



OFG
Education

Animal & Pet Policy

Policy Folder: Education



ANIMAL & PET POLICY

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Terminology: Please note that the terms “our teams” and “team member/s” include everyone working with the people in Outcomes First Group’s services in a paid or unpaid capacity, including employees, volunteers, consultants, agency staff and contractors.

1.0 Policy Statement

Outcomes First Group recognises the many learning, health and therapeutic benefits children and young people gain from spending time with animals

There is substantial evidence highlighting how helpful interacting and understanding animals can be.

- Stroking or cuddling an animal can trigger the release of the oxytocin hormone which causes feelings of happiness and contentment.
- Anxiety and stress levels decrease and children can become more willing to interact and communicate with people around them improving behaviour, focus,



engagement and learning.

- Animals can also help to teach responsibility and the importance of nurturing and respecting life, promoting development of empathy and social skills.
- Young people can pursue learning pathways and careers working with animals.

The following are examples of UK research showing the roles and benefits of animals in education

- [Pets in the classroom - Research](#)
- [Study investigating the roles of animals in educational settings](#) - Nottingham Trent University
- [Animal Assisted Education research](#) - Swansea University
- [Animals in education settings podcast - The voice of early childhood.com](#)

This policy sets out the procedures and conduct that must be followed for having animals anywhere at the setting, in the grounds and buildings, and for children and young people interacting with animals. It aims to ensure the safety and welfare of our children, young people and team members. It also aims to ensure that the animals are well-treated and healthy.

This policy relates to any animals at the school or home site, including animals living at the site and those brought onto the site for specific periods of time e.g. therapy dogs.

1.1 Legal and Policy Framework

This policy has been developed in line with the:

[Health & Safety at Work Act 1974](#) which places a duty on employers to safeguard the health, safety and welfare at work of their employees, those using the services and visitors. This includes an obligation to minimise the risk of the transfer of disease from animals to people.

[Equalities Act 2010](#) prohibits service providers from discriminating against those who need an assistance dog with them. It also requires service providers to make reasonable adjustments for those accessing services.

[Animal Welfare Act 2006](#) which states that any person responsible for an animal, whether on a permanent or temporary basis, has a legal responsibility to ensure that the animal/s needs are met, including its need:

- a suitable environment and diet
- to be able to exhibit normal behaviour patterns
- to be protected from pain, suffering, injury and disease.
- any need it has to be housed with, or apart from, other animals, and

The Act raised the minimum age that people can buy a pet to the age of 16.

The following laws are also relevant

- [Theft Act 1968](#) and [Criminal Damage Act 1971](#)
- [Environmental Protection Act of 1990](#) - provision for cats causing nuisance, noise fouling and smell)
- [Animals Act 1971](#) for those injured by an animal.

There are specific laws relating to dogs, including shock collars, ear and tail docking and barking within the [Dangerous Dogs Act 1991](#). The Blue Cross provides a helpful summary for dog laws [Dog Laws UK](#)

The [Wildlife and Countryside Act 1981](#), as amended, has implications for the study of animals and plants outside the classroom, such as on nature walks and field trips. This act – and a number of related laws – affords strict protection to a wide range of species, such as:

- wild birds, including their nests and eggs
- some amphibians such as natterjack toads and crested newts
- red squirrels, bats and badgers
- common otters, seals and deer
- some reptiles, fish, butterflies, moths, crickets, dragonflies, beetles, grasshoppers, spiders and snails.

Dangerous animals, as defined by the [Dangerous Wild Animals \(DWA\) Act 1976](#), may not be brought into the school or home. This includes most monkeys and apes, crocodiles, alligators and poisonous snakes.

This policy must be read and implemented alongside the following policies:

- Health & Safety policies and procedures, including the school's First Aid Policy.
- Safeguarding Policy
- Behaviour Policy

2.0 Principles

- The safety, health and well-being of every child, young person and team member will be the highest priority when considering the introduction of animals to the classroom.
- Animals will only be on the site with the pre-arranged written permission of the headteacher/registered manager.
- Team members **must not bring** their pets into the setting unless they fulfil the criteria set out in **Section 3.0**.



- Before introducing any animal:
 - parents/carers/those with parental responsibility will be consulted, and
 - a comprehensive risk assessment will be completed and implemented
 - training is sought for key personnel in addition to training requirements of the animal/s, and
 - school/home rules around the animals are established, shared with all team members and the wider school/home community, and are communicated effectively.
- As part of their on-site induction, team members are informed about any animals that are at the site, and when and where they will be present.
- Team members are made aware of the basic needs, purpose and management of each animal on site.
- Children and young people are taught correct procedures in handling and caring for animals; they are encouraged to take a shared responsibility for the care of the animals, under direct supervision. Children and young people will be taught how to interact gently with animals whilst under adult supervision. Fragile animals e.g., stick insects should not be handled.
- Arrangements for and the ability to transport the animal to a vet easily and quickly will be in place (crate, box, harnesses, trailer) if required. There should also be easy and accessible space to house the animals away from children and young people if needed.
- Noise considerations must be taken for those within the school/home and neighbours, including how to keep community disruption to a minimum at all hours throughout the year e.g., think about firework night, Christmas Day and snow days.
- There needs to be the ability to remove the animal from the site swiftly if at any point it becomes ill or a danger to children, young people or team members. Where an animal/s are owned by the setting it is essential to have a removal and disposal protocol for deceased animals.
- The Royal Society for the Prevention of Cruelty to Animals (RSPCA) stresses that animals should never be killed as part of a lesson, or in front of children and young people as this could lead to desensitisation. Where it is necessary to 'put down' a sick animal, such procedures should only be carried out by a qualified vet.
- Checks on diseases and parasites should be regular and routine, and handling is carefully planned and monitored. For small animals, this should be over a soft covered table or suitable surface to minimise dropping injury.
- Animals must not be reared for meat in any of our settings.
- Breeding pets in the school/home is not advisable as the environment is not ideal for the mother to give birth and rear her young. There is added responsibility for the team members involved and the rehoming of the offspring can be problematic.
- Sending a school pet home with children at weekends is not recommended. Animals require routine and a known safe environment. A regular owner during times school is not open is a better alternative to leaving them at school.

- Animals should be diurnal i.e. active during the day, rather than nocturnal, to avoid distress being handled or disturbed during the day.

3.0 Pets belonging to team members

Team members **must not** bring their pets into the setting unless the pet:

- is an assistance dog (e.g.: Guide Dogs for the Blind, Canine Partners, Hearing Dogs, Pets as Therapy); or
- is registered to a charity providing Animal Assisted Interventions in Schools who subscribe to the Kennel Club Educational Trust Standards of Practice; or
- has been assessed by a Certified Clinical Animal Behaviourist (CCAB) or equivalent as having a suitable temperament to be in a school/home environment; **and**
- with pre-authorisation from the Headteacher
- A risk assessment needs to be completed for all animals being brought to any area of the site, in the buildings or grounds. This must be completed and signed off by the Headteacher/Registered Manager prior to the animal coming onto the site.

4.0 Insurance and certificates

Appropriate insurance cover must be in place before allowing any animal into the school/home and this is the legal animal owner's responsibility. Certificates must be provided and kept on file for visiting animals. Insurance documentation should be submitted annually.

The school's insurance provider must be consulted when a new animal/s are going to be on the site. The Headteacher/Registered Manager must check that this will not invalidate the school's liability and whether any further insurance is required.

5.0 Hygiene

Good hygiene is an essential requirement to keep everyone safe

- Children and adults should always wash their hands thoroughly soon after contact with any animal or its cage/equipment (immediately in the case of exotic animals). First use an antibacterial soap and water, taking care to rub hands vigorously together, being careful to clean all areas. Second, apply an alcohol-based cleaning agent.
- The likelihood of diseases being passed on to humans from pet animals varies depending on the type of animal concerned. Domestic animals (cats and dogs) pose a lesser risk than exotic pets such as amphibians, reptiles, birds and primates. In all cases, good hygiene is the key to the safe handling of such pets and their surroundings such as cages, aquariums, and vivarium.



- Where someone has touched an exotic animal, its cage, or any other equipment, they should avoid touching their hair, clothes (including pockets), door handles or any other items until their hands have been thoroughly cleansed. Thoroughly cleaning hands is particularly important where young children are concerned.
 - Cuts and abrasions on hands and arms should be covered to minimise the risk of infection.
 - Cleaning routines and arrangements for the disposal of animal waste should be carried out with due regard for good hygiene standards. Pregnant team members and anyone with suppressed immunity should exercise caution and avoid all contact with animal waste.
 - Contaminated surfaces should be properly washed and disinfected.
 - Kitchen sinks should not be used to bathe exotic pets or to wash cages or equipment. Sinks used for such purposes should be cleaned thoroughly with disinfectant afterwards.
 - For cats and dogs, it is sensible to check their general health, and whether they have recently been wormed and treated for fleas.
- 7.0 Injured animals brought in by children and young people.

6.0 Health considerations of children/young people and team members

Children with medical concerns and health issues must be considered when assessing the appropriateness of animals in the setting. Prior to the consideration of the introduction of an animal to a school, the teacher should review the medical notes of the pupils in their class to ensure there is no conflict. When there is a conflict in this area, the Headteacher/Principal will confer with the team members to find an agreeable solution to the matter in consultation with others, e.g., the parents/carers, child/young person, school/home and others as appropriate. In homes, the Registered Manager will review the child/young persons medical notes and make a decision. If a child/young person has petted an animal, it is essential that they wash their hands after the activity and that this is supervised to ensure that it is thorough.

6.1 Allergies

- Allergic reactions can be triggered by a wide range of animals. Symptoms can range from mild irritation to severe reactions including anaphylaxis, which can be life-threatening. In the UK, an estimated 10-20% of people are allergic to animals, with cat allergies being the most common.
- Parents/carers/those with parental responsibility must be asked at the time of admission if the child has any allergies and the severity of any allergies. The school/home must ask them to specify any allergies as part of the consent process for interacting with an animal.
- Where team members and/or children are known to have allergies to animals, it is sensible to restrict their exposure to any animals which might provoke an allergic



reaction. In an emergency, medical advice should be sought without delay.

- It is often difficult to avoid the allergens as they can be transported by people who have been in contact with animals.
- A more stringent approach, which would reduce the risks of allergic reactions, would be to confine the presence of animals to a limited part of the building or outdoor area only. This could be a single room, specifically set out to aid the teaching of those elements of the curriculum where the presence of real creatures is considered to be an important asset. Such a room should preferably not contain carpets or any heavy upholstery and should be cleaned regularly with moist rags and a vacuum cleaner which has a vortex with no bag, and an allergen filter.
- In all cases, a comprehensive risk assessment must be undertaken before the animal is introduced and appropriate measures are put in place to control the risks.

For further information, please see: <https://www.allergyuk.org/resources/pet-allergy-factsheet/>

6.2 Fears / phobias

Some children and adults have a phobia of animals (zoophobia), this is usually fear of a specific type of animal. It is important to acknowledge their fear, support them and find ways to help them cope.

It must be recognised that while many phobias are irrational some children will have legitimate fears or phobias of certain animals, for example, having been bitten by a dog previously or witnessed a dog attacking another person.

The school/home will:

- Always put the wellbeing of children, young people and team members first
- encourage open communication between parents, carers, and team members to identify any concerns or phobias related to animals.
- educational and therapeutic animal interactions will be carefully planned with a comprehensive risk assessment.
- Introduce strategies to support children, young people and team members with phobias, such as providing alternative seating arrangements, allowing them to avoid certain areas, or offering debriefing sessions after animal interactions.

Please contact the Clinical team for further advice and guidance.

7.0 Animal Care placements

Please also see the Work Experience Policy

Similar considerations should apply to circumstances in which a young person is given a work experience placement in an occupation which involves working with or alongside animals, such as positions in:

- farms
- veterinary surgeries
- animal welfare sanctuaries
- facilities involving animals such as zoological gardens, safari parks or petting farms
- pet shops or similar.

It is important to remember that employers providing such placements have the same responsibilities for the health, safety and welfare of young people and the animals as they do towards their entire workforce.

8.0 The animal environment

The right environment for each animal will vary depending on size, breed, temperament, part of the country and building. Please think about:

- Temperature on the coldest and hottest day of the year
- Air flow (especially if waste is kept within the cage/crate)
- Room to move, stand, sleep and climb
- Space to be away from children
- Secure space to house an ill or dying animal away from others
- Feeding and water schedules – ease of access and reliability of locking mechanisms
- Security – access to the premises if animals remain on site outside of working hours. Consider cameras for viewing at a distance / overnight.
- Breeding – consider spaying or neutering (e.g., cats) and the combinations of animals in secured spaces to avoid aggression
- Toileting processes, including storage and removal of waste.
- The cleaning products used to clean animal environments – these may need to be slightly different to usual products.
- Rabbits, guinea pigs, chinchillas, gerbils, rats, and mice require companionship and therefore should live as in a pair and need a sufficient area to live and exercise. They need protection from predators such as foxes, and an area to access where they won't be disturbed if stressed.

Whenever an animal is bought on to the premises, whether on a short-term or long-term basis, the setting must ensure that due consideration is given to ensuring that such needs can sufficiently be met in that environment, including outside of school hours.

A plan must also be in place for the animal/s in the event of a fire, fire drill, evacuation or emergency. This should include how an animal will be transported in the event of an emergency.

It is not generally recommended that **school-based animals are taken home by pupils**, if the Headteacher decides this is appropriate a suitable home-school agreement should be devised to encourage the observation of the same principles at home as those

governing their husbandry in schools – both from the perspective of child safety and animal welfare.

Schools/homes should satisfy themselves that animals are sourced from reputable providers, are kept in a good state of health.

9.0 Injured animals brought in by children and young people

It is not uncommon for children and young people to take pity on an injured bird or mammal, and to bring it into school or home in the belief that it will be possible to successfully treat it and restore it to health. Children and young people should be made aware that in attempting to retrieve 'abandoned' animals they may damage the animal and spread infection. Instead, the problem should be reported to an adult so they can take the appropriate action. The injured animal will often be rescued by its parents once the coast is clear. In all cases of doubt, the seeking of expert advice from a vet, the [RSPCA](#) or the [People's Dispensary for Sick Animals \(PDSA\)](#)

10.0 Dogs

Dogs tend to be the most common animal in our settings, alongside fish and chicks. Dogs bring many therapeutic and learning benefits to our children and young people. Schools can be extremely stressful settings for some pupils and therapy dogs can have a calming effect, reducing anxiety and enabling them to focusing on learning.

The introduction of a non-threatening therapy dog can help children and young people to form adaptive and satisfactory social interactions. Guided activities and group discussions help teach how to handle interpersonal conflicts and develop constructive responses.

The simple act of petting a dog is shown to reduce blood pressure, lower levels of stress hormones, like cortisol, and increase oxytocin which helps to reduce anxiety and promotes communication, trust, and bonding, it can also contribute to respiratory and cardiovascular health. In short, reducing feelings of anxiety positively affects mental and physical health.

For further information about the benefits of dogs, please click on the links below

[The amazing benefits of a school dog or how to get through those ruff days](#)

[Every school 'needs dog as stress-buster'](#)

[An evaluation of a dog-assisted reading program to support student wellbeing in primary school](#)

10.1 Dog Risk Assessment

The risk of a dog being in close contact with children and young people must also be given careful consideration and set out in a risk assessment prior to the dog coming onto the site. This must consider potential for bites, scratches, infections, allergic reactions,

asthmatic symptoms and how the risk of [toxocariasis](#) will be reduced and managed.

A plan for introducing the dog gradually into the environment should also be developed and agreed between the dog's owner and the Headteacher/Registered Manager.

Please see Appendix A for a dog risk assessment template.

10.2 Dog owner's responsibility

It is important to remember that the dog does not belong to the school; it belongs to an owner with whom it forms an important bond and lives as part of the family. As well as keeping the children healthy and safe, the owner has a legal and moral duty of care for the animal's wellbeing.

There is some limited evidence to suggest that when dogs are used for Animal Assisted Intervention this can lead to compromised welfare of the animal. It is vital for the owner to have alternative care plans in place before taking their dog into a setting, in case the situation or context becomes unsuitable at any point. Consider having a quiet space away from children where the dog can retreat immediately, large crates can be helpful where the dog can go to help them feel safe.

For the dog's welfare and child safety it is imperative that any dog in a school/home environment **is always supervised by the owner**. This responsibility should not be passed, even temporarily, to someone else, as it can negate insurance, lead to discrepancies in care and accidents.

It is essential that the dog's owner is well-versed in canine communication and can quickly and easily identify the range of subtle signals that the dog is stressed or worried. A comprehensive understanding of dog behaviour and the canine ladder of aggression is critical to ensure both the dog's wellbeing and child safety. The owner will need to be very clear on when an intervention might be required, and how to intervene. Bites can occur in benign interactions such as grooming, where a child has been unaware of signals.

The responsibilities of the dog's owner must be recognised by their colleagues and senior management, allowing them to prioritise the dog's needs.

For further information and information to support the dog's welfare, please see: [Dogs Trust Guide to the use of school dogs](#) and [Learn With Dogs Trust](#)

As set out in Section **3.0 team members must not** bring their pets into the setting unless the pet:

- is an assistance dog (e.g. [Guide Dogs](#), [Canine Partners](#), [Hearing Dogs](#), [Pets as therapy](#); [Therapy Dogs Nationwide \(PDN\)](#)); or
- is registered to a charity providing Animal Assisted Interventions in Schools who



subscribe to [The Kennel Club's Standards of Practice](#) ; or

- has been assessed by a [Certified Clinical Animal Behaviourist \(CCAB\)](#) or equivalent as having a suitable temperament to be in a school/home environment; **and**
- has pre-authorisation from the Headteacher/Registered Manager to be at the site.

11.0 Stopping dogs being brought on site

11.1 A 'No Dogs' Policy:

Some settings may need to or wish to adopt a 'No Dogs' policy. However, **Guide dogs and assistance dogs must be allowed** in the setting and around the site with their registered owner. Under the [Equality Act 2010](#), it is unlawful to refuse access to a disabled person accompanied by a working assistance dog, including a guide dog. Where a person has a registered assistance dog, the setting must make reasonable adjustments to avoid discriminating against them.

If a dog is used for therapy but is **not** a registered assistance dog, it is the setting's decision as to whether you allow it. The decision should be based on how essential the dog is to the person during their time in your setting.

11.2 Dogs outside the school/home grounds

It is not usually possible to enforce a ban on dogs being tied up or walked nearby, outside the setting's grounds unless it is private land, or there is a PSPO in place. However, if you think a dog poses a risk to children or team members, you need to take action to keep them safe. Conduct a risk assessment and if the risk is high in a school, send a letter to parents asking them not to bring dogs with them to collect pupils from school, and not to tie the dogs up by the gates and leave them unattended. If this does not improve the situation and you're still concerned about the dogs, contact the landowner, local authority or police community support officers (PCSOs) to intervene.

11.3 Dogs in public spaces

Some public areas are covered by [Public Space Protection Orders \(PSPOs\)](#) If your setting is covered, dogs may not be allowed in the area or may have to be kept on a lead, please see: [Controlling your dog in public](#)

Some local authorities have used PSPOs for certain areas and/or specifically for school playgrounds or sports pitches, for example:

Schools can use external suppliers to 'rent' hatching incubators for the experience of hatching eggs. This is a unique experience for pupils and teaches not only empathy and the intricacies of the life cycle, but responsibility, extended care, knowledge of the food

chain, and can elicit strong learning experiences. It works especially well when managed within Science or EYFS.

However, it is important to understand the full consequences of the activity before doing a hatching:

- Without the mother turning the eggs, this becomes the adult's responsibility. If you forget, the growing chick's organs weld to the shell, and they are born deformed
- Audio of gentle clucks to the hatching eggs, as without these sounds the natural release mechanisms may not be triggered and chicks die inside the shell
- Chicks born in schools are often injured by being handled by small children and can carry salmonella – handling needs to be clean, careful and well-managed.
- chicks handled in schools often cannot be re-introduced to flocks, as they carry bacteria from the children and their environment, and the vast majority are culled on return to the farm or provider. All cockerels are culled, and even laying hens are hard to home as those born in schools tend to have

12.0 Loose Birds

We have several sites with school/home owned and/or local loose birds, including geese, ducks, swans, peacocks, pheasants, guinea fowl and moor hens that are regularly on the premises.

There are strict guidelines about keeping game bird. The [Gamebird keeping in Great Britain: General guidance](#)

The school will need to keep a close eye on requirements in relation to Avian Influenza (also known as Bird Flu) and local regulations. Removal of bird droppings has particular requirements, as they harbor specific diseases.

The RSPB and RSPCA have helpful school packs for birds: [Big Schools' Birdwatch Resources - RSPB](#) [Keeping ducks and geese as pets - RSPCA](#)

12.1 Avian influenza

Specific government rules have been introduced to minimise the possible spread of avian influenza H5N1, or bird flu: [Avian Influenza- Guidance for managing incidents in birds](#) (UK Health Security Agency)

Much of this advice takes the form of strict adherence to proper hygiene procedures, which is applicable to contact with all animals (Please see **Section 5.0**). Birds can carry a range of infections and diseases that can cause gastrointestinal infections, such as salmonella and campylobacter, and respiratory problems.

In line with the points set out above, children and young people should be strongly advised against any form of contact with any dead or sick birds which they might find in or around the vicinity of the school or home. If it is discovered that children have handled a dead or sick bird, it is vital that their hands are thoroughly cleaned with soap and water as soon as possible, in addition to an alcohol-based cleaning agent. Where there is evidence of staining or soiling of clothes, they too should also be subjected promptly to careful cleaning.

If five or more wild bird deaths are found in one area, [Contact DEFRA](#) (Department for Environment, Food and Rural Affairs) helpline on **03459 335577**, open 8am-6pm. Details of such findings will be requested, so that any appropriate action or investigation can be promptly initiated

13.0 Insects

13.1 Bees

Settings may wish to keep honeybees on site which can be very beneficial for the children and young people and is less time-consuming for team members. Settings should thoroughly investigate what is required to look after bees safely and be sure they can provide the time, equipment and suitable space and location needed. The beehive should be located in such a way that the entrance of the hive does not point into a footpath or a busy area of the garden. Neighbours should also be considered when considering keeping bee hives.

It is recommend that a setting keeping bees becomes a member of [The British Beekeeping Association \(BBKA\)](#) This means that a team member needs to register as the contact with the local BBKA branch of beekeepers.

There are clearly risks of being stung when keeping bees. The NHS' advice should be followed if a child or adult is stung by a bee: [Insect bites and stings](#).

A small percentage of people have a more severe reaction to bee stings. The area around the sting swells greatly and these people should seek medical assistance. A very small percentage of people are allergic to bee stings, which can cause anaphylactic shock when an epi-pen may need to be used and urgent medical treatment should be sought.

Settings with children and young people know to be allergic to bee stings should now keep bees on the site.

13.1.1 Insurance

Settings that keep bees You will need to get public liability insurance for all beekeeping activities and product insurance. Product insurance covers you in the unlikely event that

your bees catch American Foulbrood (a rare disease). In this unfortunate situation your hive would have to be destroyed by a Bee Inspector and the insurance should cover the cost of a new hive for you.

13.2 Caterpillars and butterflies

Caterpillars can be purchased with suitable habitats so that children can watch them change into chrysalides and metamorphosize into butterflies.

Kits such as [Spotty Green Frog School butterfly kits](#) and [Butterfly Garden Home School Edition](#) can be bought requiring minimal input and help to restore endangered British species.

13.3 Ant Farms

These are inexpensive ways of linking to the curriculum (minibeasts) and come with all required resource in most cases and can be left alone for prolonged periods.

Some of the clear acrylic ant farms are beautiful and long lasting and have been used as wall art in some settings: [Ant Farms - Buy Ant Farms UK](#) [AntKeeping.co.uk](#)

14.0 Fish and aquatics life

14.1 Aquariums

Aquariums can offer a unique blend of calm and curiosity, fostering learning and responsibility in children and young people while potentially boosting their well-being. However, they also pose particular safety hazards which need to be addressed, including the risk of electric shocks. Regular maintenance checks carried out by competent persons should enable such hazards to be effectively controlled. Broken light bulbs, frayed wires, cracked glass or exposed filaments on heating units must be replaced or repaired immediately.

Suitable safety devices such as circuit breakers should be fitted in all cases. It is important from an animal welfare point of view to properly look after the fish and to make regular checks on the water cleanliness and temperature.

Team members should educate children and young people to respect the fish and not tap on the glass as this can be traumatic for them.

You can hire an aquarium or rock pool for short lease to see if it is a good idea before a purchase easily, for example: [Educational Aquariums | Aquariums for Schools | Aqualease](#)

15.0 Equine and other outdoor animals

Some settings have larger animals such as horses and ponies, and other outdoor animals such as goats and sheep. The appropriate arrangements for veterinary support must be in place before the animals are moved to the site. Appropriate insurance and contract amendments will need to be made.

Settings considering having equine or other outdoor animals at their site are advised to speak to some of our settings that already have them to help you set up a positive relationship and appropriate purchasing mechanisms and visit schedules – for example, Wessex Lodge School, Heath Farm School.

The costs of such animals are significant and need to be planned well in advance, including food and upkeep, vets fees, for disposal of waste, and the eventual removal of carcasses if needed. There are specific rules and regulations that your vet will be able to advise you on for your local area. Take particular notice of water access, hot weather and snow situations.

It is important to have appropriately trained team members and consider arrangements for day-to-day coverage for leave arrangements, accidents, ongoing training and refresher courses and holiday cover.

Goats are particularly destructive and prone to eating unsuitable things. They are also much noisier than other options. Please see: [The Law on Keeping Goats in the UK | RSPCA](#).

[Laws on Keeping Pigs in the UK | RSPCA](#) can be found here. Please there are specific legal restrictions on moving pigs and sometimes a license is required.

16.0 Notifiable Animal Diseases

The following national government sites provide up-to-date information and requirements of notifiable diseases in animals which must be followed:

England: [Notifiable diseases in animals](#)

Wales: [Report Notifiable Diseases](#)

Scotland: [Animal Diseases: Notifiable and-non-notifiable diseases](#)

17.0 Quality Assurance

It is important that the animals are included within the quality assurance processes. There should be a leadership role attached to the monitoring, checking and planning for the use of the animals, and a regular reporting system where the intent, implementation and

impact of the animals is discussed and challenged.

To ensure an accurate and objective assessment is made of the person completing should not be the owner or main carer of the animal/s.

The report should include:

- Ongoing and projected costs of feed, maintenance, and housing
- The time spent with children and young people in the last term/period
- The specific impact and benefits from the last term/period on individuals and groups
- Plans to integrate into the curriculum/ individual's plan for the next term/period
- Feedback from children and young people/ parents and carers / the community in the last term/period
- Copies of any observations, lesson/session plans or schema used/planned
- How animals are incorporated into this year's performance management targets / SDP

Appendix A Helpful Resources

Education and Welfare

- [Pets in the classroom](#)
- [Animals in Education • SEN Magazine](#)
- [Should pets ever be kept in classrooms? | Schools | The Guardian](#)
- www.bluecross.org.uk/advice/pets/pets-in-schools
- [Animal Friendly School \(rspca-education.org.uk\)](http://rspca-education.org.uk)
- www.gov.uk/control-dog-public
- www.hertsforlearning.co.uk/blog/keeping-animals-school
- [PetWise in schools - PDSA](#) Petwise school award (project)

Qualifications related to animals in schools

- Ofqual careers with animals [Qualifications | Animal Activity | Animal Careers \(animal-job.co.uk\)](#)
- [National Careers Service - Animal care | Explore careers |](#)
- [AQA Unit awards – short courses with certification in specific animals or elements](#)
- Online courses [Animal Care Courses Online | Open Study College](#)
- BTECs [Animal Care \(2022\) | BTEC Tech Award | Pearson qualifications, Land-based | Pearson qualifications](#)
- City and Guilds: includes animal care, grooming, pet shop, and livestock [Land Based Services | City & Guilds \(cityandguilds.com\)](#)

Teaching animal appreciation

- Compassionate Class – RSPCA (primary age) [Compassionate Class - RSPCA](#)
- [Speakers in Schools - RSPCA](#)
- Teacher training [Teacher Training - RSPCA](#)
- The Great Debate RSPCA (secondary level) [The Great Debate - RSPCA](#)
- [Housing for animals](#)



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