Supporting Positive Behaviours in Out of School Childcare Clubs

Spontaneous play, creativity and socialisation, actively encouraged in Out of School Childcare Clubs, has many benefits for children, including their psychological, social and cognitive development and positive impact on mental health and wellbeing. But what happens when children's behaviours impact others in negative ways, such as disrupting games and activities and reinforcing positive behaviour and reflection time just isn't working anymore?

Thinking about the following may help, depending on the situation.

Is the child disinterested?
The reason that the child is acting in a way that is unacceptable to others, may be because they have not discovered a play activity to sufficiently engage them.

Do they have excess energy?
"I used to work with a child who I needed to observe closely because if their energy was too high, they would lash out. I used to watch for these clues and when they were present, would ask if they wanted to play football or tennis, so we got outside and channelled the energy positively." (Clybiau Plant Cymru Kids' Clubs' Training Officer)

Could they be hungry?
If the behaviour happens as soon as they walk in the club, you could try rolling snack, giving children an opportunity to eat as soon as they need to. If they are very hungry because food is limited at home, they may need a bigger snack. Read our guidance on rolling snack here Guidance for Playworkers on supporting Article 24 UNCRC.docx.

Does the child need space?
Ensure the child has plenty of space and time to play and let off some steam. Utilising the outside area will help with this.

"I always used to have den building stuff out in my club and the building and hiding used to help my children with behaviour challenges to regulate." (Clybiau Plant Cymru Kids' Clubs' Training Officer).

A suitable space for down time amongst all the playing allows children to sit and relax. Create a comfy chill out area indoors or even outdoors where children can go and sit. Twinkly lights, blankets, books, audiobooks and music for children to listen to could also help. Read our article on **'Hygge' in a Playwork Setting** for more inspiration ('Hygge' in a Playwork Setting meaning of 'Hygge' (Hyoo-Gah))

Have you asked them what might help them feel more settled and comfortable?
Talk to the child about what they might need and what might help. Simple things like running cold water on their hands or playing in water might help to regulate and calm a child. Does the child prefer a certain member of staff and respond better to them in particular? It may not always be possible, but it might be worth the child knowing they can go to that staff member. A play grab bay may also be helpful.

Have you observed the child?
Are there any particular triggers or is it all the time? Is it after a bad day at school or an occurrence at home? You can use a chart to identify any patterns in behaviour and what may be triggering this? Read the **'ABCC' (Antecedent, Behaviour, Communicate, Consequence) Behaviour Incident Chart and Guidance'** in Stepping Out on the resource area of the website (Step 10 - Club Policies, Procedures).

Have you communicated with parents/carers and others?
There may be something happening at home or at school causing disruptive behaviours. Find out and what they are doing to support the child to work together.

Might there be any Additional Learning Needs that need to be addressed?
The ALN team within the local authority may be able to help: they may be able to offer resources, funding for additional staff or signpost to other services in the area.

Have you revisited the club's code?
Even with complex issues going on for themselves, children still need some sort of boundaries so try reviewing and reminding children about the club's code which should be devised and agreed by children.

When did you last review your behaviour policy?
If needed, refer to your behaviour policy. There is a template policy within Step 10 of Stepping Out on the resource area of the website (Step 10 - Club Policies, Procedures - Clybiau Plant Cymru (EN)), which should be adapted and reviewed regularly.

Finally, if you cannot remove the child from the situation (physical interventions should only be a last resort and **MUST only be used** by appropriately trained persons, following a clear behaviour plan that is signed off by parents/carers and in situations where there is a risk of harm), have some group games that the children love to play in reserve and move them to another area where they can all play this. If the child, then wants to join the game they can do so as long as they are not harming overs. This could then diffuse the situation.

Consistency across all staff and communication is vital. You must talk and reflect with all parties to try and help the child to regulate their behaviour.

Scenario:

A shared experience from one of our Childcare Business Development Officers from her time working in Out of School Club

I found out that a child in After School Club, who had been struggling with behavioural difficulties, was having similar difficulties in the classroom. This challenge started to 'spill' over into their time at club, as they found it hard to distinguish between 'school' and 'club' time, especially given that both settings shared the same premises and staff.

We worked together as team of Playworkers to successfully address the issue. Playworkers took the time to sit down with the child and explain that 'club' time was their opportunity to freely choose what they wanted to do and play. This not only empowered the child but also helped them understand the nature of their time at club.

To further support the child, they paired them with a staff member who was solely employed for the club session and had no other connection to the school. This approach made a significant difference in helping the child mentally separate the two environments. Additionally, the Playworkers introduced an extra touch by providing staff with new t-shirts to wear during club time. This simple change helped the child see the Playworkers, who were also Teaching Assistants at the school, in a new light, reinforcing the idea that club time was different and special.

Whilst these measures were simple, they honestly made such a positive impact on this particular child's experience.

Make a play grab bag

A play grab bag can also be effective in supporting a child to regulate emotions and behaviours.

1. Sit with the child and say that you have noticed that they have been struggling in club, and you want to help them have more fun when they are there.

2. Ask them what their favourite things are to play with that are not tech (tech gives children information too fast and hyper stimulates the brain)

3. Tell them that you would like to make them a bag with a few of their favourite things, but to be able to have this they cannot continue to break other's games.

4. Agree with the child that they can have their bag if they make good choices in the session.

5. Agree where to keep the bag (this should be somewhere visible and easy to get to).

6. Here is the important part.
The child should be supported to understand that if they feel angry or like they want to disrupt other games, they should go find their grab bag. Staff will need to use their knowledge of the child to spot when they may begin to disrupt games and at this time offer the bag (the ABCC chart will help with this).

7. Frequently change the items in the bag so that the child doesn't get bored. Praise is key. Every time the child choses to play with their bag and have that chill time, make sure they know this is a great decision and you are proud of them (unless of course praise or attention is a trigger, in which case offer a more reserved reinforcement like a thumbs up).

Further information can be found here [Trauma-Informed Wales]

October 2026

Cefnogi ymddygiad cadarnhaol mewn Clybiau Gofal Plant All-Ysgol

Mae chwarae dychmygol, creadigrwydd, a'r cyfle i gymdeithasu yn cael eu hannog yn weithredol mewn Clybiau Gofal Plant All-Ysgol, gan gynnig nifer o fanteision i blant, gan gynnwys datblygiad seicolegol, cymdeithasol, a gwybyddol ac mae'n cael effaith gadarnhaol ar eu hiechyd meddwl a'u llesiant. Ond beth sy'n digwydd pan fo ymddygiad plant eraill yn cael effaith negyddol – er enghraifft, wrth amharu ar gemau a gweithgareddau, a pham nad yw atgyfnerthu ymddygiad cadarnhaol ac amser i fyfyrio yn gweithio mwyach?

Gallai ystyried y canlynol fod o gymorth, yn dibynnu ar y sefyllfa.

Ydy'r Plentyn wedi colli diddordeb?

Efallai mai rheswm pam mae'r plentyn yn ymddwyn yn ddrwg tuag at blant eraill, yw oherwydd bod y plentyn heb ddarganfod gweithgaredd chwarae sy'n ymgysylltu â nhw'n ddigonol.

A oes ganddynt ormod o egni?

"Roeddwn i'n gweithio gyda phlentyn yr oeddwn i angen ei arsylwi'n agos, oherwydd os bydd lefel ei egni'n rhy uchel, byddai'n tafodi rhywun. Roeddwn i'n arfer gwylio am y cliwiau hyn a phan oedden nhw'n bresennol, byddwn yn gofyn a oedden nhw eisiau chwarae pêl-droed neu dennis, felly fe aethon ni allan a sianelu'r egni yn gadarnhaol." (Swyddog Hyfforddiant Clybiau Plant Cymru Kids' Clubs')

A allen nhw fod yn llwglyd?

Os bydd yr ymddygiad yn digwydd unwaith fyddent yn cerdded i mewn i'r clwb, gall ceisio rhoi byrbryd cylchol iddyn nhw, gan roi cyfle i blant fwyta cyn gynted ag y bydd ei angen. Os byddent yn llwglyd iawn, oherwydd diffyg bwyd yn y gartref, efalle bydd angen byrbryd mwy. Darllenwch ein canllawiau byr bryd ar y ddolen hon Arweiniad i Weithwyr Chwarae ar gefnogi Erthygl 24 Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn.docx.

Ydy'r plentyn angen cyfle i gael ei wynt?

Gwnewch yn siŵr bod gan y plentyn digon o le ac amser i ryddhau rhywfaint o densiwn. Bydd defnyddio'r lle tu allan yn helpu gyda hyn.

"Roeddwn i bob amser yn arfer cael stwff adeiladu cuddfan allan yn fy nghlwb ac roedd yr adeilad a'r guddfan yn cael ei ddefnyddio i helpu fy mhlant gyda heriau ymddygiad i reoli." (Swyddog Hyfforddiant Clybiau Plant Cymru Kids' Clubs).

Mae man addas ar gyfer amser di-fynd ymhlith y chwarae i gyd yn gadael plant eistedd ac ymlacio. Crëwch fan hamddena a chyffyrddus dan do neu hyd yn oed man yn yr awyr agored lle gall plant fynd i eistedd. Gall blancedi, llyfrau, (gan gynnwys llyfrau sain), a cherddoriaeth helpu hefyd. Darllenwch ein herthygl ar 'Hygge' mewn Lleoliad Gofal Plant am ragor o ysbrydoliaeth. 'Hygge' mewn Lleoliad Gofal Plant

Ydych chi wedi gofyn iddynt beth allai eu helpu i deimlo'n fwy sefydlog a chyfforddus?

Trafodwch â'r plentyn am yr hyn y gallai fod ei angen arno a beth allai helpu. Gallai pethau syml fel rhedeg dŵr oer ar eu dwylo neu chwarae mewn dŵr helpu i reoleiddio a thawelu plentyn. A yw'n well gan y plentyn aelod penodol o staff ac yn ymateb yn well iddo yn arbennig? Efallai na fydd bob amser yn bosibl, ond efallai y byddai'n werth i'r plentyn wybod y gall fynd at yr aelod hwnnw o staff. Gall bag cydio fod yn ddefnyddiol hefyd.

Ydych chi wedi arsylwi ar y plentyn? A oes unrhyw sbardunau penodol neu a yw hyn drwy'r amser?

Ai ar ôl diwrnod gwael yn yr ysgol neu ddigwyddiad gartref? Gallwch ddefnyddio siart i nodi unrhyw batrymau mewn ymddygiad a beth allai fod yn sbarduno hyn? Darllenwch 'Siart a Chanllawiau Digwyddiad Ymddygiad ABCC (Rhagflaenydd, Ymddygiad, Cyfathrebu, Canlyniad)' yn Camu Allan ar adran adnoddau'r wefan.

A oes yna Anghenion Dysgu Ychwanegol sydd angen rhoi sylw iddynt?

Efalle bydd y tîm ADY yn yr awdurdod lleol yn gallu helpu: efalle y gallent gynnig adnoddau, arian ar gyfer staff ychwanegol neu gyfeirio at wasanaethau eraill yn yr ardal.

Ydych chi wedi ailystyried cod y clwb?

Er bod materion cymleth yn mynd ymlaen ymhlith ei gilydd, mae plant dal angen terfynau, felly ceisiwch adolygu cod y clwb, a ddylai gael eu dyfeisio a'u cytuno gan blant.

Pryd wnaethoch chi adolygu eich polisi ymddygiad diwethaf?

Os oes angen, cyfeiriwch at eich polisi ymddygiad. Mae templed o bolisi o fewn Cam 10 Camu Allan ar yr adran adnoddau ar y wefan (Cam 10 – Polisïau, Gweithdrefnau Clwb – Clybiau Plant Cymru (EN)), y dylid ei addasu a'i adolygu'n rheolaidd.

Yn olaf, os na allwch dynnu'r plentyn o'r sefyllfa (dim ond dewis olaf ddylai ymyriadau corfforol fod a **RHAID eu defnyddio yn unig** gan bobl sydd wedi'u hyfforddi'n briodol, yn dilyn cynllun ymddygiad clir sydd wedi'i gymeradwyo gan rieni/gofalwyr ac mewn sefyllfaoedd lle mae risg o niwed), cynhaliwch rai gemau grŵp y mae'r plant wrth eu bodd yn eu chwarae wrth gefn a'u symud i ardal arall lle gallant i gyd chwarae hyn. Os yw'r plentyn wedyn eisiau ymuno â'r gêm gall wneud hynny cyn belled nad yw'n tarfu ar y gêm. Gallai hyn wedyn dawelu'r sefyllfa.

Mae cysondeb ar draws yr holl staff a chyfathrebu yn hanfodol. Rhaid i chi siarad a myfyrio gyda phob parti i geisio helpu'r plentyn i reoli ei ymddygiad.

Scenario:

Profiad a rennir gan un o’n Swyddogion Datblygu Busnes Gofal Plant o’i chyfnod yn gweithio mewn Clwb All-Ysgol

Darganfûm fod plentyn yn y Clwb ar ôl Ysgol, a oedd wedi bod yn cael trafferth ag anawsterau ymddygiad, yn cael anawsterau tebyg yn yr ystafell ddosbarth. Dechreuodd yr her hon 'rhoi' drosodd i'w hamser yn y clwb, gan eu bod yn ei chael yn anodd gwahaniaethu rhwng amser 'ysgol' ac amser 'clwb', yn enwedig o ystyried bod y ddau leoliad yn rhannu'r un safle a staff.

Buom yn gweithio gyda’n gilydd fel tîm o Weithwyr Chwarae i fynd i’r afael â’r mater yn llwyddiannus. Cymerodd y gweithwyr chwarae amser i eistedd i lawr gyda'r plentyn ac egluro mai amser 'clwb' oedd eu cyfle i ddewis yn rhydd yr hyn yr oeddent am ei wneud a chwarae. Roedd hyn nid yn unig yn grymuso'r plentyn ond hefyd yn ei helpu i ddeall natur ei amser yn y clwb.

Er mwyn cefnogi'r plentyn ymhellach, gwnaethant eu paru ag aelod o staff a oedd yn cael ei gyflogi'n gyfan gwbl ar gyfer sesiwn y clwb ac nad oedd ganddo unrhyw gysylltiad arall â'r ysgol. Gwnaeth y dull hwn wahaniaeth sylweddol o ran helpu'r plentyn i wahanu'r ddau amgylchedd yn feddyliol. Yn ogystal, cyflwynodd y Gweithwyr Chwarae gyffyrddiad ychwanegol trwy ddarparu crysau-t newydd i staff eu gwisgo yn ystod amser clwb. Fe wnaeth y newid syml hwn helpu’r plentyn i weld y Gweithwyr Chwarae, a oedd hefyd yn Gynorthwywyr Addysgu yn yr ysgol, mewn goleuni newydd, gan atgyfnerthu’r syniad bod amser clwb yn wahanol ac yn arbennig.

Er bod y mesurau hyn yn syml, roeddent yn onest wedi cael effaith mor gadarnhaol ar brofiad y plentyn penodol hwn.

Gwnewch fag cydio chwarae

Gall bag cydio chwarae hefyd fod yn effeithiol wrth gefnogi plentyn i reoli emosiynau ac ymddygiad.

1. Eisteddwch gyda'r plentyn a dywedwcheich bod wedi sylwi ei fod wedi bod yncael trafferth yn y clwb, a'ch bod eisiauhelpu nhw cael mwy o hwyl pan fyddantyno.

2. Gofynnwch iddynt beth yw eu hoff bethau i chwarae â nhw nad ydynt yn dechnegol (mae technoleg yn rhoi gwybodaeth iblant yn rhy gyflym ac mae'n ysgogi'rymennydd yn rhy gyflym)

3. Dywedwch wrthyn nhw yr hoffech chiwneud bag iddyn nhw gyda rhai o’u hoff bethau, ond er mwyn gallu cael hwndydyn nhw ddim yngallu parhau i darfuar gemau plant eraill.

4. Cytunwch gyda'rplentyn y gall gaelei fag os bydd yngwneud dewisiadauda yn y sesiwn.

5. Cytunwch ble i gadw'r bag (dylai hwn fod ynrhywle gweladwy ahawdd ei gyrraedd).

6. Dyma y rhan bwysig. Dylid cefnogi'r plentyn i ddeall, os yw'nteimlo'n ddig neu'nhoffi tarfu ar gemaueraill, y dylai fynd iddod o hyd i'w fagcydio. Bydd angen istaff ddefnyddio eugwybodaeth am yplentyn i weld prydy gallant ddechrautarfu ar gemau achynnig y bag ar yradeg hon (bydd siart ABCC yn help gyda hyn).

7. Newidiwch yr eitemau yn y bag yn amlfel nad yw'r plentyn yn diflasu. Maecanmoliaeth yn allweddol. Bob tromae’r plentyn yn dewis chwarae gyda’ifag a chael yr amser ymlacio hwnnw,gwnewch yn siŵr ei fod yn gwybod bodhwn yn benderfyniad gwych a’ch bodchi’n falch ohonyn nhw (oni bai wrth gwrs bod canmoliaeth neu sylw yn sbardun,ac os felly cynigiwch atgyfnerthiad mwyneilltuedig fel bawd i fyny).

Gellir cael rhagor o wybodaeth ar y ddolen hon: [Cymru sy'n Ystyriol o Drawma]

Hydref 2026