

Therapy Dog Program Template - School Risk Register

Instructions

The purpose of a school risk register is to **identify, document, and manage or control** risks when implementing a therapy dog program at your school.

This register will help you:

- inform those involved (for example, the therapy dog handler) of their roles and responsibilities for the therapy dog program.
- Ensure the dog is appropriately trained and cared for.

Before completing this school risk register, you should:

1. Consult with school staff, students and the school community (including families, volunteers and school council) about any risks they have identified. You may be able to do this through existing channels, including school council, parent club, or student representative council or any third party service providers.
2. Consider risks in the physical school environment as well as to the health and safety of the school community.
3. Consider risks that might be specific to vulnerable cohorts, including Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disability, and international education students.

When completing any school risk register, you should:

1. **Add** any risks - strategic, operational or project that **are relevant** to your school.
2. **Add** existing risk management strategies (controls) that your school is already undertaking.
3. **Choose** the risk assessment ratings that apply to the risk in your school (refer to [Risk Rating Matrix \(PDF 56kb\)](#)).
4. Where the risk rating is **low** and the existing risk management strategies (controls) are effective, you do **not** have to undertake new risk management strategies (treatments).
5. Where the risk rating is **medium or above**, **add** new risk management strategies (treatments) that your school will undertake
6. **Add** the name and position title of the person in your school who will be responsible for the new risk management strategies (treatments) and completion due date.
7. **Add** a date (and diarise) the next review of the risk register (it is recommended that Extreme and High risk are monitored, reviewed and reported on quarterly).
8. **The principal** should **sign** the risk register.

Refer to the Department's [Risk Management policy](#) on PAL for further guidance, or contact the DET Risk team at risk.in.education@edumail.vic.gov.au for help to complete this risk register.

Apollo Parkways Primary School

Risk Register for Therapy Dog

School: Apollo Parkways Primary School

Location(s): Greensborough, Victoria

Responsible staff member: Joanne Battye

Approved by school principal:

Date reviewed: March 2023

Next review due: March 2024

Risk Title & Description	Risk Causes & Consequences	Existing risk management strategies (controls)	Risk Assessment			New risk management strategies (treatments)	Who is responsible?	Completion date of new risk management strategies (treatments)
			Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Risk Rating <i>What is the current risk level based on the risk rating matrix</i>			
Define the risk including a title and a short description <i>What can go wrong?</i>	Describe the risk cause/s and consequence/s <i>What would cause it to go wrong? (causes)</i> <i>What are the impacts if it does go wrong? (consequences)</i>	Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i>				Describe the actions to be undertaken for those risks requiring further treatments	List the name and position who is responsible for each new risk management strategy (noting that the principal is ultimately responsible)	The date each new risk management strategy (treatment) action should be completed by

<p>Risk:</p> <p>Physical or psychological injury</p> <p>Student or staff may be bitten/scratched or otherwise injured by the dog</p>	<p>Causes</p> <ul style="list-style-type: none"> The dog is agitated or frightened because of a person's behaviour (for example, a student pulls the dog's ears, tail, or otherwise startles the dog that results in a display of aggression). <p>Consequences</p> <ul style="list-style-type: none"> The dog responds in a way that results in physical or psychological injury to a person 	<ul style="list-style-type: none"> Comprehensive training for the therapy dog and handler at Lead the Way Institute in the art and science of Animal-Assisted Interactions. Documented research into breed/sex of dog Protocol to remove dog if he/she becomes agitated in classroom (i.e. call office staff or neighbouring classroom teacher to assist, instruct students to move into "x" area) Staff member or person in control of handling the dog are aware of their responsibility and potential liability should 	<p>Severe</p> <p>Major</p> <p>Moderate</p> <p>Minor</p> <p>Insignificant</p>	<p>Almost certain</p> <p>Likely</p> <p>Possible</p> <p>Unlikely</p> <p>Rare</p>	<p>Low</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Joanne Battye DET employee, ATT trained handler 	<ul style="list-style-type: none"> March / 2023
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		an attack occur under their supervision						
Risk: Allergy Students or staff may be allergic to dog, or the presence of the dog may trigger an asthma attack	Causes <ul style="list-style-type: none"> Dog hair/dander Consequences <ul style="list-style-type: none"> Person experiences symptoms of allergy, caused by inflammation to the nasal passages, skin (also known as allergic dermatitis) or asthma. 	<ul style="list-style-type: none"> Ensure school has up to date medical information for all students and staff who may be in contact with dog Obtain informed consent from parents of students with documented allergies/asthma and consider protocol for situations where students may not be able to be placed in the class because of their allergies or medical conditions Documented research into breed of dog, i.e. 	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Low	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Joanne Battye DET employee, ATT trained handler 	<ul style="list-style-type: none"> March / 2023

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		consider suitability of short haired dog breed						
Risk: Fear of dogs Staff or students may be fearful or anxious in the presence of dogs	Cause <ul style="list-style-type: none"> Existing mental health concerns Experiences of trauma - person may have been exposed to dangerous dogs or experienced injury by a dog in the past, or for some other reason developed a fear of dogs or other animals. Consequences <ul style="list-style-type: none"> Person may experience symptoms or poor mental health including heightened anxiety trigger a 	<ul style="list-style-type: none"> Identify at risk students and identify protocols to protect/distance concerned persons from dog Parents / guardians can complete an 'opt out' form, available from the school office if they would like their child distanced and no access to ATT dog. Consult with dog handler to ensure dog understands commands to back away/drop/sit Ensure dog is able to be removed from presence 	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Low		Joanne Battye DET employee, ATT trained handler	March / 2023

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	'fight/flight/freeze' physiological response. This may affect their ability to perform at school/work.	of person in the event of an incident						
Risk: Cultural safety Staff or students may feel uncomfortable in presence of a dog because of cultural background	Causes <ul style="list-style-type: none"> Some cultures traditionally do not engage with dogs according to their faith. For example, some people of Islamic faith may view dogs as forbidden. Consequences <ul style="list-style-type: none"> Students and their families may not feel comfortable with the therapy dog at school 	<ul style="list-style-type: none"> Community and staff consultation. This may include working with multicultural aids and prominent community members to understand their views and agree on how to provide a safe environment communication to staff on Therapy Dog Policy and 'opt out' consent processes 	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Low		Joanne Battye DET employee, ATT trained handler	March / 2023

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	<ul style="list-style-type: none"> Students who do not interact with the therapy dog according to their faith may feel excluded or 'othered' Staff may not feel culturally safe in their workplaces 							