



The Birley Academy

A L.E.A.D. Academy

School Dog Protocol

Written in: September 2025

Review: Annually

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1. Rationale

There is a strong evidence base from research that human-animal interactions (HAI) have a positive effect for people in a wide range of areas. Beetz et al 2012 stated that positive effects have been demonstrated in areas such as:

- social behaviour
- interpersonal interactions
- mood
- stress-related parameters
- heart rate
- blood pressure
- fear and anxiety
- mental health
- cardiovascular diseases

We also believe that children can benefit in other ways from regular interaction with animals. These ways include:

- emotional regulation
- increased understanding of responsibility
- development of empathy

Many children also get great enjoyment out of caring for and interacting with animals.

1. Risk Management

Although there are a variety of accidents, which could happen within the school environment these can be effectively managed through a careful and thorough risk assessment for each dog working within school. A copy of the risk assessment can be found in appendix 3. These plans set out the specific risk involved and the control measures in place to mitigate the identified risks.

Dogs other than those covered by a specific risk assessment are not allowed on the school site at any time unless specifically authorised by the Headteacher. This includes drop off and collection times at the beginning and end of the school day. The following dogs have a risk assessment in place and are authorised to work with children within the school:

Table 1

Dog	Breed	Owner	Site
Badger	Mixed	Victoria Hall	The Birley Academy
Mouse	Mixed terrier	Victoria Hall	The Birley Academy

2. These dogs have been assessed by The Dog Mentor and approved to work with pupils.

3. Organisational and Operational Information:

3.1 Only the school dog(s) is allowed on the premises during term time. All other dogs must not come on site in term time unless they are a known therapy or assistance dog and the Headteacher has been informed beforehand.

3.2 Staff, parents and children will be informed that a dog will be in school. This will be done at the start of each academic year, or if a new school dog starts at the school. This must set out clear arrangements for how parents should to contact school if they do not want their child to interact with the dog.

3.3 Risk assessments for each dog will be reviewed annually and signed off by the Headteacher on each site.

3.4 Staff, visitors and children known to have allergic reactions to dogs must not go near the dog.

3.5 All visitors will be informed by reception staff on arrival that there is a dog in school. There will also be displays with information about the school dog(s) on each site in the reception area.

3.6 If the dog is ill they will not be allowed into school.

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

3.8 Children must never be left alone with the dog and there must be appropriate adult supervision at all times.

3.9 Children will be taught how to behave appropriately around the dogs i.e.:

- remain calm
- not make sudden movements
- never stare into a dog's eyes as this could be threatening for the dog.
- not put their face near a dog and should always approach it standing up.
- Children should never go near or disturb the dog that is sleeping or eating.
- Children must not be allowed to play roughly with the dog.
- Children should wait until the dog is sitting or lying down before touching or stroking it.
- If the dog is surrounded by a large number of children, the dog could become nervous and agitated. Therefore the adult in charge of the dog must ensure that s/he monitors the situation and only allow 2 students at any time around the immediate area of the dog.

3.10 Children will taught to identify how a dog may be feeling and act appropriately e.g. Dogs express their feelings through their body language. Growling or bearing of teeth indicates 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 it should be immediately removed from that particular situation or environment.

3.11 Children should not eat close to the dog

3.12 Children should be careful to stroke the dog on his body, chest, back and not by his face or top of head.

3.13 Children should always wash their hands after handling a dog.

3.14 Any dog foul should be cleaned immediately and disposed of appropriately.

3.15 Appropriately trained staff will maintain records and anecdotal evidence of the work and impact of the school dog.

3.16 The dog will be included in the fire evacuation procedure under the supervision of a responsible adult

3.17 If someone reports having an issue with the dog, this information must be passed to the Headteacher or senior leader as soon as possible. All concerns will be responded to by the Headteacher.

3.18 The curriculum will support learning about dogs and how best to behave around our dog. This will include highlighting that not all dogs are well trained and that caution must be used around unknown dogs outside school.

2.19 Dogs who are authorised to be school dogs by the Headteacher will be required to have a vet check confirming that they are fit and healthy to be in the school building. This should be done annually and confirmed on risk assessments.

Roles and Responsibilities

The Governing Body has a responsibility to ensure that the school has a written policy for dogs in the school and to ensure that this policy is reviewed annually.

The Headteacher on each site is responsible for implementing this policy.

Teachers, staff, pupils, parents and visitors are required to abide by this policy.

It is the responsibility of the owner to ensure that suitable dog insurance is provided for the dog and that this insurance includes public liability.

A copy of the Dog's insurance is available from the Headteacher.

Appendix 1.

Reasons to have a dog in school

In summary, academic research has shown that dogs working and helping in the school environment can achieve the following:

- 1) Improve academic achievement
- 2) Increase literacy skills
- 3) Calming behaviours
- 4) Increase social skills and self-esteem
- 5) Increase confidence
- 6) Teach responsibility and respect to all life
- 7) Help prevent truancy
- 8) Motivate children who are often less attentive

The following information has been taken from a range of sources to provide further detail about the benefits of having a dog in school:

Behaviour:

In some schools, dogs are making a difference in the behaviour of pupils. 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 behaviour in participating students declined by 55%, and general aggression went down 62%. Behaviour problems occur in school and these can interfere with learning. Some schools 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 schools with a dog than schools without. Students' behaviour improved toward teachers, and students also showed more confidence and responsibility. Additionally, parents reported that children seemed more interested in school as a result of having a dog at school.

Attendance:

Case study: Alice was a student with poor attendance and truancy. Alice was encouraged back into school using caring for Jock, a dog, as an incentive. By telling Alice that "if she didn't come to school to care for him, he wouldn't get walks, water or love," Alice came to school almost every day for the rest of the year, only missing two days.

Education:

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 student 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 intra and interpersonal skills among the students they mix with.

Social Development:

Dogs in school offer an opportunity for improving social development. They are especially useful for teaching students social skills and responsibility. Specifically, schools are using dogs to help older students build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. Older students use dogs to help communicate, teach kindness, and empower students.

With a dog in school, 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 school.

As a reward:

Dogs will be gentle and loving, 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, will 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-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.

Appendix 2

School Dog Frequently Asked Questions (FAQs)

Q Who is the legal owner of the dog and who pays for its costs?

A The legal owners of the dogs are identified in Table 1; They will bear the costs associated with owning the dog.

Q Is the dog from a reputable breeder?

A The school dogs are rescue dogs, however, they have been assessed by The Dog Mentor and approved to be able to work with children.

Q Will the dog be a distraction?

A No, the dog will be used to support learning and behaviour

Q Does my child have to interact with the dog?

A No, you should inform the school if you do not wish this to happen.

Q Will my child be left alone with the dog?

A No, interaction with the dog is always under strict supervision.

Q Has a risk assessment been undertaken?

A Yes, we have carefully considered having a dog in school and sought advice from many sources, including other schools that successfully have a school dog and a reputable dog behaviourist. Both dogs have been assessed and approved by the Dog Mentor, Jenny Duckworth, an ex-teacher and qualified dog trainer and behaviourist. Certificates for both dogs are on display in Reception.

Q Who is responsible for training?

A The staff who are the legal owners of the dog and as a result, will be responsible for their training. Appropriate professional training will be obtained and the dogs will work towards being trained as a school dog.

Q How will the dog be toileted to ensure hygiene for all?

A In the interest of health and hygiene our school dog will be toileted when taken out for short walks in the grounds. Only staff members will clear this away appropriately leaving no trace on the ground, cleaning the area with disinfectant if needed.

Q How will the dog's welfare be considered?

A The dog will be walked regularly and given free time outside. Parents will be able to give permission in advance to allow their child to be able to walk with a member of staff and the dog during that time. The dog will be given areas of the admin area/senior leaders office/care team office where they can rest when not with students. The dog will be

carefully trained over a period of time and will have appropriate access to food and water. We will work carefully to ensure the dog's welfare is always considered.

Q How will this be managed where children have allergies?

A Children will not need to touch the dog, which will relieve the possibility of allergic reactions. We already manage a number of allergies at school and this will be no different for children and adults that are allergic to dogs. Individual needs will always be met and we are happy to work with parents to put additional control measures in place for individual allergies. The breed of dogs chosen are known for minimal moulting, they are given a high quality food and regularly groomed to reduce any possibility of allergens.

Q My child is frightened of dogs; how will you manage this?

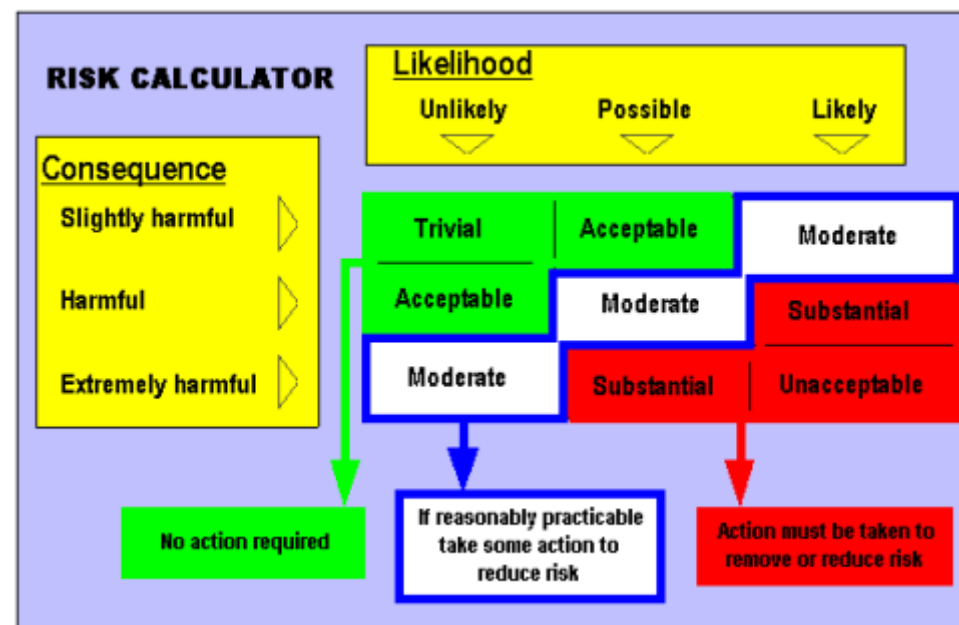
A Access to the dog is carefully managed and supervised and children do not need to have close contact with it unless permission for this has been given. We hope to work closely with parents of children who are fearful of dogs to alleviate their fear and to teach them how to manage this.

School Dog on School Premises Risk Assessment			Name of Dog assessed: Badger
School Name: The Birley Academy		School Address: Birley Lane, Sheffield, S12 3BP	
Date assessment undertaken:	Name of Assessor:	Assessor Signature:	Assessment review date:
August 2025	Victoria Hall	VHALL	August 2026
Name of Headteacher:	Victoria Hall	Headteacher Signature:	
Main legislation and/or Information source: Health and Safety at work Act 1974 Management of H & S at Work Regulations 1999			

Guidance:

This is a sample risk assessment and will remain so unless the following criteria are satisfied:

1. The boxes highlighted in grey above must be completed with the required details.
2. The control measures identified below must be either complied with or altered to reflect the establishment's control measures.
3. The initials of the person(s) responsible for implementing the control measures MUST be entered into 'Control Measures' column.



Hazard Observed	Who may be harmed?	Risk rating before controls Consequence x Likelihood	Control Measures	Risk rating after controls Consequence x Likelihood	Control measures by: Initial
Animal Health, diseases and parasites	Pupils/Staff / Visitors	Substantial	▪ Dog to have necessary vaccinations before coming into school ▪ Dog to have regular veterinary checks ▪ Dog to be bathed regularly ▪ Dog to live with family and owner when not in school ▪ Dog will not be allowed to come into contact with wild rodents due to possibility of disease transmission	Acceptable	VHA
Dog excrement & urine - illness and falls/slips	Pupils/Staff / Visitors	Substantial	▪ Dog will be wormed. ▪ Dog will be vaccinated and kept free of fleas, ticks. ▪ Any excrement or urine will be cleaned up immediately and thoroughly disposed of responsibly and hygienically by the owner or adult with responsibility at the time of the incident ▪ Hand washing facilities close to where the dog will be. ▪ A bag containing poo bags/plastic bags, kitchen roll and rubber gloves will be carried by the member of the staff walking the dog.	Acceptable	VHA
Hygiene/Infection	Pupils/Staff / Visitors	Substantial	▪ Adequate provision for hand washing ▪ Do not allow children to touch any part of their face with their hands before hands are washed ▪ Younger pupils should be seen washing their hands ▪ All wounds on exposed skin are suitably covered ▪ Soiled bedding/puppy pads disposed of in sealed plastic bags with normal refuse ▪ Food stuff stored carefully to prevent contamination and infestation ▪ Dog to be bathed regularly	Acceptable	VHA
Allergic reaction to dog	Pupils/Staff / Visitors	Substantial	▪ A sign will also be placed at the school front window informing parents and visitors that there is a dog on site. ▪ If this occurs we will ensure that the child does not come into close contact with the dog. ▪ Dog kept clean and groomed. ▪ Dog bed kept in Headteachers office where flow of children is minimal and controlled. ▪ Office kept well ventilated.	Acceptable	VHA

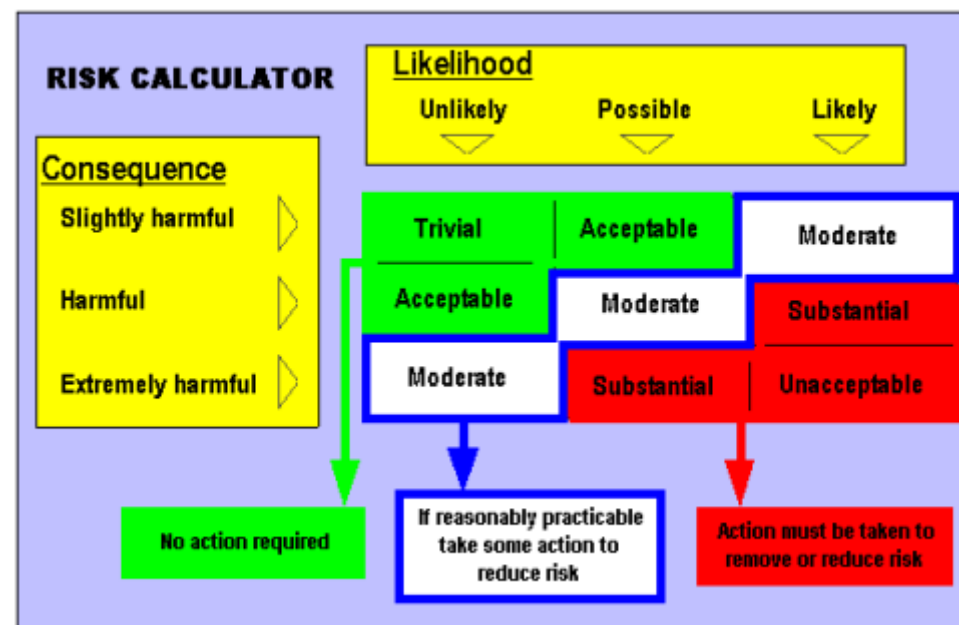
			▪ Dog bed and blankets to be kept clean and to a high standard. ▪ First Aid kit kept in office		
Bites, cuts and scratches	Pupils/Staff / Visitors	Substantial	▪ Staff/children known to have allergies/ phobias have restricted access to suit their needs. ▪ There will be no unsupervised contact with pupils. ▪ Dog closely supervised and kept under control ▪ Pupils and staff will be made aware of the procedures of meeting and handling the dog. ▪ First Aid kit in office and Assistant Headteacher works full time in the office. ▪ Supervising adult to ensure dog not over petted to avoid any incidents. ▪ If dog appears anxious or over-stimulated, to be removed to peaceful surroundings	Acceptable	VHA
Noise, barking	Pupils who can't cope with noise – e.g. autistic children	Substantial	▪ The dog is being introduced to the children slowly so will become acclimatised to a noisy environment and therefore reduce the chance of it barking	Acceptable	VHA
Fire drill & evacuation	Dog – locked in building	Moderate	▪ Keys to all offices that the dog may be in are held by several members of staff. ▪ Evacuation plan in place for dog	Acceptable	VHA
A third party could sue the school for injury caused by the dog		Substantial	The school will ensure that the animal is covered under their insurance policy and take out comprehensive additional insurance including party liability insurance.	Acceptable	VHA

School Dog on School Premises Risk Assessment			Name of Dog assessed: Mouse
School Name: The Birley Academy		School Address: Birley Lane, Sheffield, S12 3BP	
Date assessment undertaken:	Name of Assessor:	Assessor Signature:	Assessment review date:
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