



SURBITON

HIGH SCHOOL

School Dog

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Surbiton High School: Ethos and Aims

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others



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- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

Policy Statement

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, more enjoyable, and less forbidding.

Rationale

A school dog is one who undergoes intense training and passes increasingly difficult assessments before it is certified. It is specifically trained as an educational and therapeutic aid by a company such as The Dog Mentor Training. A school dog initially undergoes specialised puppy training (basic and advanced) and then is slowly acclimatised into the school environment whilst receiving its ongoing school dog training. This specialised training is important for the well-being of both the dog and the children at School.



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The impact school dogs have on children and teenagers in the educational environment is palpable. School dogs have the potential to:

- 1) Improve academic achievement
- 2) Increase literacy skills
- 3) Support a child in regulating their behaviours
- 4) Increase social skills and self esteem
- 5) Increase confidence
- 6) Help prevent truancy and increase attendance
- 7) Teach responsibility and respect to all life
- 8) Teach children how to respect and look after a dog
- 9) Motivate children who are often not that attentive

The concept of dogs supporting children has been around for many years, with more recently a vast supporting range of evidence through papers and academic studies.

Sigmund Freud believed that dogs had a 'special sense' that allowed them to judge a person's character accurately. His dog Jofi (a Chow) attended all of his therapy sessions. Freud believed that the presence of his dog had a calming influence on all of his patients, especially children.

It was the academic work of Boris Levinson and his dog Jingles in the 1960's that brought the world evidence that pets were good for children and, more importantly, that pets could help children. Levinson felt that many children could derive benefit from pet psychology – the withdrawn, the inhibited, the autistic, the obsessive compulsive, the fearful, the submissive, the culturally disadvantaged and the young non-verbal.

In the 1970's Dr Samuel Corson of Ohio State University had good success with a group of 20 dogs who helped children and other patients at a psychiatric hospital. At the same time Skeezer, a mixed breed, became America's first Canine Co-Therapist with children. For seven years Skeezer worked as a member of staff at the Children's Psychiatric Hospital in Michigan where she helped children who were severely troubled and those who needed a helping hand with their emotions.

More recently, American psychologist Dr Stacia Bjarnson discovered that children with social, emotional, behavioural and academic issues tended to open up and talk about their feelings when in the presence of her poodle Noodle, who was a registered therapy dog. Noodle worked with Dr Bjarnson at the Northwest Village School in Connecticut, a special school for over 200 children in both group settings and on an individual basis.



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Logistics

The school dog is named Kona. She is an apricot and white female Cavapoochon. Kona's legal owner is Head of Girls' Prep, Mrs Louise McCabe-Arnold, who cares for the dog out of school hours in her home and bears all the costs associated with having a pet dog.

The dog is primarily kept in Mrs McCabe-Arnold's office. At other times the dog spends time in other offices or classrooms.



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Training

The Head, Louise McCabe-Arnold, is the legal owner of the School Dog and as a result, is responsible for her training. As a puppy, Kona completed basic and then advanced puppy training through 'Puppy School' a nationally recognised company. Kona then worked towards becoming an 'Educational Assistance Dog' by working one-on-one with an animal behaviourist from 'Best Behaviour'. She is now fully trained although she continues to undergo 'top up' training as needed with The Dog Mentor training.

How will the dog be used in School?

Educational Assistance Dogs are trained in four areas and then work in anywhere from one to all four of the areas.

Classroom Canines – these dogs will be happy to simply 'chill out' in the classroom whilst the children are having their lessons. Their very presence will have a calming effect on the children. Research studies in both Britain and America have concluded that having a dog in a school classroom can have many positive benefits – these include help to calm children down, improve academic achievement, motivate those children who are often not that attentive, teach responsibility and encourage children to respect all life. Furthermore, it has been shown that when classmates share the affection and care of a 'class' dog, a bond forms among the classmates and strengthens their team ethos.

Listening Canines – these dogs will be incredibly calm and happy to have an individual child 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. The listening canines 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. In America, the 'Read' Dogs, as they are known, have proved through research that children who read to these 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 children they mix with.

Reward Canines – these dogs will be gentle and loving, but at the same time full of fun and enjoyment for the children. Those children who have performed incredibly well during the week or those who have made progress in a certain subject, or those who have achieved objectives, will be rewarded with spending time during lunch or break to interact with these dogs. Walking, grooming, playing and training are some of the responsibilities the children will be allowed to undertake with the reward dogs. It has been proved that working and playing with a dog improves children's social skills and self-esteem.



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Therapy Canines – these dogs will work with children on a one-one basis only and will especially help those children who are reluctant to be in school, are suffering from social, emotional and mental health issues, are going through upsetting/difficult times or even scared/phobic of dogs. These dogs will bring much joy to all those children they meet. Children who struggle with social interaction will find a reassuring friend in a School Dog.

A fully comprehensive risk assessment has been written and will be periodically checked to ensure all aspects of the dog's involvement at school has been considered.

Health, hygiene and dog welfare

In the interests of health and hygiene, the dog is toileted either away from the school building or in a sectioned-off area of the school where children have no access.

The School Dog is in School between 1 and 4 days per week. The School Dog is exercised before School and then once during the school day (either break or lunch). She is always provided with unlimited access to water, a bed and her favourite toys. Kona has been carefully trained over a period of time and Mrs McCabe-Arnold has worked closely with the behaviourist to ensure her welfare is always carefully considered.

The School Dog is regularly groomed and checked for signs of infection or other illness.

If the dog is ill, she will be diagnosed and treated by a vet and not be allowed on the school premises until her health is restored. The dog has received all relevant inoculations and is wormed every six months and flea treated every month. The dog's claws are kept trimmed to reduce the risk of scratches.

Children and Staff who are allergic to or fearful of dogs

The school dog is a Cavapoochon. They have a non-shedding coat meaning they are usually tolerated very well by those with allergies. In order to interact with the dog, girls will not need to touch her unless of course they wish to, and this will therefore relieve some of the possibility of reactions. The school already manages a number of allergies amongst pupils, and this is no different for those who are allergic to dogs. Individual needs will always be met, and the School will work with parents to put additional control measures in place where needed.

Access to the school dog is carefully managed and supervised. ***Girls will not need to have any contact with the dog unless they are keen to do so, and their parents have given express permission.*** It is hoped that the school dog can work closely with any girls fearful of dogs to alleviate the fear and help them manage it. School Dogs are highly trained to help with this particular issue.



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A child at Surbiton High School will only work with our school dog if they are happy to do so and as long as their parent has given consent. This will be sought for all children prior to close-contact work taking place with the dog in a classroom setting. If any parent or pupil objects to the dog's presence, then arrangements will be made to ensure that this animal is kept away from them. If necessary, the animal may need exclusion from specific areas.

Document Information

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