

ECECP Procedure 21.2

Behaviour Guidance - Biting

Controlled Document

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Policy attached to this procedure	ECEC 21 – Behaviour Guidance Policy
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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 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. We believe that children's safety, rights, and best interests are the paramount consideration guiding all behaviour guidance practices and interactions within the Service.

Education and Care Services National Law and Regulations (S. 2A, 3A, 165, 166, 166A, 167, 174 R.155, 156) NQS QA 5 Element 5.1.2, 5.2.1 Relationships with Children, NQS QA 6 Element 6.1 Partnerships with Families and Communities

STRATEGIES TO PREVENT BITING FROM OCCURRING

Educators will:

1	Maintain and respect the safety, rights and best interests of all children. View behaviour as communication and prioritise emotional safety before behaviour correction.	
2	Get to know the children and the dynamics within the group. Consider developmental stage, disability, communication needs and cultural context when interpreting behaviours.	
3	Become familiar with challenging routine times, including group times, transitions, indoor and outdoor play.	
4	Limit the time children are kept 'waiting' during routines such as eating or sleeping.	

5	Observe children known to bite very closely. Educators can ask themselves, 'is there an observable pattern or trigger to this behaviour that can be eliminated?'	
6	Position themselves so they can quickly intervene and redirect the child, if necessary.	
7	Consider whether the behaviour may be linked to sensory, developmental or environmental factors. Educators should review the child's routines, environment, interests and support needs and make appropriate adjustments to reduce the likelihood of the behaviour occurring.	

RESPONDING TO BITING BEHAVIOUR

Educators will:

1	Ensure inappropriate conduct or discipline is not used when responding to biting incidents	
2	Attend to the child who has been bitten as a priority, administering first aid if necessary and providing reassurance.	
3	Address the child about their biting – this may look different for each child. Ensure consistent responses among educators.	
4	Redirect 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> . Adhere to the <i>Privacy Policy</i> and do not name the child who has bitten the child. Ensure emotional regulation support for all children involved.	
6	Complete a <i>Behaviour Guidance Incident Report</i> for the child who uses biting behaviours.	
7	Assess the routines, activities and experiences to ascertain if there are specific patterns associated with recurring biting incidents.	
8	Help children become involved in decisions affecting their safety, where appropriate. Make changes to routines and/or experiences being provided as per analysis and relevant risk assessments.	

WHEN BITING CONTINUES

Educators will:

1	Engage and collaborate with families of the child who bites to discuss an approach to reducing biting.	
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2	Provide positive attention to the child when they are behaving in ways that are appropriate.	
3	Be respectful with families with discussing biting concerns.	
4	Work with other professionals to develop specific management strategies, where necessary. Seek professional help and guidance from inclusion support agencies if biting incidents do not reduce over time, or if the child is still biting after their third birthday, or when they have finished teething completely.	
5	Continue to observe, monitor and record the child's progress, reflecting on the effectiveness of the strategies being implemented.	
6	Consult with families to develop a <i>Behaviour Guidance Plan</i> if biting continues to be challenging behaviour.	