

## ANIMAL AND PET POLICY/ Chicken Coop

Having a relationship with a pet and/or animal can help children develop a caring disposition and skills such as nurturing, responsibility, empathy, and improved communication. Having a pet in an early childhood environment enables children who are not otherwise exposed to animals to learn these skills. The pet will become part of the daily educational program and lead to activities and learning about other animals. The safety of children, however, is always our first priority. Our Service will ensure that no animal poses a health or safety risk to children, staff, or visitors of the service.

### RELATED POLICIES

Educational Program Policy	Physical Environment Policy
Environmentally Responsible Policy	Supervision Policy
Hand Washing Policy	Work Health and Safety Policy

### PURPOSE

Having a pet at our Service can be a valuable part of children’s education enriching their learning about nature, ecology and relationships. Our Service aims to provide a safe, hygienic and humane environment for all animals and pets that visit or reside at the Service, educating children in the proper care of animals.

### SCOPE

This policy applies to management, the Approved Provider, Nominated Supervisor, students, staff, families, visitors and children of the Service.

### IMPLEMENTATION

The National Quality Standard encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and provide basic natural

science experiences. If the educators wish to have a pet in the Service, they must make all the decisions in consultation with the Nominated Supervisor and families.

Whilst there are several benefits to keeping animals within the Service, there are also a range of concerns which educators need to consider when maintaining the safety and wellbeing of both the children and the animals. Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our Service will help them learn about life cycles and relationships and improve communication skills. We feel role modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

### QUESTIONS TO CONSIDER PRIOR TO HAVING A PET AT THE SERVICE

- Who will pay for the care and upkeep of the animal, including feeding, health care and cleaning?
- How will the animal be cared for on weekends and during service closure periods?
- What physical space is available in the Service? Is it adequate for the animal you are considering?
- Are all educators and families happy with the decision to keep an animal at the Service?
- What time will be available throughout the day to care for the animal or will educators be asked to give up some personal time for this?
- Are there any children or educators at your Service who are allergic to, or have phobias of animals?
- What changes to your Service's policies and procedures need to be considered? For example, your hand washing policy will need to be updated to include washing hands after having contact with the animal.
- What are the health and safety risks?

### ASSESSING AND MANAGING RISKS

Whilst there are many benefits to providing children with access to animals and keeping pets at the Service, there are issues that Approved Providers and educators need to consider for the safety and wellbeing of both the children and the animals concerned prior to choosing a pet or having an animal visit the Service.

A comprehensive risk assessment should therefore be conducted when deciding the type of animal and the way the children engage with it.

Potential risks may include:

- diseases- from birds (Parrot fever -psittacosis) and other animals

- injury due to biting, kicking or pushing a child over (e.g. farm animals)
- scratching (e.g. chickens, rabbits, guinea pigs)

## DISEASE

As animals can spread disease, access to animals at the Service requires special consideration to prevent this. Health authorities identify that germs can be present on the skin, hair, feathers and scales, and in the faeces, urine and saliva of animals. While these germs may not cause disease in the animal, they may cause disease in humans.

## EFFECTIVE HAND WASHING AND CLEANING

Children and adults should employ effective hand washing after touching or feeding animals, or cleaning their bedding, tanks, cages or enclosures. However, it is important to engage children with these tasks as they learn responsibility through 'hands on' learning experiences.

## APPROPRIATE SUPERVISION and CLOTHING

Children should also be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.

Ensure children wear appropriate clothing and footwear when handling animals and pets. Be aware of children who may have allergies to insects such as bees, wasps and ants that may be more apparent when animals are kept in the service.

## SERVICE PETS

- Management and educators should prepare children for the animal visit, gaining perception into how the children may react to the pet
- Management, educators, children and families should consider the rationale for having a pet and long-term implications of such a decision prior to getting the pet
- All pets and their enclosures are to be kept clean and hygienic with appropriate bedding and water
- Food will be made available for all pets and animals but kept out of reach of children at all times
- Any animal or pet kept at the Service will be regularly fed, cleaned, vaccinated, and wormed (as appropriate), and checked for fleas and diseases
- Animals including pets will never be taken into the food preparation area nor will they have access to the eating or sleeping areas, toys, bedding, eating surfaces and/or utensils
- Anyone who has handled the animal or pet will immediately wash their hands

- Children’s animal or pets will only be allowed in the Service when the Nominated Supervisor has granted permission
- The program will include how to properly care for animals and how to treat them appropriately.

### UNINVITED ANIMAL VISIT

There are situations that may spontaneously occur, involving animals. For example, there may be a situation where an animal or bird has made its way into the Service. Depending upon the type of animal or bird, educators may use this as a spontaneous learning experience for the children. At all times the highest priority will be to ensure the safety and wellbeing of the children.

If an animal or bird is potentially dangerous such as a snake or spider, educators will contact an appropriate authority for assistance.

**Northern Territory:** Northern Territory Government: Wildcare Northern Territory Darwin: (08) 8988 6121

### VISITS FROM CHILDREN’S PETS

Occasionally a child may have a new pet such as a puppy or kitten that they wish to bring to the Service to show their peers and educators. Whilst this provides a wonderful learning experience for children, families must be advised to seek permission from the Nominated Supervisor prior to bringing in the pet. A risk assessment should then be completed before giving permission to the family. Families should also be advised that pets visiting the Service that are not confined (for example, in a fishbowl or bird/mouse cage) must not be left at the Service, but be taken with the family member at the conclusion of their visit.

### SOURCE

- Australian Children’s Education & Care Quality Authority. (2014).
- Bone, J. (2013). The animals as the fourth educator: A literature review of animals and young children in pedagogical relationships. *Australasian Journal of Early Childhood* 38(2). Deakin West, ACT: Early Childhood Australia.
- Early Childhood Australia Code of Ethics. (2016).
- ECA Code of Ethics.
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- Elliott, S., McCrea, N., Edwards, H., & University of New England. (2012). Sustainable outdoor play spaces in early childhood centres: Investigating perceptions, facilitating change and generating theory.

POLICY REVIEWED BY	Judy Rondon	Director	April 2025
POLICY REVIEWED	April 2025	NEXT REVIEW DATE	April 2027
MODIFICATIONS	<ul style="list-style-type: none"> <li>• Annual policy maintenance - no major changes to policy</li> <li>• Hyperlinks checked and repaired as required</li> <li>• Minor formatting edits within text</li> </ul>		