

	Policy
	Policy Category: Health and Safety
	Date Created: September 2019
	Reviewed: January 2022
	Policy Name: Biting Policy

The purpose of this operational policy is to ensure there are guidelines available should biting become an issue in the centre.

Position Statement

This Centre promotes an environment where the well-being of all children is paramount. We believe in open communication and working with families/whānau to resolve any issues.

Issue Outline

While we recognise that biting is a normal part of children’s development, this Policy is aimed at situations where the behaviour becomes entrenched. Consistency in behaviour guidance is essential for reducing the instances of this particular behaviour. Having a clear biting policy in place gives parents/caregivers the confidence that the Centre will respond effectively, helping to minimise any ill-feeling.

Detail

General:

- Parents/caregivers will always be informed if their child was bitten or has bitten.
- Teachers will not share the name of the other child involved.
- If a child begins biting on a regular basis a specific behaviour guidance plan will be written/and used by all the teachers (casual relief staff to be made aware of this). Parents must recognise that this plan will involve guidance that must be supported while the child is at home as well as at the centre.
- Our Centre Manager/Team Leader will meet with the child’s parents/caregiver to discuss the plan, offer support and supply them with any articles on the topic. We suggest parents/caregivers also talk with their Plunket Nurse, Paediatrician or GP for further advice.
- A timeframe will be established with the parents/caregivers for the behaviour guidance plan to be in place and they will be made aware that if the plan has not been successful, help from outside agencies will be sought.
- Teachers will record all incidences of biting or attempted biting, recording in full what lead up to the biting and any possible contributing factors if witnessed.
- Where possible, the child who is biting will be “shadowed” by a teacher, role modelling positive strategies to prevent biting from occurring and intervening where and when necessary.
- At the end of the agreed timeframe, we will meet with the parents/caregivers again to discuss the next steps, fill out a referral form and seek help from Early Intervention or other agency if required.
- For parents/caregivers who are upset that their child has been bitten, we will reassure them that our centre is working with the family of the child concerned and all strategies and support are in place or being sought.

Procedure:

1. Attend to the victim, apply first aid.
2. Remove the “biter” from the situation, if they were biting to get a toy, remove it and explain why you are doing so, redirect to another area or inclusive time out with a teacher if applicable for their age.
3. Complete an incident form; both parents/caregivers informed at pick up; no names given.
4. Record incident in the teacher communication diary and fill out a record including the trigger or motivator if known, inform the Team Leader who will talk to the Centre Manager.
5. Explain to the biter that biting is unacceptable, biting hurts, show them that the other child is hurt/sad, build empathy.
6. Encourage them to use words, give them alternatives to bite e.g. teething ring.
7. If relevant look at the physical environment and alter as needed so that behavior can be monitored.
8. Work with your team to shadow the child and provide positive role modelling, trying to stop the behavior before it occurs.

Alignment with Other Policies

This policy aligns with:

- Positive Guidance Policy
- Parent Involvement, Information and Communication

Relevant Background (including Legislation/Regulation/Licensing references)

- Education (Early Childhood Services) Regulations 2008
 - Regulation 46 1(a); take all reasonable steps to promote the good health and safety of children enrolled in the service
- Licencing Criteria HS27; All practical steps are taken to get immediate medical attention for a child who is injured and to notify a parent of what has happened
 - Evidence that parents have been informed
- Professional Learning Criteria (1)
 - Establish and maintain effective professional relationships focused on the learning and wellbeing of ākonga.

Impacts of Policy on Teachers, Parents/caregivers, Children

Open communication, information sharing and addressing of concerns will contribute to a supportive environment where working together for the good of the child is key.

Alignment with the Centre Philosophy

This policy ensures a safe environment, a crucial part of creating and maintaining the well-being of children in our care.

Implications and/or Risks

Following this policy significantly reduces the risk of this Centre losing trust with parents because of accident issues, a lack of communication and support.

Review Review annually or when there is a significant change in the area of the policy topic.

Authorised:	
Date:	
Review Date:	
Consultation Undertaken:	