

BEHAVIOUR GUIDANCE - BITING PROCEDURE

Biting is a common behaviour among young children. Creating an inclusive environment for children can become complex when there is an issue with biting. Children's biting is stressful and impacts the early childhood community including, children, educators and families.

Working in conjunction with the *Behaviour Guidance Policy and Behaviour Guidance Procedure*, this procedure provides detailed steps for educators to address and manage instances of biting behaviour in a constructive and proactive manner.

Education and Care Services National Law or Regulations (R.155, 156, 168, 174 and 175). NQS QA5 and 6: Element 5.1.1, 5.1.2, 5.2.1, 5.2.2 and 6.1 Relationships with children

Related Policy: Behaviour Guidance Policy

STRATEGIES TO PREVENT BITING FROM OCCURRING		
Educators will:		
1	Get to know the children and dynamics within the group	
2	Become familiar with challenging routine times, including group times, transitions, indoor and outdoor play	
3	Limit the time children are kept 'waiting'	
4	Observe children known to bite very closely. Is there an observable pattern, or a trigger to this behaviour that can be eliminated?	
5	Position themselves so they can quickly intervene and redirect the child	
6	Speak with the child if they notice a child becoming frustrated. Verbalise what you observe to the child: "I can see you are frustrated because you want that toy."	
7	Work together with the child to come up with how the problem can be resolved. For example, is there another toy you can give the child?	
8	If a child bites because they become overwhelmed playing near or with other children, join in the child's play by sitting with them. The child may require assistance to understanding other children's ideas. The child may require guidance to learn and practice how to join in play and communicate with other children.	
9	If a child is biting for oral stimulation, offer them a teething rusk or provide a teething toy, which can be frozen.	

10	If a child is biting because they are tired, you may need to look at their individual routine and put them to bed when required, rather than according to the room's schedule.	
11	If a child is biting because they are bored, look at the child's interests. You may need to change the environment by rotating toys and equipment to provide more stimulating experiences.	

RESPONDING TO BITING BEHAVIOUR

1	Get the child's attention who is biting to stop the behaviour ("_____, stop").	
2	Attend to the child who has been bitten as a priority, administering first aid if necessary and providing reassurance. Once the child who has been bitten is ok, attend to the child who was biting	
3	Address the child about their biting, establishing eye contact and being consistent with responding to the incident (and ensuring all educators respond consistently). Use a calm voice to communicate with the child that biting is never acceptable and that it hurts	
4	Re-direct the child, if necessary, to another activity, ensuring there is adequate interesting resources available	
5	Complete an <i>Incident, Injury, Trauma and Illness Record</i> recording any first aid applied to the child who was bitten. Adhere to privacy principles and do not name the child who has bitten the child	
6	Complete a <i>Behaviour Guidance Incident Report</i> for the child who is the biter	
7	Assess the routines, activities and experiences and analyse to ascertain if there are specific patterns associated with recurring biting incidents	
8	Make changes to routines and/or experiences being provided as per analysis	

WHEN BITING CONTINUES

1	Engage and collaborate with families of the child who bites to discuss an approach to reducing biting	
2	Work with other professionals to develop specific management strategies	
3	Provide positive attention to the child when they are behaving in ways that are appropriate	
4	Be respectful with families with discussing biting concerns, and reassure them that although inappropriate, biting is normal for many young children	
5	Seek professional help and guidance from inclusion support agencies if biting incidents do not reduce over time	

6	Separate young children into smaller, more manageable groups	
7	Continue to observe, monitor and record the child's progress, reflecting on the effectiveness of the strategies being implemented, to reflect upon the behaviour	
8	Consult with families to develop a Behaviour Guidance Plan if biting continues to be challenging behaviour	

REVIEW OF PROCEDURE			
Date procedure created	12.5.2026	To be reviewed	MAY 2027
Approved by	Michelle Donadel	Signature	<i>Michelle Donadel</i>
Procedure Reviewed Date	Modifications/Changes		
December 2023	Additional information added regarding strategies to prevent biting, management of biting and when biting continues		
April 2022	Review box added, no other changes		