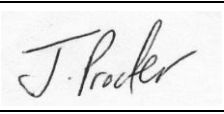


# PIIONEER FEDERATION



## Animals in School Policy

Review cycle	1 / 2 / 3 years	Date: September 2024
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	ESCC model risk assessment and guidance	
Linked policies	Child Protection and Safeguarding Policy Prevent Policy	
Signed		Date: September 2024
Position	Executive Headteacher	
Date of next Review	September 2027	

Pioneer Federation believes that keeping animals is an effective way of enhancing the educational opportunity and attainment of our pupils. Whilst keeping animals at our school is particularly beneficial to our pupils, we understand that we have a legal and moral duty of care towards any animals we are responsible for, and that this must be a priority at all times.

This policy has been created in order to outline the key responsibilities and procedures for pupils and staff when looking after our animals.

## **1. Legal framework**

1.1. This policy has due regard to the statutory legislation, including, but not limited to, the following:

- ✿ The Pet Animals Act 1951.
- ✿ The Wildlife and Countryside Act 1981.
- ✿ The Dangerous Wild Animals Act 1976.
- ✿ The Health and Safety at Work Act 1974.
- ✿ The Animals (Scientific Procedures) Act 1986.
- ✿ The Management of Health and Safety at Work Regulations 1999.
- ✿ The Animal Welfare Act 2006.
- ✿ Control of Substances Hazardous to Health Regulations 2002

1.2 This policy also has due regard to school policies, including, but not limited to, the following:

- ✿ Health and Safety Policy
- ✿ First Aid Policy
- ✿ COSHH policy
- ✿ Eco policy

## **2. The Animal Welfare Act 2006**

2.1 This act places a duty on schools to make provision for the welfare of any animal that they are responsible for.

2.2. Under this Act, the welfare of an animal includes the following criteria: Its need for a suitable environment. Its need for a suitable diet (food and fresh water). Its need to be able to exhibit normal behaviour patterns. Its need to be housed with, or away from, any other animals. Its need to be protected from pain, suffering and disease. 1 RSPCA (2012) 'Guidance for educational establishments', p.3.

2.3. The Head Teacher and the designated member of staff responsible for the animals will conduct a risk assessment prior to the arrival of the animals to ensure that all risks are manageable and are controlled.

2.4. Where animals are brought in for a short period, for example for a day, an appropriate and detailed protocol will be implemented that ensures the wellbeing of the animal and the health and safety of others for the duration of its visit.

2.5. This will include the provision of assurances from the owner as to the means of transporting and housing the animal, and the responsibility to bring any equipment, food or water likely to be required during the day.

2.6. The lead eco-school practitioner will be responsible for the welfare and husbandry of the animals at all times.

2.7. As an eco-school we keep a wide variety of animals, ensuring a proper care programme is available for each species, thus establishing the maintenance of minimum welfare standards.

## **3. Training for pupils and staff**

3.1. All pupils involved within the eco-schools programme will undergo basic training on a termly basis to ensure that they are aware of their responsibilities when looking after the animals, including: feeding, hygiene, handling and how to spot signs of infestation and disease.

3.2. All staff will undergo basic training before they carry out any outdoor education to ensure that they are aware of their responsibilities when looking after the animals, including: feeding, hygiene, handling and how to spot signs of infestation and disease.

#### **4. Food**

4.1. The school will establish a written care programme for each species of animal, which will be implemented by the designated, trained member of staff and will be communicated to all other members of staff.

4.2. The lead eco-school practitioner will establish a rota for looking after the animals before, during and after the school day, as well as during holidays and weekends. This rota will be given to all necessary members of staff and will be posted in the school office.

4.3. The type and quantity of food required varies not only with species but also with age, stage of production (e.g. lactating females have different requirements from other adults) and breed. The dietary requirements of each type of animal must be ascertained by consulting a vet or a livestock nutrition consultant.

4.4. Food for the animals will be sourced from a reputable supplier to ensure it is of appropriate nourishment suitable to their age and breed.

4.5. A dry, vermin-proof container will be used to store the different animals' food, keeping it dry and preventing waste.

4.6. Food will be provided accordingly, depending on the animal, by a member of staff and/or pupils supervised by a member of staff.

4.7. All animals must have continuous access to a supply of clean, fresh drinking water. 4.8. Troughs and other containers must be suitable for the animals using them (e.g. the correct height and dimension to allow easy access) and must be easy to clean.

4.9. The school will ensure that there is an adequate supply of food available at all times to avoid any drought of food.

#### **5. Housing and environment**

5.1. The school will put measures in place to reduce the disturbance of all animals from the noise generated from the educational environment.

5.2. All farm animals, including poultry, must have access to suitable shelter at all times. 5.3. All buildings/shelters will be adequately ventilated, whilst ensuring animals are protected from draughts.

5.4. Each animal house will be designed, sited and constructed to provide a suitable environment, including any special requirement for exercise or social contact for the species to be housed, and will incorporate facilities sufficient for the activities carried out within it.

5.5. Specific recommendations for space allowances for each species must be sought from relevant agricultural/welfare organisations.

5.6. All animals must have access to a comfortable, solid-based lying area, with plenty of suitable bedding material. It must be replaced/replenished regularly to ensure that it remains dry (see section 6).

5.7. Any fencing used must be strong enough to contain the species in question, frequently inspected and properly maintained and must not have the potential to cause injury to the animals.

5.8. Farm animals must be given company of their own kind and will never be isolated from the sight, sound or smell of other farm animals.

5.9. Poultry must have access to a suitable area for exercise, with enough space to ensure that they can move around freely and express their natural behaviour patterns.

5.10. Species that are incompatible, for example, predator and prey, or animals requiring different environmental conditions, will not be housed in the same room or, in some cases, within a distance where scent or sound can be detected.

## **6. Cleaning and maintenance**

6.1. This is clearly important, both for the health of the animals and for those people looking after them. Hands will be washed before and, of course, after cleaning cages.

Rubber or plastic gloves will be worn whenever possible.

6.2. The school will establish a written cleaning rota to ensure each animal is cleaned and cared for to a specified standard.

6.3. When carrying out cleaning duties, the designated member of staff will wear personal protective equipment, such as plastic gloves, at all times.

6.4. After removing soiled litter material, cages must be scrubbed with an animal friendly disinfectant solution.

6.5. Solid litter will ideally be incinerated; more conveniently, it could be sealed in strong plastic bags and placed with other waste in dustbins if it cannot be composted.

6.6. The school will purchase appropriate cleaning materials such as a shovel, bucket, stiff brush and disinfectant cleaner.

6.7. The disinfectant cleaner, as well as any other chemicals purchased, will be checked in accordance with the school's COSHH Policy to ensure that they are not hazardous to the animals or to the members of staff using them.

6.8. All bedding will be removed and replaced and all droppings will be scraped into the bucket provided. Both the bedding and droppings will be disposed of appropriately by the member of staff carrying out the cleaning duties.

6.9. Disinfectant cleaner will be used to clean each animal house.

6.10. Contaminated surfaces will be properly washed and disinfected.

6.11. The water and food feeders will be cleaned on a weekly basis to avoid any build-up of green algae which can be harmful to animals.

6.12. When cleaning each animal house, the member of staff will ensure that it is weather and predator-proof and will check for any repairs that are needed.

6.13. Any repair works required will be logged with the lead eco-school lead practitioner and the intervention groups will make the appropriate repairs.

6.14. Cleaning routines and arrangements for the disposal of animal waste will be carried out with due regard for good hygiene standards. Pregnant staff and anyone with suppressed immunity will exercise particular caution and avoid all contact with animal waste products.

## **7. Animal handling**

7.1. Pupils will naturally wish to handle animals but the following considerations must be checked in advance of any such activities: The animal is used to being handled. The animal is not likely to be stressed by excitable children. Where there is a correct way to hold any animal, this is taught to children from the outset.

7.2. If animals will be handled, the most important issue is the maintenance of good hygiene. When handling animals: Do not consume food or drink. Cover any open cuts or abrasions on the exposed skin of hands and arms with waterproof adhesive dressings.

Wash your hands with soap and water before and immediately after handling animals.

Keep animals away from your face.

7.3. Children must be taught by an eco-school practitioner the correct way to hold each animal.

7.4. Careful handling of small mammals and other animals is most important; the animals will be sufficiently restrained, so that they cannot damage themselves or the handler.

7.5. Mammals will be handled daily if possible (unless breeding or nursing, when they will be disturbed as little as possible). In this way they will normally become quite tame and accustomed to being handled.

7.6. Gloves will not be worn unless it is known that an animal for one reason or another is likely to bite or scratch. In this situation, a pair of rubber gloves, which does not particularly reduce dexterity, is a sensible precaution.

7.7. Handling small animals will always be carried out while the children are sat down.

7.8. The handling of certain animals will be avoided altogether. Those which are nervous, nocturnal or prone to biting or scratching will only be observed and not touched.

7.9. Other creatures, such as invertebrates, can be too fragile to be handled any more than absolutely necessary.

7.10. Animals will be given adequate rest periods away from disturbances.

## **8. Infestation and disease**

8.1. All members of staff are responsible for identifying ill health of the animals and reporting any concerns to the lead eco-school practitioner, who will then contact the vets. 8.2. A veterinary health plan will be developed in conjunction with the attending vet in order to arrange the following: Monthly visits and check-ups. Any additional check-ups as required. Treatment for prevention of external and internal parasites, including vaccinations. Response to, and provision for, seriously ill or deceased animals. Any other procedures necessary for the maintenance of the animals' health

8.3. The likelihood of diseases being passed on to humans from pet animals is low. In all cases, good hygiene practices will be observed to reduce the risks even further.

8.4. The lead eco-school practitioner, in conjunction with the attending vet, is responsible for the general health of animals, including keeping up with vaccinations and ensuring the appropriate animals have been treated for worms and fleas.

8.5. Children with known allergies to specific animals must, of course, have restricted access to those that may trigger a response. In most cases, an allergic reaction will subside once the animal and the affected person are kept apart; in extreme cases, medical advice will be sought.

8.6. In any case of infestation or disease, appropriate treatment will be sought immediately and the animal(s) will be moved into a separate enclosure away from the others until they are back to full health.

8.7. If the animals are found to have any disease which is contagious to humans, the lead eco-school practitioner will inform parents/carers immediately and the animal(s) will be removed from the premises for appropriate treatment.

## **9. Injuries sustained to pupils and staff**

9.1. Any injuries sustained to pupils or staff during the looking after of the animals will be reported to the lead eco-school practitioner immediately and will be dealt with in accordance with the school's First Aid Policy.

9.2. All incidents will be reported using the Animal Incident Log

## Appendix A MODEL RISK ASSESSMENT FORM

<b>Workplace</b>		<b>10.</b>	<b>Likelihood (L)</b>	<b>11.</b>		<b>12.</b>	<b>Severity (S)</b>
<b>Department</b>		<b>13.</b>	Almost Impossible	<b>14.</b>		Insignificant (minor injury, no time off)	
<b>Risk Assessor</b>		<b>15.</b>	Unlikely	<b>16.</b>		Minor (injury and up to 7 days off)	
<b>Room/Area</b>			Possible	3		Moderate (injury causing more than 7 days off)	
<b>Activity/Task</b>	Animals in schools and nurseries		Likely	<b>17.</b>		Major (death or serious injury)	
<b>Date</b>		<b>18.</b>	Almost Certain	<b>19.</b>		Catastrophic (multiple deaths)	
<b>20. Benefit of activity</b>	<b>21.</b>	<b>Low = 1-8</b>		<b>Medium = 9-14</b>		<b>High = 15-25</b>	

What are the significant, foreseeable, hazards? <i>(the dangers that can cause harm)</i>		Who is at Risk?	Current control measures <i>(What is already in place/done)</i>	Risk Rating			What additional control measures can be put in place to reduce the risk further?	Revised Risk Rating		
				L	S	R		L	S	R
1.	Unsuitable animals being brought into/kept at school	Pupils Staff Volunteers	<p>Animals which can transmit disease to humans should not be kept e.g. animals caught in the wild</p> <p>In line with the Dangerous Wild Animals Act, no poisonous snakes, leopards, monkeys or crocodiles are brought into school</p> <p>Endangered species should not be brought into school</p>				<p>Many lizards, due to the need for UV light, are not kept in primary classrooms</p> <p>Animals that may infest are not kept at school e.g. cockroaches</p> <p>Pupils are encouraged not to bring animals found in the wild (alive or dead/injured) into school</p>			

			<p>Exotic mammals, birds, terrapins and bullfrog tadpoles are not kept in primary classrooms</p> <p>Obtain animals from reputable suppliers</p>						
2.	Neglect of animals and their welfare		<p>Animals for which there is insufficient time, money or commitment to ensure their wellbeing should not be in school</p> <p>The RSPCA's 'Animal Friendly Schools' guidance is followed to ensure compliance with the Animal Welfare Act and best practice</p> <p>Do not allow animals to wander unrestricted around classrooms</p> <p>Arrangements are in place during school holidays to ensure the environment and welfare of the animal(s) is suitable and sufficient</p> <p>specify local arrangements</p>				<p>It is recommended that schools develop a local policy on keeping animals on site</p> <p>Animals must be properly housed</p> <p>specify local requirements</p> <p>Prior to a short visit by an animal, its care whilst on site should be discussed with the owner</p>		
3.	Animal waste/food; poor hygiene		<p>Hygiene procedures are in place and pupils supervised to ensure they happen e.g. after touching animals pupils wash their hands with soap and warm water under adult supervision</p> <p>Animal enclosures are cleaned regularly</p> <p>specify local arrangements/frequencies</p>				<p>If animals wander on floors or tables clean them immediately after use with general purpose detergent and warm water</p> <p>Where fresh food is required any uneaten surplus is removed daily before it begins to decompose</p> <p>After accidental contact with faeces or urine it is washed off immediately</p>		

			<p>Safe storage of animal food to prevent unauthorised access and vermin  <b>specify local storage arrangements</b></p> <p>Animals should not be allowed to lick pupil's faces</p> <p>If animals are outside, separate suitable footwear is recommended and hands should be washed after the footwear is changed</p>						
4.	Lack of awareness of pupils/staff with allergies		<p>Procedure in place to ensure any pupil known to be at risk of nut related anaphylactic reaction is not involved in caring for animals where nuts may be present in their foodstuffs</p> <p>Procedure in place to ensure that affected pupils/staff are not exposed to known allergens e.g. the protein in a pet's dander, saliva or urine</p>						
5.	Sharp claws/teeth		Pupils are instructed in the safe handling of animals to avoid injury						

CLEAPSS have issued the following guidance documents that schools may find useful in developing animal related risk assessments further:

- PS055 – Bringing pets and other animals temporarily into schools
- P003 – Incubating and hatching eggs – the easy way
- P051 – Keeping (frog) tadpoles.



**Action Plan (when will the above additional control measures be implemented and by whom?)**

Action	By Whom?	Deadline	Date Completed

**Signature and review**

<b>Name of Manager:</b>		<b>Signature of Manager:</b>		<b>Date:</b>	
<b>1<sup>st</sup> review undertaken on:</b>		<b>Signature of Manager:</b>		<b>Date:</b>	
<b>2<sup>nd</sup> review undertaken on:</b>		<b>Signature of Manager:</b>		<b>Date:</b>	
<b>3<sup>rd</sup> review undertaken on:</b>		<b>Signature of Manager:</b>		<b>Date:</b>	