

Biting Policy

At Liberty Kids we promote positive behaviour at all times. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not yet have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to an additional support need.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet and cosy areas for children who are feeling overwhelmed to go to
- Stories, puppets and discussion about emotions and feelings, including activities and stories that help support children to recognise feelings and empathise with characters and events
- Additional resources for children who have oral stimulation needs, such as, teething rings and chew necklaces
- Vigilant staff who know the children well and are able to identify when children need more stimulation or quiet times
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten, we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate, the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- Arrange for a meeting with the parent whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively



The most relevant staff member(s) will:

- In the event of a bite breaking the skin, and to reduce the risk of infection from bacteria, give prompt treatment to both the biter and the bitten child.

In cases where a child repeatedly bites and/or if they have a particular additional support need or disability that lends itself to increased biting (for example, in some cases of autism where a child does not have appropriate communication skills), the nursery manager will carry out a risk assessment. This may recommend immunisation with hepatitis B vaccine for all staff and children.

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Links to Frameworks and Standards

Links to the Quality Improvement Framework for Early Learning and Childcare (2025):

This policy supports the following areas and Quality Indicators (QIs) from the Care Inspectorate’s latest QIF version:

- **Children thrive and develop in quality spaces**
Quality Indicator: Children experience high quality, nurturing, and supportive environments (pages 25–30) — The policy promotes safe, calm, and responsive spaces where children’s diverse developmental needs, including oral and emotional needs, are recognised and supported.
- **Children are supported to achieve**
Quality Indicator: Emotional wellbeing and behaviour support (pages 40–45) — Strategies and interventions in this policy empower children to manage emotions, foster positive behaviour, and develop social skills, with individualised approaches reflecting children’s rights and additional support needs.
- **Leadership**
Quality Indicator: Leadership and management of staff and resources (pages 55–60) — Effective leadership is demonstrated by proactive risk assessments, family partnership practices, and regular review of behaviour management strategies to promote continuous improvement and safeguarding.

Health and Social Care Standards (HSCS):

This policy aligns with the following HSCS:

- **1.1:** I experience high-quality care and support that meets my needs and is right for me.
- **1.2:** I am treated with dignity and respect at all times.
- **2.2:** I can develop my emotional wellbeing because people respond to my needs and concerns.
- **2.17:** My care and support meets my needs and is right for me.
- **3.14:** I have confidence in people because they are trained, competent, and skilled.
- **4.23:** I am confident that people respond promptly, including if I ask for help.
- **5.1:** I experience a warm, welcoming, and safe environment.

United Nations Convention on the Rights of the Child (UNCRC):

This policy respects and upholds the following rights:

- **Article 1:** All children have rights.
- **Article 2:** Every child has the right to protection against discrimination.
- **Article 3:** The best interests of the child must be a primary consideration in all actions.
- **Article 5:** Parents and caregivers guide children in exercising their rights.
- **Article 12:** Children have the right to express their views freely in all matters affecting them.
- **Article 13:** Children have the right to freedom of expression.
- **Article 16:** Children have the right to privacy.
- **Article 19:** Children have the right to protection from all forms of violence, abuse, and neglect.
- **Article 23:** Children with disabilities have the right to special care and support.
- **Article 24:** Children have the right to good health and access to healthcare.

By implementing this policy, Liberty Kids ensures children are supported in a nurturing environment that recognises their developmental behaviours while safeguarding wellbeing, respecting individual needs, and working collaboratively with families.

This policy was adopted on	Approved by	Date for Review
August 2025	Gail Anderson & Samantha Wilson	August 2026