

Biting management policy

Statement of intent

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour and biting exist within our programme for supporting personal, social and emotional development.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
• Child development • Inclusive practice • Keeping safe	• Respecting each other • Parents as partners • Supporting learning	• Supporting every child • The learning environment	• Inclusive of AUC/PR/EE

Procedures

Strategies for children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to be aware and use positive strategies for handling any inconsiderate behaviour and biting incidents, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- All staff are given training which is updated regularly on strategies to deal with unacceptable behaviours and biting incidents.
- We inform and obtain guidance from EYCS (Surrey Early Years and Childcare Service) and Ofsted if deemed necessary.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.

- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We work with parents to support the child who has been bitten and the child that has bitten equally through this difficult, unacceptable stage of development.
- We use the best strategies for all children concerned and aim to quickly work through this stage.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We support and deliver social, language, communication skills and negotiation skills.

Procedures

- All parents involved when a child has been bitten (The child that has bitten and child who has been bitten) will be given an opportunity to view this policy and a copy given if requested, when an incident has occurred.
- Parents and carers should follow procedure and avoidance techniques.

- All Parents of children involved should read the biting information leaflet and book provided by the pre-school.(Loan only)
- Parents of the child that has been bitten must observe their child in different social situations to help find what triggers biting incidents.
- Children will be observed by staff members to find out what triggers the biting incident. This may be over several sessions.
- Observations must be by age appropriate activities as defined in the national framework and will be in written form ensuring confidentiality.
- Children who bite may be given one-to-one adult support for a short period of time to divert behaviour.

Positive behaviour

- We require all staff, volunteers and students to be aware, support and use positive strategies for good behaviours.

Non-Exclusion/Exclusion

- In line with Disability Discrimination Act , we will not exclude any child with the exception of continued repeated unacceptable behaviour. In this instance we will follow the guidelines of our settings Disciplinary and Grievance Procedures and Early Years intervention/support. Failure by any party to follow this procedure, may be subject to exclusion of their child, following consultation from Surrey Children's services and Ofsted.
- No child will be excluded on any grounds unless authorised by Early Years and/or Ofsted officials.

Changes to Policy and Procedure

Any changes to this policy and any procedures may come into force following Government Guidance and Legislation changes to law or any new Legislation that the Government sees fit to implement. This includes any changes due to the Coronavirus Act 2020 and any subsequent Acts that will affect the Early Years Sector and our setting now or in future communication and changes.

Acts and legislation includes but in not exhaustive to:

Coronavirus Act 2020

Coronavirus (Covid-19) Guidance for educational settings

Early Years Foundation stage: Coronavirus Disapplications

Actions for Early Years and Childcare providers

This policy was adopted at a meeting of **Little Saints Pre-School**

Held on (date)

Signed on behalf of the CIO Trustees

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