

St Mary Magdalene C of E Primary School

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Animals in School Policy

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Policy:	Animals in School
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VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2022	25.10.22	R Watson	2.3 – name change
2023	13.12.23	B Enever	Vision & Values added
2024	04.12.24	B Enever	No changes
2026	23.03.26	E Dallison	Headteacher's names updated

Statement of intent

St Mary Magdalene C of E Primary School believes that keeping animals is an effective way of maximising 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 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. Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders challenge poor school attendance in order that children can access learning and:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those who are struggling to attend school because they are experiencing suffering and sadness.

"Let all that you do be done in love." (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavour to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions, including school attendance;
- have a robust approach to dealing with persistent absenteeism;
- repent when we fall short of our own and others’ expectations; and
- forgive others for their indiscretions.

“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in relation to their attendance at school, and acting on this; and
- working openly and compassionately with families in relation to pupils’ attendance, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

2. Legal framework

2.1. This policy has due regard to 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 etc. Act 1974
- The Animals (Scientific Procedures) Act 1986
- The Management of Health and Safety at Work Regulations 1999
- The Animal Welfare Act 2006

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

- Health and Safety Policy
- First Aid Policy

3. Duty of care

3.1. The Animal Welfare Act 2006 places a duty on schools to make provision for the welfare of any animal that they are responsible for.

3.2. 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 disease¹

3.3. The headteacher 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.

3.4. 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.

3.5. 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. Advice from parents will be sought whenever necessary.

¹ RSPCA (2012) 'Guidance for educational establishments', p.3

- 3.6. A named person will be responsible for the welfare and husbandry of the animals at all times.
- 3.7. Schools that keep a wide variety of animals will ensure a proper care programme is available for each creature, establishing the maintenance of minimum welfare standards.

4. Training for pupils and staff

- 4.1. All pupils and staff will undergo 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.

5. Food

- 5.1. 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.
- 5.2. 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.
- 5.3. A dry, vermin-proof container will be used to store the different animals' food, keeping it dry and preventing waste.
- 5.4. Food will be provided accordingly, depending on the animal, by a member of staff and/or pupils supervised by a member of staff.
- 5.5. All animals must have continuous access to a supply of clean, fresh drinking water.
- 5.6. 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.
- 5.7. The school will ensure that there is an adequate supply of food available at all times to avoid any drought of food.

6. Housing and environment

- 6.1. The school will only consider keeping farm animals if they have suitable housing/fields for keeping the animals away from the noisy educational environment.
- 6.2. All farm animals, including poultry, must have access to suitable shelter at all times.
- 6.3. All buildings/shelters will be adequately ventilated, whilst ensuring animals are protected from draughts.
- 6.4. 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.

- 6.5. Specific recommendations for space allowances for each species must be sought from relevant agricultural/welfare organisations.
- 6.6. 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](#)).
- 6.7. Any fencing used must be strong enough to contain the species in question, must be frequently inspected and properly maintained, and must not have the potential to cause injury to the animals.
- 6.8. 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.
- 6.9. 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.
- 6.10. 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.
- 6.11. Aquariums pose particular safety hazards, such as electric shocks, which will need to be addressed. Regular maintenance checks will be carried out by a competent person to ensure that such hazards are effectively controlled.
- 6.12. Fish, and other aquatic animals, will be properly looked after in accordance with advice received from the supplier, including undertaking regular checks on water cleanliness and temperature.
- 6.13. Where school-based animals are taken home by pupils, a suitable home-school agreement will be devised to encourage the observation of the same principles at home as those governing their husbandry in schools – both from the perspective of pupil safety and animal welfare.

7. Cleaning and maintenance

- 7.1. 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, tanks, etc. Rubber or plastic gloves will be worn whenever possible.

- 7.2. The school will establish a written cleaning rota to ensure each animal is cleaned and cared for to a specified standard.
- 7.3. When carrying out cleaning duties, the designated member of staff will wear personal protective equipment, such as plastic gloves, at all times.
- 7.4. After removing soiled litter material, cages must be scrubbed with hot water and liquid detergent.
- 7.5. Solid litter will ideally be incinerated; more conveniently, it could be sealed in strong plastic bags and placed with other waste in dustbins.
- 7.6. The school will purchase appropriate cleaning materials such as a shovel, bucket, stiff brush and detergent cleaner.
- 7.7. The detergent 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.
- 7.8. 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.
- 7.9. Detergent cleaner will be used to clean each animal house.
- 7.10. Contaminated surfaces will be properly washed and disinfected.
- 7.11. 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.
- 7.12. 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.
- 7.13. Any works required will be reported to the site manager, who will make appropriate repairs or will report to the headteacher if new equipment is needed.
- 7.14. 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.

8. Animal handling

- 8.1. 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.
- 8.2. 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 directly after handling animals.
 - Keep animals away from your face.
- 8.3. Children must be taught by staff the correct way to hold each animal.
- 8.4. 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.
- 8.5. 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.
- 8.6. 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.
- 8.7. Handling small animals will always be carried out over a table or trough filled with a soft material such as sand/sawdust.
- 8.8. 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.
- 8.9. Other creatures, such as invertebrates, can be too fragile to be handled any more than absolutely necessary. Sometimes any handling of a pet should be limited to a designated member of staff, who will have the necessary expertise to do it properly.
- 8.10. Animals will be given adequate rest periods away from disturbances.

9. Breeding

- 9.1. Animals will not be bred at the school, in keeping with RSPCA opposition to such practice. This includes the use of egg incubators, butterfly and snail breeding kits, worms, ants and frogspawn.

10. Infestation and disease

- 10.1. All members of staff are responsible for identifying ill health of the animals and reporting any concerns to the designated staff member, who will then contact the attending vet and inform the headteacher.
- 10.2. 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
- 10.3. 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.
- 10.4. The designated member of staff, 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.
- 10.5. 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.
- 10.6. Salmonella bacteria may be carried by reptiles; good hygiene is again required, especially if aquatic reptiles, such as terrapins, are kept. Good general hygiene and hand washing are essential for risk reduction.
- 10.7. Children under five will not have contact with such reptiles or the environment in which the reptiles live or exercise.
- 10.8. 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.
- 10.9. If the animals are found to have any disease which is contagious to humans, the headteacher will inform parents/carers immediately and the animal(s) will be removed from the premises for appropriate treatment.

11. Injuries sustained to pupils and staff

- 11.1. Any injuries sustained to pupils or staff during the looking after of the animals will be reported to the headteacher immediately, and will be dealt with in accordance with the school's First Aid Policy.
- 11.2. All incidents will be reported using the [Animal Incident Log](#)

12. Bringing pets and other animals into school

- 12.1. In addition to the general guidance given above, it is important that suitable arrangements are made in advance for the well-being of animals for the short time they are to be on the premises.
- 12.2. When a variety of animals will be together, consider the possibility of unwanted interactions. Animals must be housed properly and separately whilst on the premises and any containers used to transport them must be appropriate and retain the animal securely.

13. Injured animals brought in by pupils

- 13.1. It is not uncommon for pupils to take pity on an injured bird or mammal, and to bring it into school in the belief that it will be possible to successfully treat it and restore it to perfect health. Pupils will be instructed that attempts to retrieve 'abandoned' animals in this way may damage the animals concerned and spread infection, and that they should instead report the injury so that others can act appropriately.
- 13.2. Where a pupil brings an injured animal into school, the following procedure will be implemented:
 - Appropriate precautions, such as quarantining the animal, will be taken to minimise the risk of transmission of disease or parasites.
 - Scrupulous standards of hygiene will be maintained.
 - In all cases of doubt, expert advice will be sought from either a vet, the RSPCA or the People's Dispensary for Sick Animals (PDSA).

14. Unsuitable animals

- 14.1. Animals that present unacceptable risks must not be brought into the school.
- 14.2. Wild birds and mammals taken, even if legally, from the 'wild' will not be brought into the school directly as they may be harbouring diseases or parasites transmissible to humans.

15. Monitoring and review

- 15.1. This policy will be reviewed on a bi-annual basis by the designated member of staff, in conjunction with the headteacher, who will communicate any changes to all members of staff.

Animal Incident Log

Date and time of incident:	Reported by:	Recorded by:	Description of incident:	Was property damaged? (Y/N)	Were pupils or staff placed in danger or harmed? (Y/N)	Recommended actions: