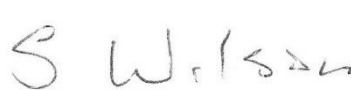


Litcham School



School Therapy Dog Policy

Policy Date:	02/11/23	Version: 1.0		
Policy Review Date:	September 2026	Head of School S Wilson		02/11/23
Ratified by Governing Body:				
Sue Madden (Chair of Governors)		02/11/23		

1. Introduction

Research has shown many benefits to therapy and reading dogs in school settings. Litcham School has introduced the use of a therapy dog into the emotional well-being provision at school. This policy is designed to set out to pupils, parents, staff and visitors the reasons for having a school dog and the rules and responsibilities to ensure the safety of pupils, staff, visitors and the school dog. Although there is a risk in bringing a dog into a school environment, this can be mitigated against with a robust risk assessment to ensure the safety of all pupils, parents, staff and visitors. (Appendix A - Risk Assessment).

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 take great enjoyment from interactions with a dog.

The latest guidance from the government regarding pets and animals in school are below.

Chapter 8: Pets and Animal Contact - GOV.UK - Updated March 2021

Pets and other animals in school can enhance the learning environment. However, contact with animals can pose a risk of infection including gastro-intestinal infection, fungal infections and parasites. Some people, such as pregnant women and those with a weakened immune system, are at greater risk of developing a severe infection. However, sensible measures can be taken to reduce the risk of infection to the children and to staff. Only mature and toilet trained pets should be considered and the Headteacher should ensure that a knowledgeable person is responsible for the animal. There should be a written agreement within the school (Appendix B – Dog Safeguarding Policy, provided by PAWS Therapy Dog training-<https://paws-therapydogs.com>) detailing:

- The importance of ensuring the animal's wellbeing and physical health
- How to manage them and permitted behaviour whilst on the premises
- Responsible handler's guidelines

Animals should always be supervised when in contact with the children and those handling animals advised to wash their hands immediately afterwards. Animals should have recommended treatments and immunisations, be regularly groomed (including claws trimmed) and checked for signs of infection. Bedding should be laundered regularly. Feeding areas should be kept clean and their food stored away from human food. Food not consumed in 20 minutes should be taken away or covered to prevent attracting pests.

2. The benefits of a school dog

School dogs have been proven to help develop Pupils' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and in the development of empathy and nurturing skills. At Litcham School, we hope that a school dog will be a beneficial addition to our therapeutic offer in addition to the interventions we already offer and promoting engagement for those children who have found it difficult to access talking therapies in the past.

Animal assisted interventions (also known as AAI's) can:

- Teach empathy and appropriate interpersonal skills
- Help individuals develop social skills
- Be soothing
- Improve a child's ability to pick up on social cues which are imperative to human relationships
- Therapy dogs have been shown to support emotional regulation through the positive impact on the autonomic nervous system
- Show that children working with therapy dogs have experienced improved motivation for learning, resulting in improved outcomes

Therapy dogs are being used to support children with their social and emotional learning needs, which can also aid literacy development.

Research into the effects of therapy dogs in schools is showing a range of benefits including:

- Increase in school attendance
- Improved confidence
- Decreased pupil anxiety resulting in improvements in learning, such as increases in reading and writing levels
- Improved motivation to learn
- Enhanced relationships with peers and teachers due to experiencing trust and unconditional positive interactions with a therapy dog
- Helping children learn how to express their feelings and enter into more trusting relationships.
- Increase social skills and self-esteem
- Teach responsibility and respect to all life

Animal-Assisted Therapy is fast becoming the most popular option in across the UK...and for very good reason!

Extensive research studies have shown that Animal-Assisted Therapy can:

- Support children, young people and adults
- Promote higher participation and reduction in withdrawal behaviours
- Effectively reduce stress and anxiety
- Improve self-esteem and self-determination
- Stimulate memory and problem solving
- Lower blood pressure
- Increase engagements and positive outcomes in rehabilitation
- Increase verbal and non-verbal communication
- Foster positive emotions and mood
- Help clients to express their feelings
- Help to develop social skills
- Boost quality of life

Confidence benefits

"If children are partnered with a dog to read to, for example, the dog provides comfort, encourages positive social behaviour, enhances self-esteem, motivates speech and inspires children to have fun and enjoy the non-judgemental experience"

Bark & Read- The Kennel Club [Bark and Read | Charity work | The Kennel Club](#)

SEND Benefits

"Therapy Dogs Nationwide dogs have also shown to help with special needs and autistic children and adults by giving focus and providing a calming environment."

Therapy Dogs Nationwide [Schools - THERAPY DOGS NATIONWIDE \(tdn.org.uk\)](#)

Mental Health and Wellbeing Benefits

Some mental health challenges and psychiatric disorders are known to respond well to therapy dogs. Patients diagnosed with a range of issues, such as depression, bi-polar disorder, Autism, ADHD, post-traumatic stress disorder (PTSD), and Alzheimer's disease, benefit from their interaction with therapy dogs and other companion animals.

Sometimes, emotional challenges are the result of physical health problems, and therapy dogs can help with those too. Research suggests that patients who are recovering from difficult surgery or a bad accident who participate in animal-assisted therapy may feel less pain. Studies have shown that such interactions can increase the mood-boosting hormone oxytocin and decrease the stress hormone cortisol.

Evidence shows that just by being near a dog when stressed can reduce anxiety. In a survey, 92% of pupils said they felt more relaxed during teaching and learning time when there was a dog in the classroom. When children are more relaxed and less stressed, they are going to learn more.

Behaviour Benefits

Researchers report that pupils 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 pupils declined by 55%, and general aggression went down 62%. In a controlled study, pupils were found to have fewer disciplinary referrals in schools with a dog than schools without. Pupils' behaviour improved toward teachers, and pupils also showed more confidence and responsibility.

The following information has been taken from a range of sources to provide further detail about the benefits of having a dog in school:

Education

Reading programmes with dogs are doing wonders for some pupils. 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, pupils find social support and peer interaction. Dogs are incredibly calm and happy to have pupils 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 dogs 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 pupils who read to dogs show an increase in

reading levels, word recognition, a higher desire to read and write, and an increase in intrapersonal and interpersonal skills among the pupils they mix with.

Social Development

Dogs in school offer an opportunity for improving social development. They are especially useful for teaching pupils social skills and responsibility. Schools are using dogs to help older pupils build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. Pupils can use dogs to help communicate, teach kindness, and empower pupils. With a dog in school, pupils have the opportunity to learn how to care for the dog. This includes walking and grooming. Research reports that involving pupils in the daily care of a classroom dog is a positive experience, promoting their own daily care. The pupils also learn about responsibility, caring, and sharing when helping each other take care of a dog at school.

Pastoral Care

Therapy dogs can work with pupils on a one to one basis and will especially help those pupils who have been bullied, abused, going through upsetting/difficult times or even scared/phobic of dogs. The dog will bring much joy and help to all the pupils they meet and are happy to provide plenty of hugs to the pupils they are spending time with. Pupils who struggle with social interaction can find a reassuring friend in a dog.

3. Responsibilities

Pupil Responsibilities

- Pupils whose parents have withdrawn consent are not allowed to attend dog therapy sessions.
- Pupils should be careful to stroke the dog on the body, chest, shoulders, and the top of the head, not on the face or tail.
- Pupils must always wash their hands before and after stroking and handling the dog.
- Pupils must wait until the school dog is stationary standing, sitting or lying down before touching or stroking.
- Pupils are not allowed to approach or disturb the dog whilst the dog is sleeping or eating.
- Pupils are not allowed to play roughly with the dog.
- Pupils are not allowed to eat during animal assisted therapy sessions.
- Pupils understand that any deliberate violence or threatening behaviour towards the dog will result in a fixed term exclusion.

Staff Responsibilities

- Mr Wilson will know the whereabouts of the dog and which staff are supervising at all times.
- Mr Wilson is responsible for ensuring the training and accreditation of the dog.
- The therapy dog will be kept in the Finance office when Mr Wilson is not available or is working with a pupil/in a meeting where the school dog is not required.
- The therapy dog must be kept on a lead during core hours, when moving around the inside of the school building as per the Therapy Dog Risk Assessment.
- Pupils must never be left alone with the dog and there must be appropriate adult supervision at all times.
- Pupils will be reminded of what is appropriate behaviour around the dog before any interaction during a therapy session or visit.
- Staff, visitors and children known to have allergic reactions to dogs must not go near the therapy dog. Reception keep a list of all pupils and staff with a reported allergy to dogs which is kept in the Therapy Dog folder.

- If the dog is surrounded by a large number of children, the dog could become nervous and agitated. Therefore, the adult in charge of the dog must ensure that they monitor the situation. If the dog is displaying any warning signs such as growling or flattening of her ears, the dog should be immediately removed from that particular situation or environment by the trained staff member handling the dog. The children initially being asked to back up to give her space so she also feels safe.
- Any dog excrement should be picked up immediately, double bagged and disposed of appropriately by the trained dog handling staff.
- If the dog is ill, she will not be allowed into school. Mr Wilson has responsibility for ensuring appropriate alternative care for the dog if the dog is not to be in school on a given day.

4. Principles

- The Head Teacher and the Governors have agreed to the presence of a therapy dog at Litcham School.
- Staff, parents and pupils will be informed in writing that a dog will be in school.
- The presence of a school dog will be made clear to visitors, via a sign, upon their arrival at reception.
- Parents will need to sign the Animal Assisted Therapy consent form in order for their children to be present during Animal Assisted Therapy.
- Only the school dog is allowed on the premises. No other dogs are permitted. A risk assessment has been approved by the Head Teacher and Health and Safety Lead. This will be reviewed annually.
- The dog will be included in the fire evacuation procedure under the supervision of Mr Wilson or other trained staff members.
- The dog is covered by the school's Public Liability Insurance policy. The dog is also fully insured by the owner.
- Only staff trained to handle the dog on school premises will have permission to do so via the SLT of the school.

s. 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 Mr Wilson. He will bear the costs associated with owning the dog at home. The school's public liability insurance covers a school therapy dog as long as stringent measures are in place including a robust risk assessment, the parental choice of accessing the dog for their child/children, a responsible owner trained alongside the dog and appropriate pet insurance.

Q Has a risk assessment been undertaken?

A Yes, a full risk assessment has been undertaken and measures put in place to reduce risk, this is regularly reviewed and updated. The school has carefully considered having a dog in school and sought advice from many sources, including other schools that successfully have a school dog.

Q Who is responsible for training?

A Mr Wilson will be the legal owner of the dog and as a result, will be responsible for arranging training. The school will be funding the dog's training towards becoming the school therapy dog. Appropriate professional therapy dog training will be obtained and the dog will work with a 1:1 trainer with advice from PAWS therapy dog certification programme.

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 toileted when taken out for walks around the grounds and dog foul will be picked up, double bagged and disposed of in the agreed refuse bin.

Q Will the dog be a distraction to pupils' learning?

A The dog will be kept in Mr Wilson's office, secured when needed with a lead. To enable the dog to have more space to roam when she is not working, she also has access to the Finance Office, who will support Mr Wilson in caring for the school dog.

Q What if my child is scared of dogs? Will they be forced to be in the same room as the dog?

A The dog will be kept in Mr Wilson's office and the Finance office, Mr Wilson will ensure the school dog only comes into close contact with children who are happy to have contact and where there has been no refusal of permission by parents. This will be under strict supervision. A pupil will not be forced to be in contact with the dog at any time against their wishes. 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 using evidence-based interventions such as graded exposure. Where the dog will be visiting classes, discussions with the class teacher's regarding children who may be nervous or scared around dogs will take place to ensure they feel safe and comfortable during the visit (seating decisions etc...)

Q How will the dog's welfare be considered?

A The *welfare of the dog* will be carefully monitored. The dog will be walked regularly throughout the day and given free time outside of sessions to rest and play. The dog is being carefully trained over a period of time and will have appropriate access to *food*, treats, water and toys. The dog will be allowed off lead in the school grounds as per the Therapy Dog risk assessment.

Q How will this be managed where children have allergies?

A Children will not need to touch the dog or be in the same room as the dog at any point which will relieve the possibility of allergic reactions. 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 will be regularly groomed to reduce any possibility of allergens. A letter will go out to all pupils at the start of each year to ask about allergies or where parents refuse to allow their child to access the dog. The dog's breed has been selected as a non-shedding breed to limit allergic reactions.

Significant Findings of Risk Assessment

Site / Premises: Litcham School	Assessment Carried Out By	Assessment Serial Number: RA21		
Department:	Name:	Date Carried Out or Reviewed	Date for Next Review	Reviewed By (Name)
Activity / Process: Therapy Dog	Signature:			
	Responsible Manager / Team Leader etc			
	Name: Mr Wilson			
Fears/Phobias: Staff who are anxious or have a phobia about dogs, must let the school know asap. This information will be kept on file as are the children with allergies or a fear of dogs. Where a member of staff has a fear/phobia or dogs, there will be communication around movement in school (where possible) so it is clear when the dog will be moving around within the school building. Part of the therapy dog's work is also to work with children who may be a bit scared/afraid of dogs.	Signature: S Wilson			

Risk Rating.

The Risk Rating process is provided for guidance only. It is the risk assessors' evaluation of the risks that is important, and this may differ from the result indicated by the risk rating matrix. Even after taking the risk rating into consideration employers still have a duty to ensure that sufficient and adequate control measures are in place to ensure that any remaining risks are kept as low as is reasonably practicable.

What are the Hazards? (What can go wrong)	Who might be Harmed &How?	Existing Control Measures (What are you already doing to manage the hazards/risks?)	Risk Rating with controls In place			Additional Controls Required (Where the existing controls are insufficient to reduce the risk to an acceptable level) Use the scoring table below to assist in planning actions.	Action By Who 7	Action By When?	Additional Action Completed (Initials)
			Likelihood	Impact / Severity	Risk Rating Score				
Canine related diseases and parasites	Pupils/ staff Ill health	<ul style="list-style-type: none"> Dog to have necessary and current vaccinations before coming into school. Vaccinations and other medical treatment is the responsibility of the owner Dog to have regular veterinary checks Dog will be kept free of fleas, ticks Dog to be bathed regularly Dog lives with owner/handler when not in school and only visits on agreed days 	2	3	6	All aspects of the dog's care are the responsibility of her owner/handler. The dog is covered by the school's public liability insurance certificate whilst in school.			
Dog excrement and urine	Ill-health, slips and falls	<ul style="list-style-type: none"> Dog to be wormed on a regular basis Any excrement, or urine (on the rare occasion this may happen indoors) will be cleaned up immediately and 	2	3	6	Additionally, when the dog is out on a walk, the member of staff walking the dog, has poo bags to take with them and it is that			

		thoroughly disposed of responsibly and hygienically by the owner or at the time of the incident. The immediate area will be sprayed with disinfectant spray, which the school will supply.				responsibility to ensure the excrement is double bagged and disposed of responsibly and hygienically in the agreed refuse bin.		
Hygiene/ Infection	Ill-health	<ul style="list-style-type: none"> • Adequate provision for hand-washing • Following contact with the dog, children will be advised not to touch any part of their face with their hands before hands are thoroughly washed • Children will be reminded to wash their hands after spending time with the dog • All wounds on exposed skin are suitably covered 	2	3	6			
Walks in the school grounds		When outside in the school grounds on her walks during the day, the dog will be on lead where there are multiple classes outside in an area. Where there are fewer children outside, the dog can be <i>off</i> lead. She is very focused on her ball and chasing it when outside and to ensure she has exercise to get her relaxed and calm for sessions with the children.						
Bites, cuts and scratches	Ill-health	<p>There will be no unsupervised contact with children.</p> <p>Dog closely supervised, kept under control and on a lead at all times during school day hours when moving within the school building between 7:50am -4:15pm.</p> <p>The owner will have hold of the lead at all times when walking in the school building during core hours (see above). An additional lead can be attached so that children may 'help' to walk the dog for a short time which will be fitted once outside so as to not cause a potential trip hazard.</p> <p>Pupils and staff will be made aware of the procedures of meeting and handling the dog:</p> <ul style="list-style-type: none"> • Always remain calm around the dog • Don't make sudden movements • Don't stare into a dog's eyes as this could be interpreted as a threat 	2	3	6			

		<ul style="list-style-type: none"> • Don't put your face near the dog • Always approach the dog standing up • Do not disturb a dog that is sleeping or eating • Don't eat close to the dog and never feed the dog your food or other food/treats without permission <p>First aid kit held in handler's office.</p> <p>The owner will ensure the dog is not abused or over petted to avoid any incidents. If the dog appears anxious or over-stimulated, she will be removed to a different environment, or the visiting session may be cut short.</p>						
Potential trip hazard	Staff fall / knocked down	<p>Dog closely supervised, kept under control and on a lead at all times during school day hours when moving within the school building between 7:50am-4:15pm.</p> <p>At the beginning of a school day when the school dog and owner arrive on site (when there are few adults on site, the dog will be allowed to walk through school to the main office, <i>off</i> lead, under the control of the owner. If there are workpeople on site, unknown people in the school, or members of staff in early who are nervous around dogs and on the route to the office, the dog will be on the lead.</p> <p>At the end of a school day (after 4:15pm when <i>staff</i> who are nervous around dogs have left the building for the day) the dog will be allowed to walk through school <i>off</i> lead to the exit, under the control of the owner. If there are workpeople on site, people unknown to the dog, or the staff who are nervous around dogs are still in school for training etc..., the dog will be on a lead.</p> <p>The dog will be on the lead during any staff meetings or twilight sessions..</p>	3	2	6			

		The dog will be off lead during Management meetings and Governor meetings and any other meetings the dog may attend where all parties are comfortable around dogs, otherwise the dog will be on lead or not in the meeting.					
Allergic reaction to dog	Ill-health	<ul style="list-style-type: none"> All parents/carers and members of the school community will be informed via the website, prospectus, newsletters and letter home that there will be a dog on site and asked to inform the school if they or their child has an allergy to dogs or severe fear of dogs Parents/carers of children chosen to regularly work with the dog will be contacted individually Owner will bring a dog blanket/bed to each session for the dog to lay on Areas where dog visits will be kept well ventilated Dog first aid kit held in handler's office Pupils known to be allergic to dogs will not be allowed access to the dog Those thought to be highly allergic to dogs will have a statement included in their care plan/class teachers and school office to be made aware of this information Visitors to the school will be informed on arrival that there is a dog on the premises via the sign on the main office door 	2	3	6		
Noise, barking Anxiety		<p>The dog is sociable & will not be left with children unsupervised at any time.</p> <p>The dog may bark when she hears whistling (dogs have a much more sensitive sense of hearing) so this should not happen when in the main office area & all included offices to ensure the dog is not scared or anxious, or provoked to bark.</p> <p>If problems occur, dog will be removed from the situation/school by the owner.</p>	2	3	6	Any issues to be reported immediately to SLT.	All Ongoing

Fire drill and evacuation	Dog left in the building in an emergency	<p>The owner will be responsible for safely leading the dog from the building to a place of safety, this will always be on lead.</p> <p>Wherever possible, when the owner is not present to do this, the dog's harness must be on to evacuate as this is the best way to keep her safe in a challenging situation.</p> <p>If a fire evacuation happens when owner is teaching or not with the dog, he will get back to the dog asap or deputise for the day to someone who is able to evacuate the dog safely in his absence.</p>	2	3	6	<p>Harness to be taken out with the dog on the lead and put on as quickly as possible once evacuated for safety.</p>	<p>MR/ Deputised person</p> <p>Ongoing</p>
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Scoring Table

LEVEL OF RISK		OVERALL RATING		HOW THE RISK SHOULD BE TACKLED/MANAGED		
HIGH RISK		15-25		Immediate Management Action		
MEDIUM RISK		9-12		Plan for Change		
LOW RISK		1-8		Continue to Manage		
Likelihood (A)	5 Almost Certain	5	10	15	20	25
	4 Probable /Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Very Unlikely / Rare	1	2	3	4	5
Impact (B)						
Risk Score						

To calculate the Risk Score in the Risk Assessment Register above, simply multiply the Impact by the Likelihood to identify the level of risk as per the table above.

Risk Scoring Guide

Consider the potential harm or injury that could result from the identified hazard if an accident or incident were to occur, based on the table below.

Impact Criteria (B)	IMPACT	SCORE	HEALTH & SAFETY EFFECT
	Critical/ Catastrophic	5	Multiple deaths of employees, service users, members of the public, etc.
	Major	4	Death of an employee, service user, member of the public, etc.
	Moderate	3	Serious Injury (acute, chronic or life-changing) to employee, service user or member of the public requiring medical intervention.
	Minor	2	Minor injury such as a bump or bruise that may require First Aid treatment and the person returns to work.
	Insignificant / Negligible	1	A day to day issue/problem but negligible harm would result.

Now consider the likelihood of that harm or injury being realised based on the

Likelihood Criteria (A)	LIKELIHOOD	SCORE	EXPECTED FREQUENCY
	Almost Certain	5	Reasonable to expect that the event WILL undoubtedly happen/recur, possibly frequently and is probable in the current year
	Probable / Likely	4	Event is MORE THAN LIKELY to occur, will probably happen/recur, but is not a persisting issue. Will possibly happen in the current year and be likely in the longer term
	Possible	3	LITTLE LIKELIHOOD of event occurring. Not likely in the current year, but reasonably likely in the medium/long term.
	Unlikely	2	Event NOT EXPECTED. Do not expect it to happen/recur. Extremely unlikely to happen in the current year, but possible in the longer term.
	Very Unlikely / Rare	1	EXCEPTIONAL event. This will probably never happen/recur. A barely feasible event.



Dog Safeguarding Policy

September 2023

The welfare of our animals is central to what we do. We are advocates for our animals; this allows them to be the best therapy dogs possible.

The following safeguarding policy has been created to ensure the dogs wellbeing and physical health are always considered when working with them.

This policy is specific to ELSIE Wilson (dog) working with Stuart Wilson at Litcham School

- Visits must be mutually beneficial for the dog and the organisation/individual they are visiting. This will be monitored closely.
- Stuart Wilson will only use positive methods when training and supporting their dog.
- Stuart Wilson has completed the PAWS dog behaviour/stress signal training allowing them to be aware of stress signals their dog may exhibit.
- Stuart Wilson will withdraw their dog if they feel their dog Elsie is stressed. A stressed dog will not be able to support the client effectively.
- Elsie must be well exercised before they attend sessions/visits and have regular (non negotiable) breaks if they are onsite for a full 4 hour period. The definition of a break is non contact time away from all other humans and dogs. It can be quietly resting or going for a walk or sniff.
- Water must be available at all times.

- Once Elsie is comfortable in their environment they may support the client off lead. This is to allow Elsie choice so they can opt out of an interaction if they need to. This supports their stress levels allowing them to regulate themselves. (prior permission required).
- Always be dog led. Asking them to sit, stay, come can be used but we actively encourage Stuart Wilson to observe the dogs body language to see if they are enjoying the activity. Over working and or expecting too much from them can result in learnt helplessness behaviours or over aroused stressed behaviours.
- Visits to organisations/Therapy spaces will last a maximum of 4 hours. If the maximum contract is in place several non restrictive/ compulsory breaks and rest times must be included to allow Elsie dog to recuperate. 4 hours does not mean 4 hours contact time with clients.
- A safe, quiet rest area must be provided where the dog will not have to engage with humans. This area must be a safe space that no one other than the dogs caretakers have access to.
- If Elsie is in season, under the weather, ill or injured they should not work. You know your dog best and should advocate for their needs.
- Stuart Wilson will communicate, set boundaries and manage the expectations of the visit to ensure a mutually beneficial visit takes place. Taking into account how many people are engaging with Elsie the environment and the activities Elsie is taking part in.
- **Stuart Wilson** will seek guidance from our trainers and/or your own positive dog trainer if you have any concerns for your dog's health/behaviour. If we work as a team we can support our PAWS dogs positively.