



## Early Years Foundation Stage

### Biting Policy

We understand that biting among children can occur and it can be a concern for staff and parents/carers. We also understand that biting can be frightening for the child who has been bitten. It can also be frightening for the child who bites, because it upsets the other child and they may be worried about the reaction of adults. Biting can happen for many different reasons and under different circumstances. It is important to give careful consideration to why a child is biting others.

This policy should be used effectively in partnership with the behaviour policy and procedures. The Behaviour Policy and all other policies are available for staff and parents from school and on our website.

Children may bite for the following reasons:

**Exploration** – Some children may bite when they are exploring something new and may not understand the difference of chewing a toy to chewing a person. Young children learn through touching, smelling, listening and tasting objects.

**Sensory Needs** – Young children who are teething may bite as they may be suffering from sore gums and may only relieve the discomfort by chewing on an object or person. Some may be seeking sensory input or they may have been over stimulated or excited.

**Cause and Effect** – From around 12 months old, children begin to understand cause and effect for example if they drop an object on the floor it will make a loud noise and if they bite someone, they get a response. We recognise that all children are unique and will develop at different rates.

**Attention** – Children may bite to gain attention. Biting can be a quick way to get attention, even if it is negative.

**Imitation** – Children often enjoy imitating their peers and if they see them bite, they may decide to try it out too.

**Independence** – Children can sometimes bite to gain control for example if they want a toy or for someone to move, they may bite to get their desired result.

**Frustration** – Children may bite when they are frustrated for example if they are unable to express their feelings or thoughts through words. It may be in response to something that has just happened.

**Stress** – A child may bite when they feel stressed and are unable to express how they feel, for example if they have moved house or starting Nursery for the first time.

**If a child is bitten:**

If a child bites another child in the setting staff will separate the children, comfort the child who has been bitten and check if first aid is required.

**For the child that has been bitten:**

- Staff will comfort the child and ask them what happened.
- Staff will check the area and wash with clean water and cotton wool. First aid will be administered if needed. If necessary, staff may need to seek medical advice.
- The staff member who dealt with the situation will complete an accident report.
- A senior teacher will be informed.
- Parents/carers of the children involved will be informed.

**For the child that has bitten:**

- Check the child has not been injured themselves.
- Staff member will explain age appropriately to the child who has bitten, that biting is unacceptable. They will follow the schools behaviour policy and procedures.
- Staff will take time to explain how their peer may be feeling. This may require drawings, books or talking. It may be appropriate to follow up with class or group circle time.
- The child's play will be redirected.
- The staff member who dealt with the situation will complete an accident report.
- A senior teacher will be informed.
- Parents/carers of the children involved will be informed.

After a biting incident has taken place, staff should discuss the following questions to ascertain the best solution or strategy.

- Who was involved?
- What happened before or after?
- How was the situation handled?
- When did the biting happen?
- Where did it happen?

If a child continually bites, a meeting will be held with the staff team to discuss appropriate and consistent behavioural strategies.

The child's parents/carers will be invited in to the setting to discuss strategies and explain how the behaviour is dealt with in the setting.

**Strategies may include:**

- Additional adult support that will be reviewed on a regular basis
- Individual or group work with the child to find strategies to use instead of biting
- Use of visual symbols, feelings chart or emotion symbols
- Seeking support from external agencies

<b>This policy was adopted on</b>	<b>Signed on behalf of setting</b>	<b>Date for review</b>
<i>1/3/2022</i>	<i>V Gipson</i>	<i>September 2023</i>