



KEY PRINCIPLES

“Learn to Believe – Learn to Achieve”

“Different for Different”

The Valley School encourages all pupils to take risks, act responsibly, develop empathy and show respect & awareness for others and their needs.

We are committed to achieving this by fostering a creative curriculum within our 'Different for Different' approach to celebrate diversity.

Staff aim to provide pupils with an opportunity to both learn and experience the best pastoral care, by providing personalised opportunities that best meets their needs.

Having Animals in The Valley School enable these opportunities in a safe learning environment with a clear focus on developing a “best you can be” ethos.

RATIONALE FOR HAVING ANIMALS IN SCHOOL

Research has shown that animals can:

- Increase empathy and responsibility in children
- Teach children how to nurture, care and have respect for all life
- Improve academic achievement by helping children to concentrate and feel calm at school.
- “Being around animals is extremely good for children”, says Dr. Harvey Markovitch, paediatrician and editor of The Archives of Disease in Childhood. “They're good for morale, and teach children about relationships and about the needs of another living being – learning to care for an animal helps them to learn how to care for people”

AIMS

- To provide a safe and secure environment where pupils can develop their Communication, Social and Emotional Literacy Skills.
- Strengthen pupil's emotional well-being enabling them to access learning more readily.
- Help pupils re-establish good relationships with their peers and adults and see school as a place to feel included.
- Develop the pupil's sense of self, belonging and trust.
- To see an improvement in behaviour, attainment and attendance of pupils.
- To support children in their reading if needed.

IMPACT ON THE PUPILS

- Decrease isolation and depression.
- Help to feel calm.
- Development and improvement of social skills.
- Lower anxiety and decrease agitation.
- Reduce loneliness.

- Help pupils access and leave the school calmly.

<https://www.animalsintheclassroom.org/benefits-of-classroom-animals/>

GUIDANCE AND RESPONSIBILITIES

- The Lead Animals in School persons (LASP) is: Sabrina Orsini & Louise Casey
- The LASP will oversee relevant guidance relating to each animal and amend practice in response to changing guidance.
- Risk assessments will be completed for each different animals by The LASP.
- The LASP will oversee all animal care and safety throughout the school, but day to day maintenance and feeding will be overseen by class staff or owner.
- Animals remain the responsibility of their owner and they will be responsible for buying food and any vets bills incurred.
- Pet insurance must include public liability in case an animal injures someone on school premises.
- Support is always available from the LASP.
- A Named person for each animal will monitor its health and happiness and remove the animal from the school to an identified quiet area if it's needed.
- The health and wellbeing of the animal is our primary concern.

HEALTH AND SAFETY

- Pupil's parents or carers sign a consent form for the school dog during transition.
- Any allergies are also highlighted during transition, which should alert us to allergies to other animals.
- Staff who do not wish to interact with school animals will confirm this in an email to the LASP.
- Pupils and Staff who do not wish to be near the animal are highlighted to its handler.
- Whenever there are animals in a room, pictures are displayed on room doors, so that everyone who enters is aware and can choose not to go in.
- For animals that only visit occasionally, there is a noticeboard with pictures of which animals are in school.
- A notice is displayed at Reception so visitors can tell office staff if they are not comfortable around animals.
- If anyone is allergic to an animal, the pet will be moved to another area as agreed in the Animal Management Plan (AMP) of the school. Appendix A
- AMP will be kept with School Business Manager.
- Owners must provide necessary equipment and take responsibility for the clearing and disposal of dog mess

EVALUATION

- Formal and informal feedback from staff and pupils is regularly requested, collected and acted upon.

KEY PUBLICATIONS AND GUIDANCE DOCUMENTS

Public Health England Guidance - Chapter 8: pets and animal contact

- <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-8-pets-and-animal-contact>

RSPCA

- <https://education.rspca.org.uk/education/teachers/animalfriendlyschools>

The Key - Keeping school pets: guidance

- <https://schoolleaders.thekeysupport.com/administration-and-management/healthy-and-safety/supervision/exotic-animals-on-the-school-site-guidance-and-advice/>

How Pets Improve the Classroom

- <https://www.petsintheclassroom.org/how-pets-improve-the-classroom/>

Appendix A

Animal Management Plan (AMP)

Name of Adult responsible for animal:						
Name of Animal:		DOB of Animal:				
Kind of Animal:		Breed:				
Animal insurance Provider:		Policy Number:				
Microchip number:						
Days in School	w/c	Mon <input type="checkbox"/>	Tues <input type="checkbox"/>	Wed <input type="checkbox"/>	Thurs <input type="checkbox"/>	Fri <input type="checkbox"/>
Where the Animal will be during:	Before School					
	Morning Briefing					
	AM Reg					
	Lesson 1					
	Lesson 2					
	Break					
	Lesson 3					
	Lesson 4					
	Lunch					
	PM Reg					
	Lesson 5					
	Lesson 6					
	Tutor time					
	Taxi time					
After school						

I agree that my Animal remains my responsibility whilst at school and that I will adhere to The Valley School's - Animals in School Policy at all times. My animal is up to date with all the necessary vaccinations and treatments. I understand that if my animal poses an unmanaged risk to any members of the school community that I will not be able to bring my animal to school. I believe my animal to be a low risk to others and confirm that it is not known to have caused harm to anyone.

Signed by Owner: _____ Signed by LAPS