

## Biting Policy

At Raised In we work with children's emotional development, by providing them with the ability to express themselves through words instead of actions such as biting.

Biting might seem like a bad thing for a child to do to someone. However, biting is a common behaviour in young children and is rarely used as a means to deliberately attempt to cause pain. Biting can therefore be quite common behaviour in nurseries as many children go through it as a stage of their development.

### **Babies/ children may bite for a range of reasons:**

- They may bite to explore the world around them because their mouths are one of the most developed areas of their body.
- Babies/children become interested in finding out what happens when they do something. For example, babies and children bang a spoon on the table, they discover it makes a loud sound. The same happens when they bite another child.
- They get a reaction whether it's the child crying or attention from an adult.
- Babies/children may bite through frustration because they want something from another child.
- It may be due to teething.
- It may be used to test boundaries with adults.
- Biting can also be used to help relieve tension and express anger.

**Positive behaviour management** is about using a positive approach rather than a negative approach to encourage children to understand their behaviours, the implications and the impact they may have on themselves and those around them. At Raised In we focus on the positive areas and praise these rather than focusing on the negative elements.

Some of the most common reasons for challenging behaviour may be the baby/child trying to tell you something but not being able to use the correct words yet, or not being able to communicate at all. This can lead to challenging behaviour due to frustration, fear, hyperactivity, discomfort, a lack of understanding by the child or adult, or a lack of attention that your child needs at that moment in time.

**It is important for the nursery team and families to work together to support the child.**

## Recording Incidents

- If a child continues to bite, reflections and observations need to be carried out to try and distinguish a cause or common trend – such as tiredness or frustration.
- Recording who the child is biting and when will help Educators support the child at these times and minimise the number of incidents.
- A behaviour incident form will be carried out with clear next steps put in place and parents/carers will be notified.
- The parent/carer of the child who has been bitten will also be required to sign the accident form.
- The name of the child who has done the biting will remain confidential to other parents/carers at all times.

## Strategies to help support biting

When children continually bite Educators should consider:

- Use of ABC or S.T.A.R chart to identify if there are any triggers for the biting and the consequences of the behaviour, this will allow us to see if all educators are responding in the same way. If triggers are identified, Educators should then plan effectively to try and prevent these triggers. The parents/carers will always be consulted before we use these charts.
- A risk assessment should be considered to help put strategies in place to support the child who is biting, reducing the risk to others.
- Different strategies should be considered to support the child using knowledge of their interests and triggers e.g. chew buddies, sensory lights, fidget toys.
- When using different strategies ensure you are continually talking to the parents/carers and working together to best support the child. Having a child who bites can be upsetting and frustrating for families.

**Signed:** Nicola Brimble, Head of Nursery

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**This policy links to:** Anti-Bullying Policy and Promoting Positive Behaviour Policy