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**HOLY TRINITY C OF E PRIMARY**

**Well Being Dog Policy**

**Date of review: September 2025**

**Date of next review: September 2026**

**Our School Vision**

*‘Love your neighbour as yourself.’*

*Matthew 22:36-40 “Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself.”*

At Holy Trinity, positive, caring relationships are the foundation of our school community, woven through everything we do. In our school, everyone is valued and learns to value one another. Children, staff, and families are recognised and celebrated as unique individuals — each one loved, supported, and respected for who they are. Jesus’ teaching supports us to see the value in others, to be compassionate and to create an environment where everyone can flourish and achieve their full potential.

We recognise that our school community is part of a larger, diverse world, and we are committed to fostering an environment that is welcoming, inclusive, and accepting of all. At Holy Trinity, we nurture curious and motivated learners who take joy in discovery as they explore the world around them. We encourage our pupils develop into *responsible* global neighbours who *respect*, appreciate, and embrace the differences that make each of us unique.

We support our Holy Trinity family to flourish by nurturing their spiritual journey through:

**Looking in** with self-reflection,to love and value themselves as a unique child of God with self-respect and honesty.

**Looking out** with compassion and service to seek justice, peace, and care for all people and the planet we share.

**Looking up** with wonder and gratitude. We consider being a part of something greater than ourselves by taking time to pray, reflect, and be still.

**Our school values:**

***Respect* – The Parable of the Good Samaritan**

**Luke 10:25-37 teaches that compassion, and neighbourly love should be extended to everyone, irrespective of background or perceived differences.**

***Community* – The Parable of the Lost Sheep**

**Matthew 18: 10–14 teaches us the importance of community and belonging. God, like the shepherd, desires for all to be part of the flock, experiencing the joy of being connected and cared for.**

***Responsibility* – The Parable of Jesus feeding the 5000**

**John 6.1-13 teaches us that Jesus notices and cares about the everyday needs of all people.**

By fostering an inclusive community and working in partnership with Durham and Newcastle Diocesan Learning Trust and the Church of England, we are empowering our children to live full lives, reaching their potential and helping others to do the same. Through our spiritual development and our commitment to these Christian values, we encourage children to not only see the world through a broader lens but also actively contribute to making it a more inclusive and compassionate place. Our school is a place where *respect*, *community*, and *responsibility* guide our actions and help us live out the teaching to *love our neighbour as ourselves.*

Durham and Newcastle Diocesan Learning Trust’s vision**: "Every child matters**

**and no child is ever left behind..."**

The Church of England vision: **"Live life to its fullness."**

**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.

Is there a risk in bringing a dog into a school environment? Yes, there is, though there are a variety of accidents, which can happen within the school 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. A thorough risk assessment has been carried out.

This policy outlines measures put in place to allow the dog to be present on the school premises

**School Policy**

● The dog will be owned by the Headteacher.

● Only the school dog is allowed on the premises as it is a working dog.

● All other dogs must not come on site unless they are a known therapy or assistance dogs and have been given prior permission.

● The dog is a spaniel chosen because it is an intelligent breed that will respond well to training and which is known to be good with children, which sheds little hair and is very sociable and friendly.

● Staff, parents and children have been informed by letter that a dog will be in school.

● The Health and Safety Manager has produced a risk assessment and this will be reviewed annually.

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

● All visitors will be informed on arrival that there is a dog in school.

● If the dog is ill he will not be allowed into school.

● 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.

● Children will not be left alone with the dog and there must be appropriate adult supervision at all times.

● Children will be reminded of what is appropriate behaviour around the dog.

● Children should remain calm around the dog.

● Children should never go near or disturb a dog that is sleeping or eating.

● Children must not be allowed to play roughly with the dog. Everyone must wait until the dog is sitting or lying down before touching or stroking him.

● 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 they monitor the situation.

● Children should not eat close to the dog.

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

● Parents will be consulted on allowing their children access to the dog via an opt out agreement.

● All visitors will be informed about the dog and related protocols on arrival.

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

● The office will know the whereabouts of the dog and which staff are supervising at all times.

● The dog will be included in the fire evacuation procedure

● All concerns will be responded to by Headteacher

● The Academy Council has a responsibility to ensure that the school has a written policy for dogs in school.

● 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.

**Reasons to have a dog in school**

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 pupils school refusing

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 pupils can identify with animals, and with empathy for the dog, can better understand how classmates may feel. 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.

**Education:** Reading programmes with dogs are doing wonders for some pupils. 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,” pupils find social support and peer interaction. Dogs are incredibly calm and happy to have pupils read to them or join a group of children in the library whilst they are having a book reading session. 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.

**Social Development:** Dogs in school offer an opportunity for improving social development. They are especially useful for teaching pupils social skills and responsibility. Specifically, schools are using dogs to help older pupils build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. With a dog in school, pupils have the opportunity to learn how to care for the animal. This includes walking and grooming.

**As a reward:** Dogs will be gentle and loving, but at the same time full of fun and enjoyment for the pupils. Pupils who have performed 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 the school dog. Walking, grooming, playing and training are some of the responsibilities pupils will eventually be allowed to undertake. The dog will bring much joy and help to all the pupils they meet and are happy to provide plenty of hugs to the pupils they are spending time with.

**School Dog Frequently Asked Questions (FAQs)**

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

The legal owner of the dog will be the Headteacher and she will pay for the associated costs of the dog.

Q Is the dog from a reputable breeder?

Yes. The dog has come from a local breeder at Morden, County Durham, who is very experienced breeding working spaniels and labradors.

Q Will the dog be a distraction?

The dog will be kept in the office area. The office is separate from the classrooms/playground area to ensure it only comes into contact with children who are happy to have contact and have parental permission for this, under strict supervision. The dog will also have a space to spend time in classrooms and other designated areas where children can interact safely. The dog will also attend meetings with staff to support further socialisation, following consultation with staff beforehand.

Q Has a risk assessment been undertaken?

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.

Q Who is responsible for training?

The headteacher will be the legal owner of the dog and as a result, will be responsible for its training. Appropriate professional training will be obtained from K Pursuits at Newton Aycliffe. They are expert in training dogs for obedience. Once the dog is trained fully other members of staff will be trained to work with the dog.

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

In the interest of health and hygiene our school dog will be toileted when taken out for short walks outside of school. 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?

The dog will be walked regularly and given free time outside when children are in lessons. The dog will be carefully trained over a period of time and will have unlimited 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?

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 dog is known for minimal moulting, they will be 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?

Access to the dog will be carefully managed and supervised and children do not need to have close contact with the school dog. 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.