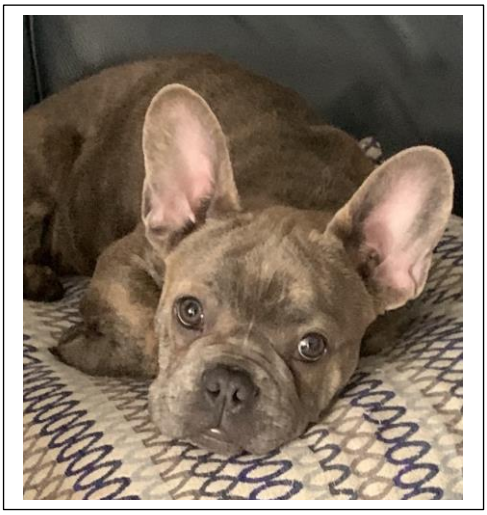
DOGS IN SCHOOL POLICY and RISK ASSESSMENT



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 can take great enjoyment from interaction with a dog.

This policy sets out the school's approach in both identifying the risks and managing them adequately and outlining the benefits to having a school dog.

Legislative Background

The following of government legislation and advice can be applicable to the control and welfare of dogs in public places in general and in schools in particular.

- Health and Safety at Work Act 1974
- Environmental Protection Act 1991
- The Litter (animal droppings) Order 1991

- Dangerous Dogs (Amendment 2014) Act 1997
- Animal Welfare Act 2006 (see appendix A)
- Anti-social Behaviour, Crime and Policing Act 2014
- DFE advice on standards for School Premises 2015

Benefits to having a dog in an educational setting

We acknowledge that in school, children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills through contact with a dog. The value of schemes such as 'Pets as Therapy' is widely accepted as a powerful aid to the stimulation of and communication with children especially those of primary school age. Studies have shown that the presence of companion animals can improve the well-being of children and lower their levels of anxiety simply by making the environment happier, more enjoyable and less foreboding.

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: Mandy was a student with poor attendance and truancy. Mandy was encouraged back into school using caring for River, a dog, as an incentive. By telling Mandy that "if she didn't come to school to care for him, River would miss her and not get as much love," Mandy 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 can be 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. Dogs can 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. Students can use dogs to help with communication and learn about responsibility and kindness.

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 can be gentle and loving, but at the same time full of fun and enjoyment for the students. Student can be rewarded with spending time during lunch or break to interact with the dog. 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.

Dogs can work with students on a one-one basis and can especially help those students who have been bullied, abused, are going through upsetting/difficult times or are 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.

Is there a risk in bringing a dog into a school environment?

Yes, there is however if the dog is managed correctly there should be no greater risk that other everyday situations that the children encounter. Therefore, it is just another risk that needs to be managed. A thorough risk assessment has been carried out and can also be viewed online on our website. Walter is not allowed anywhere on the school site at any time unless specifically authorised by the Headteacher. This includes drop off and collection times. This policy outlines measures put in place to allow Walter to be present in school.

Policy and Procedures

Walter the dog is owned by Mrs Emsley.

- The Governing Body have the right to refuse entry to any dog including Walter

- Only Walter is allowed on the school premises. All other dogs must not come on site unless they are a known therapy or assistance dog and the Headteacher has been informed. Permission from the Headteacher must be sought and obtained for any other dog to come onto the school site.

- Walter is a French Bulldog. His breed has been chosen because of their intelligence, love of people and gentle nature. 'Frenchies' are also renowned for their humorous nature!

- The Governing Body agree that having Walter in school will benefit the children and staff of Clayton St John C of E Primary School.

- Staff, parents/carers and children have been informed that a dog will be in school and have had the opportunity to comment upon the idea. A full risk assessment has been produced and this will be reviewed on a regular basis.

- Children, staff and visitors known to be allergic to Walter will not go near him and all visitors will be informed that there is a dog in school.

- If Walter is ill, he will not be allowed in school.

- Children will never be left alone with Walter and there must be appropriate adult supervision at all times.

- Children will receive instruction (with regular reminders) about appropriate behaviour around dogs including the need to stay calm and not make sudden movements or make loud noises (see appendix 2 for rules relating to Walter),

- Children will be taught about a dog's body language and what to do in certain situations.

- Children will be taught to always wash their hands after touching Walter.

- Any 'dog poo' will be cleaned up immediately and disposed of appropriately.

- Records will be kept about Walter's interaction with children and anecdotal evidence of his impact in school.

- The office and the Senior Leadership Team will know the whereabouts of Walter at all times.

- In case of evacuation (fire etc.) Walter will be taken from the building by the responsible adult who he is with at the time of the alarm

Actions / Concerns

As a school we also acknowledge that some families choose not to have dogs or other pets and we must respect their right to hold this view. We also recognise that bringing dogs on to the school premises could pose a health and safety risk to our pupils and others on site and it can be unsettling to some children if dogs are close by as they arrive and leave school.

There are added risks of dog fouling, dogs biting and dogs showing unpredictable or even aggressive behaviour. We recognise that even well-behaved dogs can behave

uncharacteristically when placed in an unfamiliar, busy, noisy and crowded school environment and that this can leave to misbehaviour by even the best-trained pet.

Children, too, can behave unpredictably when in the presence of dogs, especially if they are not used to being with them or indeed are actually frightened of them. There is also the risk that contact with animals can result in infestation by parasites and infection including gastrointestinal or fungal infections. This is particularly a risk for pregnant women or persons with a weakened immune system. There are also both adults and children who have an allergic reaction to the proximity of certain types of animal, including dogs.

Please contact the school office should you have any concerns or queries in regards to our school dog.

Roles and responsibilities

- The governing body has the responsibility to ensure that the school has a written 'Dogs in School' policy in place.

- The Headteacher is responsible for implementing this policy, which may be delegated to a member of the senior leadership team/designated person.

- All staff are required to abide by the policy.

- The health and safety officer is responsible for providing information, advice and guidance as and when required.

- 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.

Walter – our school dog

In addition to the below - School Dog frequently asked questions can be found in Appendix B.

Management day–to-day

Walter will:

- not be allowed into school if unwell and usually be kept on a lead when moving between classrooms or on a walk
- be under the full control and supervision of an adult at all times be fully trained have had all injections
- never be taken off the site by pupils

Pupils will:

- NOT have sole responsibility for, or be left alone with Walter
- be reminded of what is appropriate behaviour around Walter every time they meet him
- always remain calm around him not make sudden movements

- be gentle
- not stare into the dog's eyes as this could be interpreted as a threat
- not put their face near the dog
- always approach the dog standing up
- not be allowed to disturb Walter if he is sleeping or eating
- never be allowed to feed Walter
- learn about how dogs express their feelings through their body language. (Growling or baring 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 he should be immediately removed from that particular situation or environment.)
- receive information about looking after pets and shown how to stroke Walter

Health and safety principles:

Children will always wash their hands after touching Walter in school. If parents, choose to allow their child to touch Walter after they have left school then this is the responsibility of the parent.

Any dog foul will be cleaned immediately and disposed of appropriately by a member of staff. Children must never attempt to do this.

Should a bite (even playful) occur:

- parents will be contacted immediately
- the wound will be cleaned and covered with a sterile, non-sticky dressing the child/adult will be released for medical attention all staff will be informed
- a full investigation into the circumstances will be led by the Headteacher the suitability of the dog will be re-assessed by the dog's veterinary surgeon and this advice shared with school governors who will make the final decision about him remaining in school
- The risk assessment will be reviewed annually as the minimum. This is a dynamic risk assessment and will therefore be amended and revised when the need arises and as the dog grows. (Appendix E)

Policy approved by Headteacher: G. Emsley Date: December 2023

Policy approved by Chair of Governors: Date: December 2023

The date for the next policy review is Sept 2026

APPENDIX A

Animal Welfare Act 2006

If an animal or animals come on to school premises, whether on a permanent or temporary basis, those adults involved are subject to the Animal Welfare Act 2006. This includes any member of staff or visitor who is reliant on a guide or other assistance dog, although of course such animals are always wholly welcome in school.

This Act equally applies to schools that may have a school dog, or keep animals in school.

The Act places a legal obligation to ensure that the needs of an animal are met. The most important requirements of the Act are:

- The need for a suitable environment
- The need for a suitable diet (food and fresh water)
- The need to be able to exhibit normal behaviour patterns
- Any need that the animal has to be housed with or apart from other animals
- The need to be protected from pain, suffering, injury and disease

These responsibilities do not end at the finish of the school day, but continue as long as the animal remains in school, and includes evenings, weekends and holidays.

Personal responsibility exists irrespective of whether the animal in question was bought by the school or owned by staff, pupils or parents.

If an animal's needs are not being adequately met while at school, criminal prosecutions could in theory be brought against all persons over the age of 16 who had responsibility for the animal.

APPENDIX B

School Dog Frequently Asked Questions (FAQs)

Q Who is the legal owner of the dog and who pays for its costs?
A The legal owner of the dog is Mrs Emsley; she will bear the costs associated with owning the dog.

Q Is the dog from a reputable breeder?
A Yes. Mrs Emsley has chosen a puppy from a reputable Breeder and she has all the relevant paperwork.

Q Will the dog be a distraction?
A The dog's main residence will be Mrs Emsley's office. The office is separate from the classrooms / playground area to ensure the dog only comes into contact with children who are happy to have contact, 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.

Q Who is responsible for training?
A Mrs Emsley is the legal owner of the dog and as a result, will be responsible for his training. Appropriate professional training will be obtained for the dog and key staff members.

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 walked and toileted before he comes to school. Should the dog defecate on the school site, a member of staff will clear this up immediately and dispose of it in a safe manner.

Q How will the dog's welfare be considered?
A The dog will be walked regularly and given free time outside. The dog will have unlimited access to water and will be fed only by Mrs Emsley. We will work carefully to ensure the dog's welfare is always considered.

Q How will the dog be managed where children have allergies?
A Children who may possibly have an allergic reaction to the dog will not need to touch him. 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 dog is 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.

APPENDIX C

Code of Conduct – Pupils

Walter;
STUDENT CODE OF CONDUCT

Walter is everyone's friend. Please love him as if he were your own. Here are a few simple rules to make his and our lives happy and easier:

- ✓ **Remain seated or, if working standing up, stay at your table.**
- ✓ **Remain quiet. Loud noises or shouting will frighten Walter.**
- ✓ **Do not approach him unless you have been given permission by an adult.**

- ✓ **Stroke his back, not his face.**
- ✓ **Do not put your hands near the dog's mouth.**
- ✓ **Do not encourage him to lick you – hands or face!**
- ✓ **Do not put your face near the dog.**
- ✓ **He will always be on a lead with an adult.**
- ✓ **Children will not be allowed to hold the lead.**
- ✓ **Do not feed him.**
- ✓ **Do not give Walter his toy's unless it has been agreed by his handler.**
- ✓ **If there is too much noise or crowding, Walter will be removed from Class.**

General rule:

- ✓ **If you are frightened DO NOT scream, wave your hands around and run away.**
- ✓ **Walter (and all dogs) will think you are playing and he will chase you and jump up.**
- ✓ **If you are frightened, please move away from him slowly and let an adult know.**
- ✓ **If he is close to you and you are frightened, cross your arms and turn your back to him.**

APPENDIX D

Code of Conduct – Staff

Walter;
STAFF CODE OF CONDUCT

Walter is everyone's friend. Please love him as if he were your own. Here are a few simple rules to make his and our lives happy and easier:

1. **If you see that he is asleep in the office, please DO NOT come in and wake him.**

2. **Please do no feed him ANY treats unless they have been given to you from his allowance of special dog treats. (Chocolates, grapes and raisins are very dangerous to him.)**
3. **To keep him calm, please don't fuss over him. Please ask if you wish to see him.**
4. **Do not encourage him to lick you or jump up.**
5. **Do not give Walter his toy's unless it has been agreed by his handler.**
6. **Encourage children to do the same. The calmer Walter is; the better results we will get.**

APPENDIX E

RISK ASSESSMENT FORM

Part A

DEPARTMENT/ SERVICE	Clayton St John C of E Primary		
Assessor/ Person(s) assisting with the assessment	Gemma Emsley - Headteacher Louise Allingham – Deputy Head	**DATE**	June 2025
TASK / ACTIVITY (Include duration and frequency of task activity)	**School Dog (Walter)**		

Likelihood of Occurrence	Severity of Outcome				
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe
1 Very Unlikely	LOW (1)	LOW (2)	LOW (3)	LOW (4)	LOW (5)
2 Unlikely	LOW (2)	LOW (4)	LOW (6)	MEDIUM (8)	MEDIUM (10)
3 Possible	LOW (3)	LOW (6)	MEDIUM (9)	HIGH (12)	HIGH (15)
4 Probable	LOW (4)	MEDIUM (8)	HIGH (12)	HIGH (16)	HIGH (20)
5 Very Likely	LOW (5)	MEDIUM (10)	HIGH (15)	HIGH (20)	HIGH (25)

Occurrence/Severity

Likelihood of occurrence X Severity of outcome = Risk Rating

Example:

Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)

The value of pet "therapy" is widely accepted as a powerful aid to stimulation and communication. Studies have shown that the presence of companion animals can improve the well-being of children and lower the rate of anxiety, simply by making the environment happier and more enjoyable. CSJ have considered obtaining a dog as a school pet for some time and the decision has been made to go ahead with this project. The rationale behind this decision is as follows:

- **For the school to have a pet that was able to live as naturally as conditions would allow.**
- **For the animal to be properly cared for outside of the school day.**

- **To have a pet that the children could interact with and also be of benefit to the children's social and emotional development.**

It is accepted that interacting with animals is not appropriate for all children, but for some it has the potential to provide many positive benefits. Any parent who does not want their child to interact with the dog is invited to write to the Headteacher to inform school of their wishes. There are no diseases associated with the dog as the Headteacher will be responsible for vaccinations and completing regular health checks and necessary veterinary treatment. The dog will also be insured.

The risk assessment below is a working document and will be checked annually by key staff and the Governing Body.

Location of dog base : Headteacher's office	**Location of toileting:** Walter is toileted at home in the morning. If Walter goes to the toilet on school premises it will be removed by a member of staff.	**Hygiene :** a comprehensive bag containing poo bags/plastic bags, kitchen roll, antibacterial spray, rubber gloves	**First Aid** : a First Aid kit to be kept in the Head Teacher's Office
Expected activities : daily mile, welcoming children into school, reading with pupils, working with pupils, behaviour support, reward activities	**Training advice from :** Bronte Canine Dog Training **(TBC)**	**Registered veterinary practice :** Calder Vets	**Preliminary fact finding :** discussion with other Headteachers with school dogs, research and reading around the benefits of animals in school
Insurance: Paid for by Mrs Emsley Covered by schools liability insurance	**Cost of initial training undertaken by Headteacher :** This will be paid for by Mrs Emsley and will not affect the school budget	**Other costs :** all vet bills and medical insurance paid by the Headteacher	**Food:** to be paid by the Headteacher. Walter is ultimately the responsibility of Mrs Emsley both in a well-being and financial aspect
Children to be briefed by: Mrs Emsley, Mrs Allingham and Mr Russell.	**Adults to be briefed by:** Mrs Emsley	**Main handlers:** Mrs Emsley and Mrs Allingham	

Part B

What are the hazards and What could happen	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
Animal Health	• Walter is from a reputable breeder meaning he had the best possible start to life • Care outside of school hours is the responsibility of the Headteacher (Walter lives at Mrs Emsley's home) • All necessary vaccinations (in accordance with the European Pet Passport Scheme) have been/will continue to be undertaken (a record is kept of these) and regular visits to the vets will take place to ensure general health and well-being	6	Walter's time in school will be dependent on the activities occurring in school on a day to day basis. Walter is walked outside of his time in school while he is at home.	4

What are the hazards and What could happen	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
	• Experienced members of staff are involved in ensuring housing, feeding care and handling requirements are met within school • Walter is prevented from having contact with any sources of disease or contamination • Walter is supervised at all times by an adult • Walter main base is Mrs Emsley's office which is a secure room with closed doors • Walter has a bed, water and toys in Mrs Emsley's office		Walter will be handled by Mrs Emsley and Mrs Allingham only, whilst outside until further training- To be reviewed and updated in accordance with Trainer advice	

Scratches, bites and injuries	• Children and adults are given clear instructions and demonstrations on how to handle Walter correctly • Children are never left unsupervised with Walter and should any child handle Walter forcefully or incorrectly the supervising adult re-iterates the correct handling techniques. If a child repeatedly handles Walter incorrectly, they will be prohibited from further access • Initial training taken place by Mrs Emsley • Walter has learned the basic commands of 'sit', 'gently', 'no', 'good boy' 'thankyou' • Walter will be trained not to jump up or 'mouth' children (mouthing is when a dog puts his teeth and mouth over a person's skin while using little or no pressure from his jaw). • Initial and ongoing training takes place by a qualified trainer to specifically train Walter to be around children and adults in school • Risk of scratching and mouthing will reduce as the puppy matures and the risk assessment will be reviewed • Walter will visit the vets regularly to make sure his claws are kept short • Children will continue to be taught about the impact of their actions • Walter is kept on his lead when travelling around	9	Walter will be handled by Mrs Emsley and Mrs Allingham only, whilst outside until further training- To be reviewed and updated in accordance with Trainer advice	6

What are the hazards and What could happen	**What are the existing control measures**	**Risk rating** (refer to chart)	**Further action required to eliminate or reduce the risk** (who by and Date)	**Residual risk rating** (refer to chart)
	school during school hours • Walter is supervised by an experienced adult when in classrooms and is removed if he becomes over excited • A First Aid kit will be available in the Medical Room and hand cleansing facilities are available			

Dog getting over excited when interacting with children or jumping up **Child being knocked to the ground**	• Walter will always be in the care of a responsible adult and will never be allowed to roam freely around the school premises • Children will not be unsupervised with Walter • Walter will always be on a short lead or harness when outdoors at break times, lunchtimes morning drop off, afternoon collection • Children encouraged to be calm and quiet when the dog is moving around school • Children are taught how to approach and interact with Walter • Walter will be trained to follow commands and to not jump up • Walter has learned the basic commands of 'sit', 'gently', 'no', 'good boy' 'thankyou' • Walter has a good temperament and is well socialised	9	Walter will be handled by Mrs Emsley and Mrs Allingham only, whilst outside until further training- To be reviewed and updated in accordance with Trainer advice	6
Allergies and phobias	• Communication was sent to parents/carers, prior to Walter coming into school, asking for school to be informed of any known allergies. A list of these is kept on SIMs • Any pupil or staff member with a known allergy/phobia to dogs will have no or restricted access to Walter • Walter to be kept clean and well groomed • Regular vacuuming and cleaning of office • Lint rollers provided for dog hair removal • All pupils and staff wash their hands after interaction with Walter • Hand sanitiser is always available at various locations throughout school	6	A list of any allergies/phobias to be available in the office and with the Headteacher at all times and office staff to ensure this is updated as appropriate Anti-bacterial hand gel to be made available outside from dog handler All children wash their hands on entering school	4

What are the hazards and What could happen	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
Noise, barking	• French Bulldogs are a breed that is sociable • As Walter is introduced to school at an early age he will become acclimatised to a noisy environment so the risk of barking will be greatly minimised • Walter will be removed from any situation that is causing him to bark • Walter's main base is Mrs Emsley's office which is a secure room with closed doors or a baby gate when the door is open.	6	Walter will only be in school for limited amounts of time to prevent him from getting bored.	4
Fire Drill - evacuation of the dog	• Walter will be under the supervision of a member of staff at all times • The member of staff responsible for Walter will take Walter outside	6	Walter will be signed in and out via inventory so it is known when he is in school	4

Infection – causing illness	• All pupils and staff reminded to wash their hands after interaction with Walter • Antibacterial available in all classrooms and around the school building • Walter will be wormed, vaccinated and kept free of fleas, ticks, etc • If Walter defecates on the school site this is cleaned up immediately by an adult and disposed of in the appropriate external bin. If required, the area will be disinfected • Walter will be trained to toilet before arriving at school and after his meals when he is not in school. • The Headteacher's office is cleaned on a daily basis by the Cleaning Team • A bag containing poo bags/plastic bags, kitchen roll, antibacterial spray, rubber gloves, etc will be carried outside by the member of staff walking the dog Walter will not come into school if he is ill or if he becomes ill during school time, he will be taken home at the earliest opportunity. Children will not interact with the dog	9	Walter's handlers will have a bag for safe removal of dog poo from school grounds Anti-bacterial hand gel to be made available outside from dog handler All children wash their hands on entering school Parents informed that if they chose to allow their child to stroke Walter after school it is their responsibility.	6
What are the hazards and What could happen	**What are the existing control measures**	**Risk rating** (refer to chart)	**Further action required to eliminate or reduce the risk** (who by and Date)	**Residual risk rating** (refer to chart)
	Walter is not allowed in the Dining Hall during mealtimes or in any areas of school where food preparation is taking place			
Injury or health claim made against school in relation to the dog	• Measures in place to reduce any risks to a minimum. • Any claims are covered under the school's insurance policy • Pupils are not left unsupervised with Walter • Pet Insurance is kept up to date by Mrs Emsley	9	Robust procedures in place to investigate any claims thoroughly	9

Part C

Links to other risk assessments and or safe working instructions - please state	Health & Safety Policy	
Name and Sign **When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented**	*Gemma Emsley*	**Date** 15/12/21
Review –		

Reviewer Name & Date	G.Emsley	**Notes**	Governors Approved December 2021