



SCHOOL DOG POLICY

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This Policy was shared with staff in:	October 2026
Implementation of this Policy will be monitored by:	SLT
Date of Review:	April 2026
Date of next Review:	April 2027

PURPOSE

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 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.

Dogs teach children patience. Dogs do not always do as they are told the first time!

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.

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).

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. Trained 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.

INTRODUCTION

The Poverest Primary School Dog 'Buddy' has been living with Mr Haylock since April 2020. Although he was bought with the aim of becoming a school dog, he is firstly a family dog. Buddy is a miniature labradoodle, which is a breed known to have the right temperament for being around children and having the intelligence to be successfully trained as a school therapy dog.

Buddy's Mother is a miniature labradoodle and his Father is a miniature poodle. Buddy's auntie, mother's sister, is a therapy dog working in Essex schools.

Mr Haylock is a member of the Dogs' Trust, which means he has public liability insurance. This means he is able to come to school. The liability lies with Mr Haylock and not with Poverest Primary School. Buddy regularly visits the vet for check-ups.

Buddy and Mr Haylock are part of Pets As Therapy and Buddy has completed his training as a therapy and reading dog.

In addition to the 5 key reasons for Buddy joining us outlined in the purpose, we also believe he will improve the children's abilities within the school's values and is a fully trained and qualified therapy dog for the children in both the mainstream and additionally resourced provision.

GUIDELINES TO INTERACTION WITH THE SCHOOL DOG

Under no circumstances will children have close interaction with the school dog unless the school has permission from parents/carers.

Once permission has been given, no child shall be forced into interaction with the school dog if this makes them feel unhappy in any way.

At all times, interaction with the school dog must be controlled and safe for adults, children and the

school dog himself. If the following guidelines are not followed, interaction with the school dog will be cancelled.

At all times of interaction, there must be an authorised adult who takes the leading role when interacting with the school dog. If children or visiting adults do not abide by the guidance given by the authorised adult, the interaction will be cancelled.

The following guidelines must be followed when interacting with the school dog. These guidelines apply to all adults and children.

- Never enter the school dog's room without an authorised adult (Mr Haylock's Office)
- If the door to the school dog's room is shut, make sure you knock and wait for the authorised adult to let you in. Never let yourself in, as the school dog might not be ready.
- There must be an authorised adult present during all interactions
- Always approach the school dog calmly (voice and movement)
- Always approach the school dog slowly
- Never run up to the school dog
- To start interaction, the back of a hand will be offered for the school dog to sniff
- Keep noise levels low during interaction with the school dog
- All interactions must remain calm, with the authorised adult staying in control at all times
- Only the authorised adult can move any of the school dog's resources, including food and treats
- Visiting children and adults can only handle equipment if the authorising adult gives permission
- There must not be any interaction with the school dog whilst he is eating
- After all interaction with the school dog, hands must be washed with soap and water/ hand gel
- When interacting with the school dog, all children must remain on their feet. Children should not kneel or lie down when interacting unless guided to by the authorised adult

There will be times when interaction will take place outside. On these occasions, the following guidelines apply in addition to the guidelines outlined above

- No children will ever be asked to pick up faeces
- If walking the school dog, the authorised adult stays in control at all times. Buddy walks to Mr Haylock's heel even when the lead is held by a child. Children joining the walk must stay calm and quiet and walk behind the school dog at all times.