



An Daras Multi-Academy Trust

LT School Dog Policy (DRAFT)

The An Daras Multi Academy Trust (ADMAT) Company
 An Exempt Charity Limited by Guarantee
 Company Number/08156955

| Status: DRAFT to be approved | |
|-------------------------------------|--|
| Recommended | |
| Version | v1.0 |
| Statutory | Yes |
| Adopted v1.0 | Spring Term 2021 |
| Review v1.0 | |
| Next Review | Spring Term 2022 |
| Advisory Committee | ADMAT Resources and Staffing LGAB |
| Linked Documents and Policies | Health and Safety Policy Child Protection and Safeguarding Policy First Aid Policy Behavioural Policy Allergens Policy ADMAT Allergies Management Guidance Cornwall Council Managing Allergens Allergy UK Dogs in School |

An Daras Multi Academy Trust

Low Trenchard C of E Primary School

Dogs in School Policy



An Daras Trust
Igniting Curiosity Growing Capabilities

Aims

Children will be able to 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 research has shown that children take great enjoyment from interaction with a dog.

Risk Assessment

A thorough risk assessment has been carried out and this is included in this document (see appendices). Dogs are not allowed anywhere on the school site at any time unless specifically authorised by the Head of School. This includes drop off and collection times. This policy outlines measures put in place to allow the school dog to be present. A letter will be sent to all stakeholders of the school introducing Lola and provide a 'Frequently Asked Questions' section. Should any other questions be raised, Miss Davy will be available to comment.

School Policy

The dog is owned by Miss Davy. Lola will attend school alongside Miss Davy's working hours. She is fully vaccinated. Miss Davy has private insurance for Lola's health and well-being. Lola is also covered through the school's public liability insurance.

- Only the school dog is allowed on the premises. All other dogs must not come on site unless they are a known therapy dog and the Head of School has been informed beforehand and given written consent.
- The dog is a French Bulldog, chosen because it is an intelligent breed that will respond well to training and which is known to very sociable and friendly.
- The Chair of Governors, Amy Crompton and the governing board agree that a school dog will benefit the children and staff of Low Trenchard.
- The Trust, governors, staff, parents and children have been informed by letter that a dog will be in school. Miss Davy has produced a risk assessment which has been approved by the Executive Headteacher, insurance company, Trust H&S Lead and governing body. This will be reviewed annually.
- Staff, visitors and children known to have allergic reactions to dogs must not go near the dog. A list of people allergic will be kept on SIMs. All visitors will be informed on arrival that there is a dog in school.
- If the dog is ill she will not be allowed into school.
- The dog will be kept on a lead when moving between classrooms or on a walk and will be under the full control and supervision of a trained adult.

- Children must never be left alone with the dog and there must be appropriate adult supervision at all times.
- Children should be reminded of what is appropriate behaviour around the dog. Children should remain calm around the dog. They should not make sudden movements and must never stare into a dog's eyes as this could be threatening for the dog. Children should not put their face near a dog and should always approach it standing up.
- Children must wash their hands before and after stroking the dog and use only their hands to touch the dog.
- Children should never go near or disturb the dog when she is sleeping or eating.
- Children must not be allowed to play roughly with the dog.
- Everyone must wait until Lola is sitting or lying down before touching or stroking her.
- 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 s/he monitors the situation.
- Dogs express their feelings through their body language. Growling or bearing of teeth indicate 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, she should be immediately removed from that particular situation or environment.
- Children should not eat close to the dog.
- Children should be careful to stroke Lola on her body, chest, back and not by her face or top of head.
- Any dog foul should be cleaned immediately and disposed of appropriately. A specified area within the school grounds has been identified to ensure that the children do not come into contact with faeces.
- Parents will be consulted on allowing their pupils access to the dog.
- All visitors will be informed about the dog and related protocols on arrival and Miss Davy will relay visitor issues to the Head of School asap.
- Appropriately trained staff will maintain records and anecdotal evidence of the work and impact of the school dog. This includes Miss Davy, Mrs Laithwaite and other staff.
- The office will know the whereabouts of the dog and which staff are supervising at all times.
- The dog will be included in the fire evacuation procedure under the supervision of Miss Davy.
- The dog will not come to school, if Miss Davy is not present.
- Miss Davy will be the second named person responsible for Lola.

Roles and Responsibilities

The Governing Body has a responsibility to ensure that the school has a written policy for dogs in School. The Head of School is responsible for implementing this policy. Teachers, staff, pupils, parents and visitors are required to abide by this policy. 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.

Reasons to have a dog in school

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:

Some children find entering the school day a daunting exercise which can lead to refusal to engage for the rest of the day. The dog can help to distract, calm and engage the child thereby motivating them into starting the day positively.

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 are 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. 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 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, using dogs to help older students build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. The dog can help older pupils communicate, express and show kindness, learn empathy whilst developing their nurturing skills. With a dog in school, pupils 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 pupils also learn about responsibility, caring, and sharing when helping each other take care of a dog at school.

As a reward:

Dogs will be gentle and loving, but at the same time full of fun and enjoyment for the students. Those students who have performed incredibly well during the week or those who have made progress in a certain subject, or those who have achieved tasks set for them, will be rewarded with spending time during lunch or break to interact with this 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. Support Dogs can work with pupils on a one-one basis and will especially help those pupils who have struggled with friendships, 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 students they are spending time with. Students who struggle with social interaction can find a reassuring friend in a dog.

Approval and Review

Prepared by: Louise Hussey, EHT

Approved by: LAGB – current status draft

Date: Spring 2021

Review due: Spring 2022

Appendix

Dogs in school risk assessment

Name of school: Lew Trenchad C of E Primary School

| | | |
|-----------------------------------|----------------------------|----------------------------------|
| Assessment conducted by: Liz Davy | Job title: Head of School | Covered by this assessment: Lola |
| Date of assessment: 26.2.2021 | Review interval: 26.3.2021 | Date of next review: 1.9.2021 |

Related documents

[Behavioural Policy](#), [Child Protection and Safeguarding Policy](#), [Social, Emotional and Mental Health \(SEMH\) Policy](#), [First Aid Policy](#), [Health and Safety Policy](#), [Site Safety Checklist](#), [Security Policy](#), [Animals in School Policy](#), [Supporting Pupils with Medical Conditions Policy](#), [Fire Safety Policy](#), [Invacuation, Lockdown and Evacuation Policy](#), [Social Distancing Policy](#), [Infection Control Policy](#).

| Risk rating | | Likelihood of occurrence | | |
|---------------|---|--------------------------|----------|------------|
| | | Probable | Possible | Remote |
| Likely impact | Major Causes major physical injury, harm or ill-health. | High (H) | H | Medium (M) |
| | Severe Causes physical injury or illness requiring first aid. | H | M | Low (L) |
| | Minor Causes physical or emotional discomfort. | M | L | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|-----------------------|--------------------------------------|---|---------------------|----------|----------|---------------------------------------|
| Policy and procedures | H | <ul style="list-style-type: none"> The <u>head of school</u> ensures that all staff, and where appropriate, pupils and their parents, are aware of and adhere to the following school policies: <ul style="list-style-type: none"> - <u>Health and Safety Policy</u> - <u>Child Protection and Safeguarding Policy</u> - <u>First Aid Policy</u> - <u>Animals in School Policy</u> - <u>Behavioural Policy</u> - <u>Supporting Pupils with Medical Conditions Policy</u> - <u>Fire Safety Policy</u> The <u>head of school</u> considers whether the school needs to register the dog as a performance animal, in accordance with the Performing Animals (Regulation) Act 1925. If yes, the <u>head of school</u> calls the LA and follows local procedures to register the dog. The <u>SBM</u> ensures that the school's insurance covers using the dog for the specific planned activities, e.g. using the dog in a school performance or having a therapy dog. The <u>head of school</u> ensures that the dog is cared for in accordance with the Animal Welfare Act 2006. | Y | Liz Davy | 3.3.2021 | M |
| Dog's welfare | M | <ul style="list-style-type: none"> The dog has access to fresh, clean water at all times. The dog has access to a cool and quiet place where it can be left undisturbed. Pupils leave the dog alone when instructed by their teachers. The dog's welfare is considered as a priority when planning the activities that it will participate in. | Y | Liz Davy | 3.3.2021 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|------------------|--------------------------------------|---|---------------------|----------|----------|---------------------------------------|
| | | <ul style="list-style-type: none"> • If an activity risks the dog's welfare, the activity is amended. • Noise is kept to a minimum during the activities that the dog is participating in, e.g. if the dog is participating in a school performance, the audience is instructed not to clap until the dog has left the stage. • The head of school ensures that the dog has adequate and frequent toilet breaks and any waste is appropriately disposed of. • The dog is not over-stimulated, as this can lead to potentially dangerous behaviour. • The dog is not made to participate in potentially distressing activities. • The school complies with the Animal Welfare Act 2006. • The dog is familiar with the members of staff and pupils who are participating in the activity with the dog. • Flash photography is not used when the dog is present. • The dog is given opportunities to exercise and move around independently in a secure area, e.g. the headteacher's office. • The head of school ensures that the dog is fit to participate in specific activities and is not brought into the school if it is unwell. • If the dog becomes unwell while at school, the dog's owner takes it home. • Before any activity is carried out, the head of school ensures everyone participating in the activity understands how to treat and behave around the dog, e.g. not using flash photography, not shouting or clapping and not running around. | | | | |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|----------------------------|-----------------------------------|--|------------------|----------|----------|------------------------------------|
| | | <ul style="list-style-type: none"> Activities do not cause harm, discomfort or stress to the dog. | | | | |
| Site Security | M | <ul style="list-style-type: none"> At least two adults are appointed to be responsible for the dog. The site manager ensures that the site is secure and that precautions are in place to limit the chance of the dog getting loose. The dog is kept on a lead when it is not in its housing or in a secure location, e.g. in the headteacher's office. The head of school ensures that all appropriate doors are closed when the dog is participating in an activity, e.g. in a school hall. The site manager ensures that the premises is secure, e.g. fences are not broken. | Y | Liz Davy | 3.3.2021 | M – until new fences are in place |
| Evacuation procedures | M | <ul style="list-style-type: none"> Where necessary, the school's Invacuation, Lockdown and Evacuation Policy is reviewed to ensure it includes provisions for the dog. The person handling the dog during specified activities is responsible for the dog's safety during an invacuation, lockdown or evacuation. Where the handler is a pupil, e.g. if the dog is participating in a school performance, another appointed member of staff is responsible for the dog's safety. | N | Liz Davy | 8.3.2021 | M |
| Disobedience and dangerous | M | <ul style="list-style-type: none"> The handler is equipped and trained to react to and control any dangerous behaviour. If the person handling the dog for a specific activity is a pupil, e.g. in a school | Y | Liz Davy | 8.3.2021 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|--------------------------------|--------------------------------------|--|---------------------|----------|----------|---------------------------------------|
| s behaviour | | <p>performance, they are given training to handle the dog, and the pupil and dog are given an opportunity to bond.</p> <ul style="list-style-type: none"> • Pupils are not expected to handle the dog unless: <ul style="list-style-type: none"> - Their parents have provided permission. - They feel safe and confident in doing so. - They have received training to handle the dog. • The dog's obedience is ensured as far as reasonably possible; however, staff, pupils, visitors and parents understand that animals can be unpredictable. • The head of school ensures that a plan is in place for if the dog is unable to carry out an activity, e.g. if the dog is stressed, and participating in the activity would cause further distress or could lead to dangerous behaviour. • If the dog is not behaving appropriately during an activity, e.g. it is barking excessively or running away, the head of school removes the dog and a contingency plan is implemented. For example, if the dog is participating in a school performance, but is nervous about going onto the stage, the head of school uses a toy dog instead. | | | | |
| Parent notification/permission | M | <ul style="list-style-type: none"> • The head of school informs parents that the dog will be present on the school's premises. • Parents are informed of the activities that the dog will be participating in, e.g. the dog will be performing in a school production or used as a therapy dog. | Y | Liz Davy | 8.3.2021 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|------------------|--------------------------------------|---|---------------------|----------|----------|---------------------------------------|
| | | <ul style="list-style-type: none"> The <u>head of school</u> obtains consent from parents for pupils to be in proximity with, or to handle, the dog. Parents are informed if they are likely to come into contact with the dog, e.g. at a school performance. | | | | |
| Dog's health | L | <ul style="list-style-type: none"> The dog's designated handler is in charge of feeding and caring for the dog while on the school premises. The handler is responsible for permitting people to touch the dog. The dog is permitted to go in the <u>head of school's office</u>, which is kept clean and secure for the wellbeing of the animal, pupils, staff and visitors. The dog is given no opportunity to come into contact with wild rodents on or off the school premises. The dog is fully inoculated. The dog goes to the vet for a <u>termly</u> check-up, to identify whether the dog has any transmittable diseases. On hot days, the handler ensures there are appropriate provisions in place to keep the dog cool and ensure the dog avoids too much activity during the hottest part of the day. | Y | Liz Davy | 3.3.2021 | L |
| Hygiene | L | <ul style="list-style-type: none"> The dog is suitably toilet trained. The designated area for the dog to defecate is situated away from pupils and staff. All faeces are immediately picked up by the handler, using a clinical waste bag, and disposed of into a clinical waste bin. The handler immediately washes their hands with sufficient soap and water after picking up faeces. | Y | Liz Davy | 3.3.2021 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|-----------------------------|--------------------------------------|--|---------------------|----------|----------|---------------------------------------|
| | | <ul style="list-style-type: none"> Any soiled dog bedding is immediately disposed of in sealed clinical waste bags and placed into a clinical waste bin. The handler takes the dog's bedding home regularly to wash it. Any pupils, staff and visitors who touch the dog are advised to wash their hands afterwards, and sufficient hand washing facilities are provided throughout the school. Anyone with an exposed wound who touches the dog has the wound suitably covered. If the dog is ill with an infection or a disease, it does not return to the school until it has recovered. Hand sanitiser is provided for anyone who touches the dog. | | | | |
| Injuries | M | <ul style="list-style-type: none"> The dog is well trained and is used to coming into close contact with people. Pupils, staff and visitors around the dog are closely supervised by the handler. Pupils, staff and visitors are advised not to put their face close to the dog. The dog is prohibited from roaming freely around the school without the supervision of the handler. Pupils, staff and visitors are only permitted to stroke the dog during allocated timeslots. The dog is provided with a place it can go to get away from people. The dog is trained to not pull on the lead or jump up at people. | Y | Liz Davy | 3.3.2021 | L |
| Dog's housing and equipment | L | <ul style="list-style-type: none"> The <u>head of school</u> ensures that the dog has housing that meets its physical and psychological needs. | Y | Liz Davy | 3.3.2021 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|-----------------------------|--------------------------------------|--|---------------------|----------|----------|---------------------------------------|
| Dog's housing and equipment | | <ul style="list-style-type: none"> • The head of school ensures that the dog's housing is: <ul style="list-style-type: none"> - Secure, e.g. escape proof. - Clean and free from parasites and vermin. - Free from hazards, e.g. sharp edges. - Well-ventilated. - Sheltered from extreme weather. - Set at a suitable temperature, humidity and light level. - Sheltered from noises that may upset it. - Capable of providing a darkened sleeping area. • The head of school ensures that the dog's housing has: <ul style="list-style-type: none"> - A comfortable resting area. - A suitable amount of clean bedding material. • The head of school ensures that the dog is able to: <ul style="list-style-type: none"> - Lie fully stretched out. - Turn around without touching either the walls or the ceiling. - Stand in its natural posture. - Move in its natural manner. - Rest comfortably. • All dog's bedding/housing is checked for defects on a weekly basis by the head of school. • All dog equipment is stored in the head of school's office when not in use. • The dog's food and water bowls are kept out of the path of people to avoid any trips. • Any spillages from the dog's bowls are wiped up immediately. | | | | |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|--------------------------------------|--------------------------------------|---|---------------------|----------|----------|---------------------------------------|
| Allergies | M | <ul style="list-style-type: none"> Pupils and staff known to have allergies to animals have restricted access to the dog. All pupils, staff and visitors are advised not to touch their face after touching the dog. All pupils, staff and visitors are advised to wash their hands thoroughly after touching the dog. A supply of antihistamine tablets is kept in the <u>main office</u> in case anyone has an allergic reaction. The <u>head of school</u> establishes whether parents have allergies to dogs, and activities where parents may come into contact with the dog, e.g. at a school performance, are amended as necessary. | Y | Liz Davy | 8.3.2021 | L |
| Phobias | M | <ul style="list-style-type: none"> Pupils and staff known to have a phobia of dogs are given restricted access to the dog. The dog is prohibited from roaming freely around the school without the supervision of the handler. During busy times, such as breaks, the dog is kept in a safe and secure area away from any commotion. | Y | Liz Davy | 3.3.2021 | L |
| [New] Coronavirus (COVID-19) | | | | | | |
| Awareness of policies and procedures | L | <ul style="list-style-type: none"> The <u>head of school</u> ensures that all appropriate staff, pupils and their parents, are aware of and adhere to the following school policies: <ul style="list-style-type: none"> <u>Social Distancing Policy</u> <u>Infection Control Policy</u> The <u>head of school</u> considers whether it is safe to resume therapy visits or sessions and postpones them where necessary, e.g. if the dog or their handler is unwell. | Y | Liz Davy | 8.3.2021 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|--------------------------|--------------------------------------|---|---------------------|----------|----------|---------------------------------------|
| Dog's health and welfare | L | <ul style="list-style-type: none"> • The handler is aware of the symptoms that coronavirus could present in dogs and monitors the dog's health at all times. • If the dog becomes unwell whilst at the school, the handler calls the vet and keeps the dog away from pupils, staff and any members of the public. Gloves and a face covering are worn when caring for the dog. • If coronavirus is suspected, the handler arranges a test with the vet. • Visits and sessions are postponed if the dog is unwell or has tested positive for coronavirus, and the dog is kept at its designated home until it has recovered. • If the handler presents symptoms of coronavirus or tests positive, they remain at home with the dog for 10 days and restrict contact with the dog as much as possible. If they must interact with the dog, they wear a face covering and gloves. • Visits and sessions resume only when all of the following criteria apply: <ul style="list-style-type: none"> - The dog has not shown symptoms consistent with those of coronavirus for at least 72 hours without medical management - It has been 14 days since the dog's last positive test - It has been 10 days since the handler's symptoms began or, if no symptoms were present, 10 days since their positive test result • The dog is not wiped or sprayed with any disinfectants or chemicals that are not approved for use on animals. Staff | Y | Liz Davy | 3.3.2021 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|-------------------|--------------------------------------|--|---------------------|----------|--------------|---------------------------------------|
| | | <p>understand that coronavirus is not known to transfer via animal fur.</p> <ul style="list-style-type: none"> • Face coverings are not put on the dog as this can cause harm. • The dog is not allowed to lick or give 'kisses' to any individuals. | | | | |
| Infection control | L | <ul style="list-style-type: none"> • Contact with the dog is limited only to those participating in the session or visit. • Sessions are limited to 2 pupils in addition to the handler and 1 member of school staff. • Where possible, groups are organised in line with the existing pupil bubbles used in school. • The handler and all participants wear a face covering throughout the duration of the visit or session. • Before and after each contact with the dog, the handler and all individuals wash their hands – individuals do not touch any part of their face with unwashed hands. • Handlers and children should only touch the dog with their hands. • Individuals who are, or have been, displaying symptoms of coronavirus do not come into contact with the dog until they have fully recovered. • Individuals who have weakened immune systems are advised to stay away from the dog; however, if contact is necessary, they wear a face covering at all times. • The handler and the dog stay six feet away from others where possible – the allocated room is adjusted to accommodate this. • The handler and the dog do not move around the school during busy times and stay within their allocated room as much as possible. | Y | Liz Davy | 3.3.20 21 | L |

| Area for concern | Risk rating prior to action H/M/L | Recommended controls | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|------------------|--------------------------------------|--|---------------------|----------|----------|---------------------------------------|
| | | <ul style="list-style-type: none"> • Where possible, the windows of the allocated room are kept open to improve air flow. • All allocated rooms are cleaned before and after use for therapy visits and sessions. • The dog's lead, collar, harness and other supplies are disinfected regularly. • Items that are usually handled by multiple people, e.g. toys and blankets, are not used during sessions or visits. • Individuals are not permitted to handle objects that could go in the dog's mouth, e.g. treats or toys. | | | | |