

24. SUPPORTING SOCIAL AND EMOTIONAL DEVELOPMENT AND BEHAVIOUR

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Child Care Act 1991 (Early Years Services) Regulations 2016 (Siolta Standard 5: Interactions) (National Standard 3: Working in Partnership with Parents/guardians or Guardians, National Standard 9: Nurture and Well-Being, National Standard 10: Behaviour) Aistear: The Early Childhood Curriculum Framework.

Statement of Intent:

Behaviour is a form of communication for all children. In early childhood, children are at a critical and sensitive stage of development. They are learning about themselves and the world, and will use strategies that can be socially and emotionally inappropriate to manage their intense feelings and cope with challenges. It is our responsibility to understand why children use certain strategies and behaviours to cope, and to support them to find more appropriate ways to express themselves, problem solve and cope with challenges.

Within safe and secure relationships, we will work with the children to ensure they receive understanding, co-regulation, positive guidance, support, and encouragement while growing and learning about behaviour. We will hold realistic expectations of behaviour in accordance to the age and stage of development of the child. We will apply rules and expectations fairly and consistently to help children learn. We do not use any form of physical punishment.

The objective of this approach is that, in time, children will learn how to regulate their emotions and use more appropriate strategies and behaviours independently. This approach puts children's needs first and helps them to build resilience and good self-esteem. This approach will help children to make positive decisions and choices about their own behaviour, learning and development and build a positive sense of self. We aim to facilitate a safe, caring environment with stimulating activities for all children. In the case of a particular incident, or persistent inappropriate behaviour, we will *always* discuss ways forward with the parent(s)/Guardian of the child.

**** We will NEVER inflict corporal punishment on a child.**

The universal guiding principles of supporting social and emotional behaviour are:

- Building safe and secure relationships with children
- Understanding their needs
- Knowing when a child is ready to learn, listen or connect.
- Using age appropriate and evidence based practice, environments and strategies to communicate expectations, routines, choices etc.

Building safe and secure relationships with children

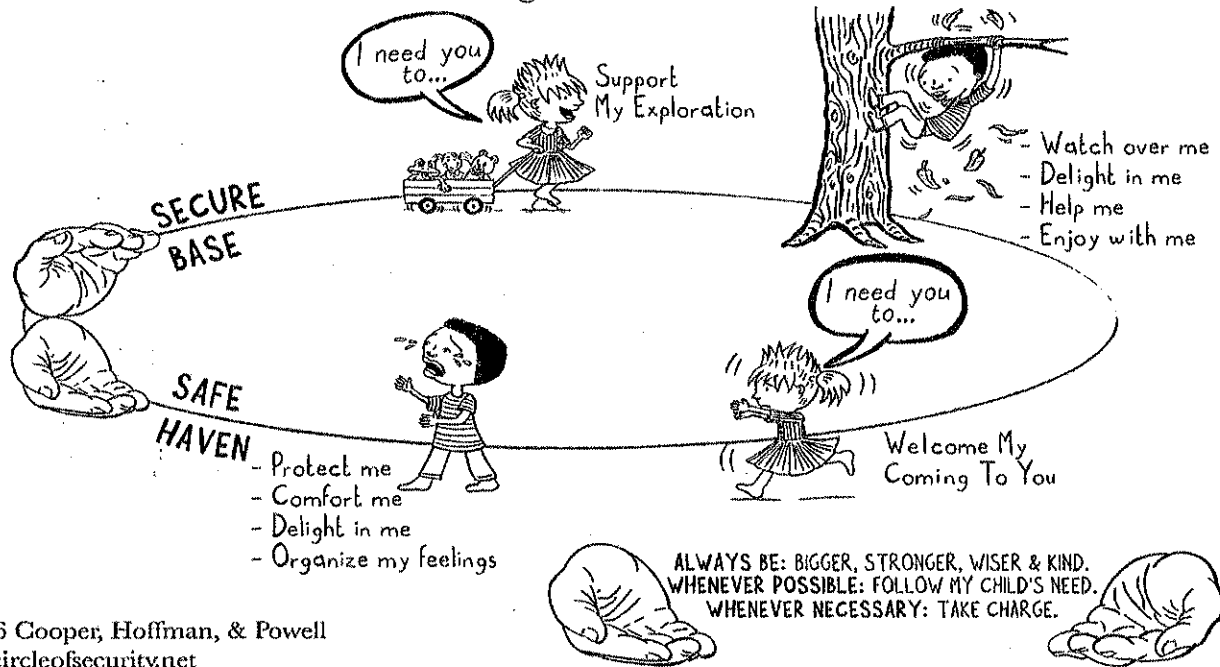
We do this in many ways. By reading the children's 'Get to Know Me' form, Teachers are able to pre-prepare the environment to reflect children's identity, interest and needs. By displaying Family Walls, we are able to connect with children by building common ground as a group. We work on strengthening relationships by learning how to respond to children's needs and interests in the appropriate way, recognising that child will have different needs.

Our team of educators are trained in the Circle of Security programme which helps us to understand the importance of secure relationships and how to form and nurture those relationships. The Circle of Security reminds us to be aware of what children's

behaviour might be communicating to us (do they want us to play? Or do they need comfort?) and to respond in a way that matches their need.



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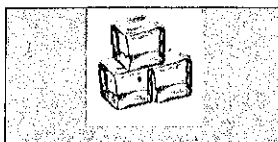
Parent Attending To The Child's Needs



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Knowing when a child is ready to learn, listen or connect

<p>Regulated</p> 	<p>When a child is regulated they are more likely ready and able to engage in learning, conversation, reflection, relationship building and problem solving</p>	<ul style="list-style-type: none"> • Calm • Happy • Focus attention • Open body language • Responsive
<p>Dysregulated (Hyperarousal)</p> 	<p>When a child is dysregulated they are not ready to engage in learning, conversation, reflection and problem solving</p>	<ul style="list-style-type: none"> • Overactive • Lack of focus • Running away • Pushing people or things • Hitting people or things • Crying or screaming
<p>Dysregulated (Hypoarousal)</p>	<p>When a child is dysregulated they are not ready to engage in learning, conversation, reflection and problem solving</p>	<ul style="list-style-type: none"> • Quiet • Withdrawn • Crying but not looking for help • Daydreaming



- Moving away from a helping adult
- Moving away from a peer or friend

Using age appropriate and evidence based practice, environments and strategies to communicate expectations, routines, choices etc.

Universal Supports

- During the induction period, all new staff are introduced to this policy and approach and are supported to implement it. We share this policy and approach with families.
- Families complete the registration form and the 'Get To Know My Child' section. Teachers use this information to prepare the environment, materials, strategies and practice to meet identified interests, preferences and needs.
- Staff will work in a respectful manner and in partnership with parents/guardians when supporting children's social and emotional development.
- Staff will build nurturing relationships with children, helping them to feel safe and secure here. We are trained in the Circle of Security programme which can support us to achieve this.
- Staff will continuously adapt environments, curriculums, strategies and practice to reflects children's identity, age, needs, interest and development.
- Staff will have visual displays in the environment to communicate routines, boundaries and choices and they will be actively used with children to communicate the above.
- Staff will be role models of social and emotional behaviours and language
- Staff will treat one another with respect, use appropriate tone of voice and body language to one another
- Staff will treat children with respect, using appropriate tones of voice and body language
- Each child should be recognised as an individual, with an understanding that individual children will need specific support plans or adaptations to successfully participate in their learning
- At an age appropriate level, children will be encouraged and supported in resolving their own challenges.

- When needed, staff will guide children in resolving their conflicts using age appropriate methods. In doing this, children can explore their feelings and conflicts in a safe and supported way.
- Observation and recording will be used to inform and support staff of children's changing preferences, needs, interests or challenges. They will also be used to decide or observe appropriate methods and strategies that support children with arising challenges.
- Children should never be shamed or embarrassed by an adult, regardless of their actions or behaviour
- The Manager is the person designated as the resource person for staff support on behaviours they find challenging.
- Training will be provided for Staff where necessary.

Supporting the development of social and emotional skills in everyday practice

- Staff will offer opportunities for children to develop social and emotional skills (e.g. asking for/seeking help, engaging in problem solving, making decisions, turn-taking, patience, empathy, expressing emotions in a healthy way, following instructions, remembering rules etc.) through everyday practice, routines and interactions.
- Positive language and direction will be used rather than negative statements. Rather than saying 'no' for example:
 - Say: *"I would like you to sit down on the chair please, I'm worried you will fall off and hurt yourself"*.
- We remind or encourage children to remember the boundaries set by using our visual communication of boundaries or words, for example:
 - *"Walking inside the classroom, we can run in the garden."*
- When instruction and reminders are not effective, we can offer children a choice to either take information on-board or choose another activity/toy/space etc.
 - *'Jane, you can either stay here at the table and wait your turn, or you could choose something else. What do you choose?'*

To create safe spaces for expression, learning and supporting behaviour, we follow these guidelines:

- Staff will provide a calm, safe and stimulating environment which is age appropriate and of interest to all children present within the group.
- There will be spaces for high, fast paced activity and spaces for quieter, slower paced activity.
- Children have regular daily access to the outdoor play area.
- Teachers will engage with parents/guardians and learn about the child; what they like, what they don't like, what they find challenging, what could be a trigger for dysregulation, how they liked to be calmed/soothed
- Curriculums and environments are planned and provided that meet children's needs and interests and reflects their identity in a positive way
- Children are involved in the planning of activities and developing the curriculum and environments.
- A routine which is practical and beneficial to the age range of children should be developed and sustained. This routine should be communicated to children using visual aids.
- Teachers must have the appropriate and realistic expectations of children's capabilities according to their age, stage and needs. For example, a Teacher should not expect a 3 year old to be able to problem solve without support.
- Classroom rules should be fair and realistic and communicated to children through the use of visual aids. Children will need to be reminded often about rules or expectations as their memory skills are still developing.
- Staff will ensure rules are applied consistently to all children where suitable, while also being aware of each child's needs and capabilities.
- Correct Child: Adult ratio's will be implemented according to the Child Care Act 1991 (Early Years Services) Regulations 2016at all times.
- Children are kept informed of what is happening and what is expected of them.
- We ensure there are enough suitable age appropriate and activities and equipment for children.

Implementing Positive Steps to Supporting Behaviour:

- Teaching, modelling and discussion about social and emotional development, skills and behaviour should be part of the daily curriculum. Age appropriate activities, prompts and materials should be provided to children to teach skills and explore their feelings and emotions throughout the year.
- Children should be told and reminded of what they should do, and where necessary model the behaviour to them
 - *Hurting others has to stop*
 - *We take care of our books, watch how I turn the pages carefully*
- The use of strategies need to be consistent.
- The rules and expectations in the classroom need to be age appropriate, consistently applied and communicated to children using visual aides.
- Staff should not speak about the child, or their behaviour in front of other parents/guardians, children or the child in a negative way.
- Classrooms should have a space where children can go to regulate, or chose to have time away from peers until they are ready to participate. Staff should accompany children or stay close by. This area should never be used as a punishment, e.g. 'time out'
- Staff should use 'Time In' with children who are finding is hard to regulate or who are becoming dysregulated easily. 'Time In' is time spent with them, doing something they like, talking with or listening to them, being close during their overwhelming emotions or feelings, helping them to regulate and feel safe.
- Sometimes children need physical movement to regulate. Teachers should create space where louder, faster more physical activity can happen. This can be indoors out outdoors.
- Children are at a stage of development where learning and regulation happens through sensory experiences. Sensory materials should be available daily in classrooms (sand/water, playdough, gloop etc) Sensory Room can be used and outdoor sensory experiences should be made part of the curriculum.
- Our first goal when supporting a child is to regulate their body and mind before engaging in teaching moment. When the child is calm, the staff can explore what happened with the child. Staff use prompts, for example, "I noticed you got [feeling] when you were at the [area].....what could you do the next time you

feel....” Sometimes an adult will need to tell/show them what they could do the next time.

Minor issues:

When Teachers understand the reasons behind children’s use of certain strategies or behaviours, and when they have realistic expectations of children’s skills and abilities, most incidents that arise are developmentally typical. Teachers may need to intervene and support using the strategies named above. The level of intervention will be dependent on the children involved and the issue at hand, for example, it may just require a reminder about a strategy ‘why don’t you use the sand timer?’ or it may require more focused intervention such as co-regulation (below) modelling or problem solving (below).

Regulating through sound	Regulating through touch	Regulating through sight	Regulating through taste	Regulating through smell
Soft tone of voice	Patting/rubbing	Use of lighting	Eating crunchy foods	Smelling bottles (various scents)
Reassuring words	Embrace	Watching bubbles	Eating juicy food	Smelling flower
Name feelings	Massage	Looking at photos	Licking lollipop	Taking breaths of fresh air
Soft music	Pressure	Looking out windows	Taking a drink	Familiar smell
Rhythmic banging	Sand/water/Textures			

Problem Solving approach with the support of an adult;

Age of child:	Approach:
2- 3yrs	<ol style="list-style-type: none"> 1. Approach calmly (Regulate) 2. Stop any hurtful actions 3. Acknowledge and name children’s feelings (Relate) 4. Gather information 5. Restate the problem 6. Ask for ideas for solutions and decide on an outcome the child. (Reason)
3-5 years	

When a child is overwhelmed by emotion

We should not use ‘temper tantrum’ to describe children’s behaviour, as it is dismissive of their needs. Young children can easily become overwhelmed by intense emotions, as their brain is at a stage of development where it can become dysregulated very easily.

The emotional brain can be easily triggered and difficult to calm. Chemicals flood the body (adrenaline and cortisol) impacting children's ability to listen, think, focus and control their body. It is of most importance that when a child has become dysregulated, that the adult finds a way to keep the child (and others) safe, remain calm, and use strategies that help to regulate their mind and body.

****Regulate, Relate then Reason****

More strategies for soothing and co-regulating

- Adult stays calm and consistent
- Mirroring their emotions with your facial expressions and tone of voice
- Naming their emotions or challenges '*you are so frustrated, sharing is hard*'
- Holding the child (or staying close, for those who are resistant to touch)
- Sensory inputs (see table above for examples)
- Sensory outputs – messy play, stomping, jumping, kicking balls, going for a walk, blowing bubbles, throwing soft toys/balls etc.
- Redirecting them to a cosy/calm corner and staying with them, or close by (depending on child's preference) until they are ready to talk or listen

Reasoning

When a child has calmed with your support, then the adult should talk about what happened, what could be done differently, reminding them of suitable strategies used previously etc. For younger children, Teachers will need to suggest more suitable strategies and should take the time to model the strategy.

If Teachers need support with implementing suitable strategies, they should inform Management.

NB: never ignore a child who is overcome with emotion

Managing reoccurring challenges

Depending on a child's age, stage, developmental needs, home experiences, relationships with others, they may have more difficulty in responding to the above strategies. This can result in reoccurring incidents where a child may be more

reactive and dysregulated, meaning they are unable to implement strategies, make good decisions or control their bodies.

Adults managing their responses and reactions is essential

It is understandable that this can be a challenge for the adult. It is of most importance that regardless of children's actions, they should always be supported to feel safe, valued, respected, empowered, cared for, and included. Teachers must be aware of situations and behaviours that make them feel uncomfortable or stressed, and have a plan of action/strategy to help them to feel calm before responding to the child.

Remember **Shark Music (Circle of Security)**. Teachers should pay attention to their Shark Music. Teachers should ask *'why am I hearing my Shark music? Is it because something is unsafe? Or is it something I don't feel comfortable with?'* If something is unsafe, immediate action is necessary. Most times, the Teacher may just need to take a moment to regulate themselves before regulating others. If it is something the Teacher is uncomfortable with and needs support, with they should seek it from a colleague or Manager.

When the adult is calm and ready, the following approach should be taken;

Age of child:	Approach:
2- 3yrs 3-5 years	<ol style="list-style-type: none"> 1. Approach calmly, stopping any hurtful actions 2. Regulate the child, acknowledge feelings 3. Gather information 'what's the problem here?' 4. Restate the problem 5. Ask for ideas for solutions and 6. Choose a decision together 7. Be prepared to give follow-up supports for Supporting Development and Behaviour 8. Observe the child

Use of observation and documentation

Teachers will use observation methods to gather information that will help with exploring possible reasons for reactive/dysregulated behaviour and to plan specific and effective strategies and approaches. Observations will be made to explore;

- Are the current strategies helping or causing more upset? Why?
- When does the child seem most at ease and engaged with others and activities?
- What information from the above point could be used to support them with their challenges?
- Is there a particular time of day, event, person, toy, sound, smell, activity etc. that triggers the behaviour or change of mood?
- Is there enough resources available for them to express themselves in a safe way? E.g. plentiful sensorial inputs or outputs, visual aids etc.

Individual Care Plans

An Individual Care Plan can be created if required. Where possible this will be completed with participation from Parents/Guardians. Sharing our observations and plans with parents can lead to new information being learned (e.g. changes that have been happening at home, illness etc.). Strategies implemented in the Service should be shared with the family, and the family should be supported to incorporate those strategies at home. If needed, support from other professionals may be appropriate (e.g. Inclusion Officer, Public Health Nurse etc.) It is important to set a review date for follow up on the child's progression or need for follow-up support.

Where more support is essential:

Where all of the above-mentioned strategies and approaches are having little or no impact, we will meet with the Parent/Guardian to discuss together. External professional help may be required to support the child and family, and we will work in partnership with families to access this support.

There may be occasions where the Centre needs access to more resources to support the child to meaningfully engage in their preschool experience. This may be achieved through an application to the Access and Inclusion Model (AIM). This can only be completed with parental permission and we will work in partnership with the family to complete the AIM profile – see AIM policy.

There can be times when a child's needs are complex and fall outside the remit of our service provision, resources, qualifications or expertise. In this case, we must seek support from other agencies, organisations or professions.

Where a child is receiving professional support the service will work with the parents/guardians and the professionals to implement the programme or approaches recommended. The service will engage and work with the parents/guardians to work towards the same approach at home and in the service.

Procedures Which Are Unacceptable for Supporting Behaviour:

- Physical punishment (corporal punishment).
- Sending children out of the room.
- Isolating children from the group e.g. time out.
- Shouting or raising of your voice.
- Speaking negatively about the child to other staff *or* in front of the child/other children.
- Physical restraint will not be used unless it is required to prevent injury to child, other children, adults or property. In cases where it is required to hold a child in such manner, it **must** be recorded in the accident and incident report. Parents/guardians **must** be informed of the incident.
- The child should not be labelled.
- Staff should not expect unrealistic behaviour from a child in accordance with their age and stage of development.
- Once the incident is over, the staff member should not place emphasis or keep reminding the child of their behaviour.
- The child should not be humiliated.
- Withholding food or drinks.
- Showing favouritism.
- Failing to reassure or comfort a child.

Partnership with Parent(s)/Guardians:

- It is our policy to work in close collaboration with parents/guardians. We recognise and value the role of parent(s)/guardians in their child's life in supporting healthy social and emotional development and behaviour.
- It is our policy to inform parent(s)/ Guardians at the enrolment stage, of the policies and procedures in relation to development and behaviour. This policy will be explained, in doing this, a consistent approach can be adopted.
- Parent(s)/Guardians are encouraged to share any difficulties/concerns which they may be experiencing regarding the child's behaviour for example bereavement, illness, a new baby etc.
- Where a child's behaviour is causing concern, it is our policy to do this in a consultative manner, and staff will endeavour to work in partnership with the parent(s)/ Guardian to develop a strategy for dealing with the situation.
- Discussing the child's behaviour in front of the child/ other children/parents/guardians will be avoided.

Where a significant incident occurs regarding a child's behaviour, the following should be documented.

- The child's full name
- Time and location of the incident
- Events leading up to the incident
- What happened
- Others involved
- Witnesses
- How the situation was handled (**ABCD**)
- Follow up with the children

Anti-discrimination:

It is important that we are aware of the fact that children's developmental stage and their experiences to date can sometimes lead to behaviour (verbal, non-verbal, physical) that unintentionally causes hurt and upset. If these instances go

unchallenged by supportive adults, they can develop into discriminatory beliefs and actions. This is why it is important for Teachers to incorporate teachable moments about how others live their lives, about feelings and how others can feel different to them. This can be achieved through an understanding of practices that celebrate diversity and equality.

Acknowledging and celebrating diversity is important in order to create a culture of inclusion and anti-discriminatory practices. See Inclusion Policy.

Discrimination can take many forms. It can be physical, verbal or emotional, but it is behaviour which makes other people feel uncomfortable or excluded. Any form of discrimination from an adult is **unacceptable** and will be dealt with immediately. Any behaviour from children that is or could become discriminatory is challenged in a child appropriate way.

At our service staff follow the guidelines below to ensure children do not experience discrimination:

- Staff ensure all children feel safe, happy and secure within the setting through inclusive practice and inclusive environments.
- Staff develop positive relationships with all children, and encourage children to think and speak about their feelings and the feelings of others.
- Staff create environments that reflect identities, cultures, abilities, family structures, race, ethnicity, social class accurately and positively.
- Staff are encouraged to recognise that behaviours such as noticing difference and similarities is a part of a child's development (categorising), and that this provides opportunities for teachable moments about differences and being comfortable with difference.
- Children are learning about their feelings and how to cope with intense emotions in a healthy way. Staff will support children in naming and understanding their feelings and teach healthy coping strategies.

- At an age and stage appropriate level, children will be supported to resolve their problems and reflect on their actions or words.
- Staff are encouraged to adopt a policy of intervention when they think a child is not being treated in a fair or appropriate manner (by either another child or another adult). They should also seek assistance from the Manager on dealing with such issue.
- Staff are aware that physical play is important in young children's lives, but staff also know how to identify the signs of when play is not 'just play' but is hurtful and not consensual
- Any instance of discrimination will be discussed fully with the parents/guardians of all involved.
- If a Parent/Guardian has a concern regarding their child's behaviour, the Early Year's Teacher or Manager will be available to speak to the parent. It is through partnership with Parent(s)/ Guardians which we can ensure a child's identity is accurately represented in the environment so that they will feel confident and secure in their environments.

When children use aggressive behaviour

What causes children to use aggressive behaviour?

No child wants to be aggressive but it may be the only strategy that they have developed to protect themselves from perceived or real danger, or that they have learned to be effective or acceptable. Children who have experienced or witnessed early trauma or adversity are more likely to be in a constant state of 'fight or flight' – a functionality of the brain to ensure survival. When children are in a state of 'fight', a heightened state of arousal, for long periods of time, their body and brain is being flooded with harmful chemicals such as cortisol and adrenaline leaving them unable to control their bodies. These children feel 'in danger' or 'unsafe' most of the time, even though there is no danger in the room. These children will be 'scanning' for danger signals and triggers which can be things like, a facial expression, a tone of voice, a body movement of another, lighting, loud sounds, changes made to the

environment etc. The adults won't know what these triggers might be, because they come from the child's experience, and can be hard to identify.

How can we support positive behaviour?

- Aggressive behaviour should never be ignored or labelled as bold etc.
- The child needs to feel safe and secure, but children who are using aggressive behaviours may be doing so to feel safe. Adults need to find ways of building a relationship of trust with the child so that the child feels safe with them.
- Adults need to help the child learn that adults here are safe and will be available to meet their needs, no matter how challenging their behaviour.
- Adults need to be caring, but firm, and not send mixed messages to the child.
- There may already be an ICP in place where calming strategies have already been identified.
- One-to-one work should be initiated with the child, and a plan should be devised. For example, when I get angry, I will go to the ... [area].
- Provide opportunities for the child to succeed, acknowledge and praise them.
- Provide the child with opportunities which demonstrates leadership and communication in a positive manner.
- The staff member should be fair in their expectations, and should be consistent, patient and understand change will take time.

Rough and Tumble play/ Fantasy play:

Young children often engage in play which have combative and hostile themes- such as superhero and weapon play. This may take over some children's play. This is an interest of that particular child, and *it is not a precursor for bullying*. We will ensure the behaviour does not become inconsiderate or hurtful, and will address it if we feel necessary.

- We recognise rough and tumble play is part of children's development, and it is acceptable within limits. We view this type of play as role play, and not as problematic or aggressive.
- We will offer opportunities for children to explore this type of play in a safe and secure environment.

- Children will be aware of the boundaries with this form of play, and will be asked during if they still consent to the play.
- We recognise fantasy play may contain violent dramatic strategies- blowing up, shooting etc. We will use these opportunities to explore lateral thinking and conflict resolution. These themes often refer to 'goodies and baddies', we will use such opportunities to explore concepts of right and wrong, and alternatives to the dramatic strategies.
- Children who have witnessed traumatic experiences such as shootings or violence will play out these scenarios because it is how they process information. Staff will allow this play, will observe and not question unless it is appropriate to do so.

Biting:

Biting happens in almost all settings where young children are together, and dealing with biting can be challenging. Biting is a developmental stage which children may go through. All biting incidents are upsetting for children, and will be dealt with in a calm and clear manner. The early year's Teacher will use clear language and be consistent in their approach. We aim to support children in developing self-control; however, the safety of each child is our primary concern.

Why do children bite?

- Children may be teething, and it may feel good to bite and chew.
- Children experience many emotions (positive and negative) that are difficult to express, and at times control, and use biting to regulate themselves.
- Biting sometimes occurs for no apparent reason.

Biting Prevention:

- The correct child: adult ratios will be in place within the setting at all times.
- The layout of the room will be appropriate to the age and stage of development of the child, and staff can see all children at all times from all areas of the room.
- Staff are aware when children are teething, and offer materials/foods which may soothe.

- Age and stage appropriate materials are present within the room for children to access at all times.
- Staff are vigilant to the relationships between children, and are aware of possible conflicts.
- Staff are aware of the temperaments of the children.
- Staff will model other ways for the child to regulate their emotions
- Staff will model the use language to express feelings/emotions and encourage children to do the same.

Where a child does bite, staff should follow these guidelines and try to distinguish a pattern:

- Are there particular times of the day/incidents when the child bites?
- Do toys seem to be causing biting incidents?
- Does the child focus on one particular child?
- Is the child teething?
- Can something be offered to soothe the child's biting? For example, toys/food with textures or coldness.

Procedures to follow when biting occurs:

Usually the skin isn't broken and the wound isn't serious. However, the appropriate first aid should be administered. The child who bit and the child who was bitten should both be attended to. Any instances of biting need to be recorded.

If the skin is not broken:

- Wash the area with mild soap and water (do not rub) and pat dry.

If the skin is broken:

- The human mouth is full of bacteria, and there may be a risk of infection. Serious bites to the face, hands, or genitals can be especially dangerous.

- Wash the area — but don't scrub —with mild soap and running water for three to five minutes, then cover it with a clean dressing.
- If the wound is bleeding, apply pressure with a clean, dressing and elevate the area if possible.
- If the skin is broken, the child will need to be seen by a doctor, who will clean and examine the wound. Unless the bite is very serious or on your child's face, the doctor will probably prefer not to give your child stitches. Stitching the bite closed can increase the risk of infection. The doctor may prescribe a short course of antibiotics to prevent infection, depending on the location and severity of the bite.
- The child is comforted, and reassured of their safety.
- The Staff will explain to the child who has bitten using a firm but gentle approach that biting is not allowed.
- The person in charge will be informed and details should be recorded in the Accident and Incident Report Form.
- The situation is dealt with professionally, and confidentiality is adhered to. Both parents/guardians are informed separately, and the accident and incident report is signed.
- The Staff should explain the methods which will be adhered to so it does not occur again, and highlight the importance of partnership with parents/guardians.
- If the child bites again, the child should be observed for a period of time to try and develop a pattern of events.
- In the event of a child repeatedly biting, the manager will speak to the parent(s)/guardian. If all avenues have been exhausted, the person in charge may suggest seeking help/support outside the setting.

Please note that every effort will be made to support the biting child and we will work closely with the parents/guardians to find appropriate strategies. We will also support and train staff in this regard. In rare circumstances, other relevant professionals may need to be consulted with.

