



## Biting Policy

### The Statutory Framework for the Early Years Foundation Stage Managing behavior

**3.52.** Providers are responsible for managing children's behavior in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

Any early year's provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention<sup>50</sup> was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behavior if absolutely necessary.

Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

**3.53.** Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

#### 1. Policy statement;

Golden Apples 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 behavior and when they know how they are expected to behave in our setting and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

This policy is written in conjunction with our Achieving positive behavior policy, Extreme behavior policy, statutory Framework and the EYFS requirements. This should be read alongside it.





## 2. EYFS Overarching Principles

A unique child	Positive relationship	Enabling environments	Learning and development
<p>Support babies and children to develop a positive sense of their own identity and culture.</p> <p>Identify and needs of support</p>	<p>Understand and observe each child's development and learning, assess progress, plan for next steps.</p> <p>Support babies and children to develop a positive sense of their own identity and culture.</p> <p>Value and respect all children and families equally.</p>	<p>Understand and observe each child's development and learning, assess progress, plan for next steps.</p> <p>Value and respect all children and families equally.</p>	<p>Children develop and Learn in different ways.</p> <p>The framework covers the education and care of all children in early years provisions, including children with special needs and disabilities.</p>





### 3. Procedures

- 3.1. We aim to provide an environment in which there is acceptable behavior and where children learn to respect themselves, other people and their environment.
- 3.2. All staff is made aware that some children may bite for a variety of reasons such as anger, frustration, tiredness, and changes in routine or home arrangements.
- 3.3. Staff understand that children do not bite maliciously.
- 3.4. Staff are made aware of safeguarding issues and confidentiality issues surrounding biting.
- 3.5. Should a biting incident occur the child who has bitten is given 'time out' which involves providing the child a space away from the situation to calm down and regain control of their emotions. This will be carried out with the support of a staff member and where possible the child's key person.
- 3.6. Once the child is calm and in control of their emotions the staff member will then explain to the child, at an appropriate level for the child's age and stage, what and why their behavior was unacceptable. 'That was not kind' 'you have hurt xxxx with your teeth' 'we do not use our teeth to bite our friends'.
- 3.7. During this time a separate staff member will focus their attention onto the bitten child. A cold compress will be given if necessary and lots of cuddles and attention given.
- 3.8. If someone was hurt during the incident a staff member will help to encourage and support the child to apologise in a manner appropriate for the child's age and stage before returning to play.
- 3.9. An accident form will be completed for the child who was bitten and an incident form for the child who bit, detailing what happened, what action was taken and by whom and witnesses to the incident. This will be then brought to the attention of the manager or deputy manager in their absence.





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*Nurturing great potential*

- 3.10. For confidentiality purposes we will not reveal the name of either child to either set of parents. Where a parent requests the child's name it is important to explain that we are not at liberty to discuss any child but their own. At Golden Apples we understand how upsetting a biting incident can be for both parents, however we follow strict confidentiality guidelines and ultimately safeguarding and confidentiality procedures will always be adhered to.
- 3.11. Both sets of parents are informed separately on the same day of the incident and are required to sign the accident/incident form as proof that they have been informed of the incident that occurred
- 3.12. We understand that a biting incident can be distressing for both sets of parents, and practitioners are sensitive to these emotions. Strategies may be offered to prevent future incidents to support children at home.
- 3.13. We only use physical restraint, such as holding, to prevent physical injury to themselves, other children or adults and/or serious damage to property. Details of such an event are brought to the attention of the Manager or deputy manager in their absence and are recorded on a physical intervention form detailing what happened, what action was taken and by whom, and the names of witnesses. Parents are informed on the same day and sign the form to indicate that he/she has been informed
- 3.14. We require all staff and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development.
- 3.15. We do not shout or raise our voices in a threatening way to respond to children's biting
- 3.16. We familiarise new staff members to the setting with our policies and procedures related to achieving positive behavior including our procedure for dealing with biting incidents during the induction period.
- 3.17. We expect all members of the setting – children, parents, staff and students to adhere to our policy therefore offering a consistent approach for the child.
- 3.18. We work in partnership with children's parents. Parents are regularly informed about their child's behavior by their key person.
- 3.19. If a reoccurring incident arises we will use our ABC forms to track any triggers and monitor and refer to our extreme behavior policy.





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- 3.20. We work with parents to address recurring unacceptable behavior, using consistent methods for dealing with the incidents, objective observation records help us to understand the cause and to decide jointly how to respond appropriately.
- 3.21. We ensure that parents of persistent biters are responding to the behavior in the same way as we do in nursery to form a consistent approach.
- 3.22. We follow the EYFS framework welfare requirements.
- 3.23. We ensure all staff are trained on appropriate strategies to prevent biting.

### Further Guidance

- Childcare Act 2006
- Statutory guidance for the Early Years Foundation Stage

### Golden Apples Policy

- Achieving Positive Behavior Policy
- Extreme Behavior Policy

