immediately clear up faeces and dispose of it. All staff and pupils will wash their hands after handling the dog. Doug will be regularly health checked & vaccinated. 	3X2=6	

Financial Risk – Claims, Medical Vet Bills.	School – Liability Claims and medical cover.	<ul style="list-style-type: none"> • Doug is fully insured for medical treatment (<i>Bought By Many</i>). 	3X2=6	
Fire Evacuation	School dog – Locked in room/cage	<ul style="list-style-type: none"> • Doug will be supervised at all times. • Office team given role of responsibility for Doug. • Fire detection throughout site. Fire alarm monitored. • Fire Extinguishers in-situ • Doug will be signed in every time she is on site as a staff member, and part of emergency roll call evacuation plan. 	3X2=6	



Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements
10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1 – 4	Acceptable – no further action but ensure controls are maintained

Likelihood:

- 5 – Very likely
- 4 – Likely
- 3 – Fairly likely
- 2 – Unlikely
- 1 – Very unlikely

Consequence:

- 5 – Catastrophic
- 4 – Major
- 3 – Moderate
- 2 – Minor
- 1 – Insignificant

- (1) List hazards **something with the potential to cause harm** here
- (2) List groups of people who are especially at risk from the significant hazards which you have identified
- (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk **the likelihood of harm arising** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

(5) ACTION PLAN

Action required:	Responsible person	Completion date
<ul style="list-style-type: none"> ✓ Source dog training provider for immediate start ✓ Letter sent home to parents 7 / 2 / 22. ✓ Create page on school website with key information and risk assessment ✓ 	<p>SE</p> <p>SE</p> <p>SE</p>	<p><i>Feb half-term</i></p> <p><i>7/2/22</i></p> <p><i>11/2/22</i></p>
<p>Action plan agreed with <i>S. Elliott</i></p>		<p>Date: 01 / 03 / 22</p>