

YSGOL GYMRAEG PONTARDAWE

POLISI GWRTH FWLIO

Llofnodwyd gan Gadeirydd y
Llywodraethwyr

A handwritten signature in black ink, appearing to read 'Ray Hamman'.

Dyddiad cymeradwyo:
(gan y corff llywodraethu llawn)

15/10/18

Dyddiad adolygu:

Medi 2019



*Datblygu pob dawn
Ar daith drwy'r iaith*

DATGANIAD POLISI

POLISI GWRTH – FWLIO

Dylid adolygu'r polisi hwn bob 3 blynedd a cael sylwadau gan y Cyngor Ysgol. Wrth fynd ati i greu'r polisi hwn ymgynghorwyd â :

1. Canllawiau Gwrth fwlio (Cylch-lythyr 23/2003)
2. Parchu eraill: Trosolwg Gwrth fwlio (Dogfen arweiniol Rhif: 050/2011)
3. Parchu eraill: Arweiniad i fwlio ynghylch hil, crefydd a diwylliant
Dogfen arweiniol Rhif: 051/2011
4. Parchu eraill: Arweiniad i fwlio rhywiaethol, rhywiol a thrawsffobig
Dogfen arweiniol Rhif : 055/2011
5. Parchu eraill: Arweiniad i fwlio Homoffobig
Dogfen arweiniol Rhif: 056/2011
6. Parchu eraill: Arweiniad i Seiber-fwlio
Dogfen arweiniol Rhif: 057/2011
7. Parchu eraill: Arweiniad i fwlio sy'n ymwneud ag anghenion addysgol arbennig ac anabledau
Dogfen arweiniol Rhif: 052/2011

NOD:

Hyrwyddo cyd-berthnasu effeithiol yn yr ysgol.

AMCAN:

1. Creu amgylchedd a chymuned y bydd pawb yn teimlo'n gartrefol, diogel a hapus ynddi. Dim ond mewn awyrgylch felly y bydd pawb yn gallu cyrraedd eu llawn botensial. Mae bwlio o unrhyw fath yn tanseilio cyfle cyfartal.
2. Lle bo bwlio'n digwydd, ein bod yn gallu ei adnabod yn fuan gan ddelio â'r mater mor fuan ag y bo modd a'i ddileu.

NODWEDDION:

a. Beth ydi bwlio?

Mae'r term 'bwlio' yn cyfeirio at ystod o ymddygiad niweidiol, corfforol a seicolegol. Mae gan bob ymddygiad bwlio'r pedair nodwedd a ganlyn fel arfer.

1. Mae'n gyson yn ailadroddus ac yn ddi-baid.
2. Mae'r fwrriadol niweidiol.
3. Mae'n cynnwys anghydbwysedd grym, yn gadael rhywun yn teimlo'n aneffeithiol i'w atal neu roi diwedd arno.
4. Mae'n achosi teimladau o ofid, ofn, unigrwydd a diffyg hyder yn y rhai sy'n cael eu heffeithio.

Diffiniadau o wahanol fathau o fwlio.

Bwlio Hiliol

Gall y term 'bwlio hiliol' gyfeirio at ystod o ymddygiad niweidiol, corfforol a seicolegol, sy'n gwneud i rywun deimlo nad oes croeso iddo, yn ymylol, yn waharddedig, yn ddiallu neu'n ddiwerth oherwydd ei liw, ei ethnigrwydd, ei ddiwylliant, cymuned ffydd, tarddiad cenedlaethol neu statws cenedlaethol.

Bwlio Rhywiaethol

Bwlio yw hwn sy'n seiliedig ar agweddau rhywiaethol sydd pan fynegir hwy yn diraddio, yn brawychu neu'n niweidio rhywun arall oherwydd eu rhyw neu ryw'r unigolyn.

Bwlio Rhywiol

Ymddygiad bwlio yw hwn sydd â dimensiwn rhywiol penodol neu ddynamig rhywiol a gall fod yn gorfforol, yn eiriol neu'n ddi-eiriau / seicolegol.

Bwlio Trawsffobig

Mae bwlio trawsffobig yn deillio o gasáu neu ofn pobl sy'n drawsrywiol. Mae trawsrywiaeth yn derm sy'n disgrifio pobl y gwelir bod eu synnwyr o ryw neu hunaniaeth rhywiol yn wahanol i normau rhywiol nodweddiadol.

Bwlio Homoffobig

Mae bwlio homoffobig yn ffurf arbennig o fwlio ac mae'n digwydd pan gymhellir bwlio gan ragfarn yn erbyn pobl Lesbian, Hoyw a Deurywiol (LHD /LGB), neu yn erbyn y rhai y canfyddir eu bod yn LHD/ LGB.

Seiberfwlio

Gellir diffinio seiberfwlio fel y defnydd o dechnoleg gwybodaeth a chyfathrebu (TGaCh), yn arbennig ffonau symudol a'r rhynggrwyd (yn cynnwys gwefannau rhwydweithiau cymdeithasol, blogiau, e-bost, fideo ac anfon negesau uniongyrchol), i gynhyrfu rhywun arall yn fwriadol.

Bwlio AAA

Gall y term 'bwlio AAA' gyfeirio at ystod o ymddygiad niweidiol, corfforol a seicolegol, sy'n gwneud i rywun deimlo nad oes croeso iddo, yn ymylol, yn waharddedig, yn ddiallu neu'n ddiwerth oherwydd eu hanabledd neu eu hanawsterau dysgu.

Gall bwlio gymryd llawer ffurf, ond y tri phrif fath yw :

- **corfforol – taro, cicio, cymryd meddiannau, aflonyddu rhywiol neu fod yn ymosodol**
- **llafar – galw enwau, sarhau, gwneud sylwadau ymosodol**
- **anuniongyrchol – lledaenu storïau annymunol am rywun, gwahardd o grwpiau cymdeithasol, cael eich gwneud yn destun sibrydion maleisus, anfon e-bost maleisus neu negeseuon testun ar ffonau symudol.**

Rhaid derbyn bod rhai o'r uchod yn digwydd fel rhan o'r broses o dyfu ac ar dro siawns, a hynny heb falais. Ni ddiffinnir hynny fel bwlio yn y cyswllt hwn, eithr delir ag ef yn syth pan ddaw i sylw'r athrawon, ond os digwydd i'r un person droeon, fe ystyrir hynny yn bwlio.

b. Pa bryd mae bwlio'n digwydd?

Gall bwlio ddigwydd unrhyw bryd ond gan amlaf pan fydd oedolion yn annhebygol o fod yn llygad dyst i'r digwyddiad (e.e. ar y ffordd i'r ysgol neu adref o'r ysgol, amser chwarae, neu mewn mannau mwy diarffordd o'r ysgol). Mewn sefyllfaoedd o'r fath mae athrawon yn ddibynnol ar blant, rhieni neu ofalwyr i roi gwybod iddynt am unrhyw achos o fwlio.

Yn aml iawn fodd bynnag, ni cheir gwybod am achosion oherwydd:

- ofn ar blant eraill o gael eu bwlio eu hunain os ydynt yn cwyno;
- ofn gan yr un sy'n dioddef y bwlio y byddai'r bwlio'n gwaethygu os gwneir cwyn;
- ofn gan blentyn na chymerir ei gwyn o ddifrif.

Atal

Mae'r Cwricwlwm ABCH (PSE) yn cynnig ystod o gyfleoedd i archwilio materion perthnasol i bob math o fwlio.

- Mae gan *Fframwaith y Cam Sylfaen ar gyfer Dysgu Plant ar gyfer rhai 3 i 7 oed yng Nghymru* (Llywodraeth Cynlluniad Cymru, 2008) ddatblygiad personol a chymdeithasol, lles ac amrywiaeth diwylliannol yn elfennau craidd. Caiff plant gyfleoedd i ddysgu amdanynt eu hunain a'u perthynas â phlant ac oedolion eraill o fewn a thu draw i'r teulu.
- Mae'r *Fframwaith addysg bersonol a chymdeithasol ar gyfer rhai 7 i 19 oed yng Nghymru* (Llywodraeth Cynulliad Cymru, 2008) diwygiedig yn amcanu at arfogi plant a phobl ifanc i fod yn fwy gwybodus a hyderus i ryngweithio'n effeithiol gydag eraill, ac yn eu galluogi i ddatblygu'r sgiliau rhyngbersonol sydd eu hangen i fod yn emosiynol lythrennog.

Ceir hefyd ystod o strategaethau a ddefnyddir gan yr ysgol i atal bwlio. Mae'r rhain yn cynnwys:

Blychau Pryderon
 Cyfeillion Cyfeillgar
 Y Goeden Wrando
 Siaradwyr allanol
 Yr Heddlu – Swyddogion cyswllt addysg a swyddogion ysgol yr heddlu (PCSO)
 Asiantaethau allanol – SNAP, NSPCC, y gwasanaethau cymdeithasol, SEAL a Childline
 Cynghorwyr Ysgolion
 Cylchoedd Adferol

CAMAU I'W CYMRYD

Mae atal bwlio rhag digwydd yn well na cheisio ei rwystro pan fo wedi digwydd, felly bydd yr ysgol yn cadw llygad manwl ar arwyddion posibl ac yn cymryd pob adroddiad o fwlio o ddifri. Mae'r ysgol yn defnyddio cyfleoedd o fewn y cwricwlwm i gyflwyno ethos yr ysgol ac i godi ymwybyddiaeth y disgyblion o sut mae ymateb yn gadarnhaol i wrthdaro a all godi o bryd i'w gilydd.

Pan geir adroddiad fod bwlio'n digwydd delir â phob achos yn unigol yng ngoleuni'r hyn sydd wedi digwydd. Y nod pennaf yw nid 'achub' y dioddefwr, na chosbi'r bwli (er bod y ddau yn digwydd yn naturiol) ond ceisio bod o gymorth i'r ddau ddod i well dealltwriaeth o'u hymddygiad ac i ystyried ffyrdd i osgoi neu ddatrys anawsterau maent hwy'n eu profi neu'n eu harddangos.

Yn gyffredinol dilynrir y drefn hon mewn achosion o fwlio:

i. Trafod y digwyddiad gyda'r plant yn unigol.

Bydd hyn yn cynnal y dioddefwr trwy:

- sicrhau bod y plentyn yn teimlo bod rhywun yn gwrandao arno/arni;
- sicrhau'r plentyn bod pob achos o fwlio yn cael ei gymryd o ddifrif;

- cefnogi'r plentyn wrth egluro sut y caiff gynhaliaeth a sut yr ymdrinnir â'r gwyn.

Mae angen dangos fod y bwli hefyd yn cael chwarae teg trwy:

- egluro'r rhesymau pam y cynhelir y cyfarfod;
- bod yn hamddenol ac anfeirniadol er mwyn sicrhau bod y plentyn hwn hefyd yn teimlo ei fod yn cael gwrandawriad;
- sicrhau'r plentyn bod pob achos o fwlio yn achos difrifol ac nad oes modd cymeradwyo ymddygiad o'r fath;
- egluro sut y gellir rhoi cymorth a chynhaliaeth iddo/iddi a sut y byddir yn ymdrin â'r digwyddiad

ii. Cyfweld y ddau blentyn gyda'i gilydd (lle mae'n briodol)

Yn y cyfweiliad hwn dylid:

- i. rhoi cyfle i'r plant drafod y broblem yn ôl eu dealltwriaeth nhw ohoni, tra bo'r athro yn cadw'n dawel ac yn anfeirniadol;
- ii. cael yr athro i wrando mwy nag yw'n siarad. Mae'n bwysig nad yw'r athro yn cymryd yn ganiataol sut mae'r plant yn teimlo nac yn rhagweld yr hyn sydd ganddynt i'w ddweud. Mae plant yn llawer mwy tebygol o feddwl ynglŷn â'r ymddygiad pan deimlant fod rhywun yn gwrandao arnynt yn hytrach nac yn siarad hefo nhw;
- iii. aralleirio'r hyn a glywyd, er mwyn dangos dealltwriaeth o'r hyn a ddywedwyd. Mae'n bwysicach deall sut mae'r plant y dehongli'r sefyllfa na sut mae athro'n ei gweld hi;
- iv. annog y plant wrth eu holi i fyfyrto ynglŷn â'r ymddygiad a'r ffactorau.
- v. annog y plant i ganfod ffyrdd o ddatrys y broblem dan sylw ac osgoi ailadrodd y digwyddiad.

iii. Cynnal cyfarfod i'r rhieni/gwarcheidwaid

Os yw problem yn codi gyda'r un plentyn yna fe ddylid gadael i'r rhieni/gwarcheidwaid wybod am natur y broblem a'r gofid.

vi. Cofnodi:

Dylid cofnodi digwyddiadau yn ôl y mathau gwahanol o fwlio ac yna adrodd amdanynt wrth y Llywodraethwyr yn rhan o'r Adroddiad Blynyddol i'r Corff Llywodraethu ar Ddiogelu Plant.

vii. Gweithredu pellach

Pan fydd y strategaeth uchod yn methu, a'r bwlio'n parhau, bydd yn rhaid cymryd camau pellach. Gall y camau hyn gynnwys:

- Dod ag asiantaethau allanol i mewn i'r drafodaeth (er mwyn ystyried a oes problemau cymdeithasol, emosiynol, corfforol neu iechyd meddwl ychwanegol y bydd angen i'r asiantaethau allanol fynd i'r afael â hwy).
- Cosbau megis:
 - Cardiau Coch a'r sancsiynau dilynol
 - symud y disgybl o'r grŵp
 - gwrthod breintiau
 - rhaglen cymorth bugeiliol

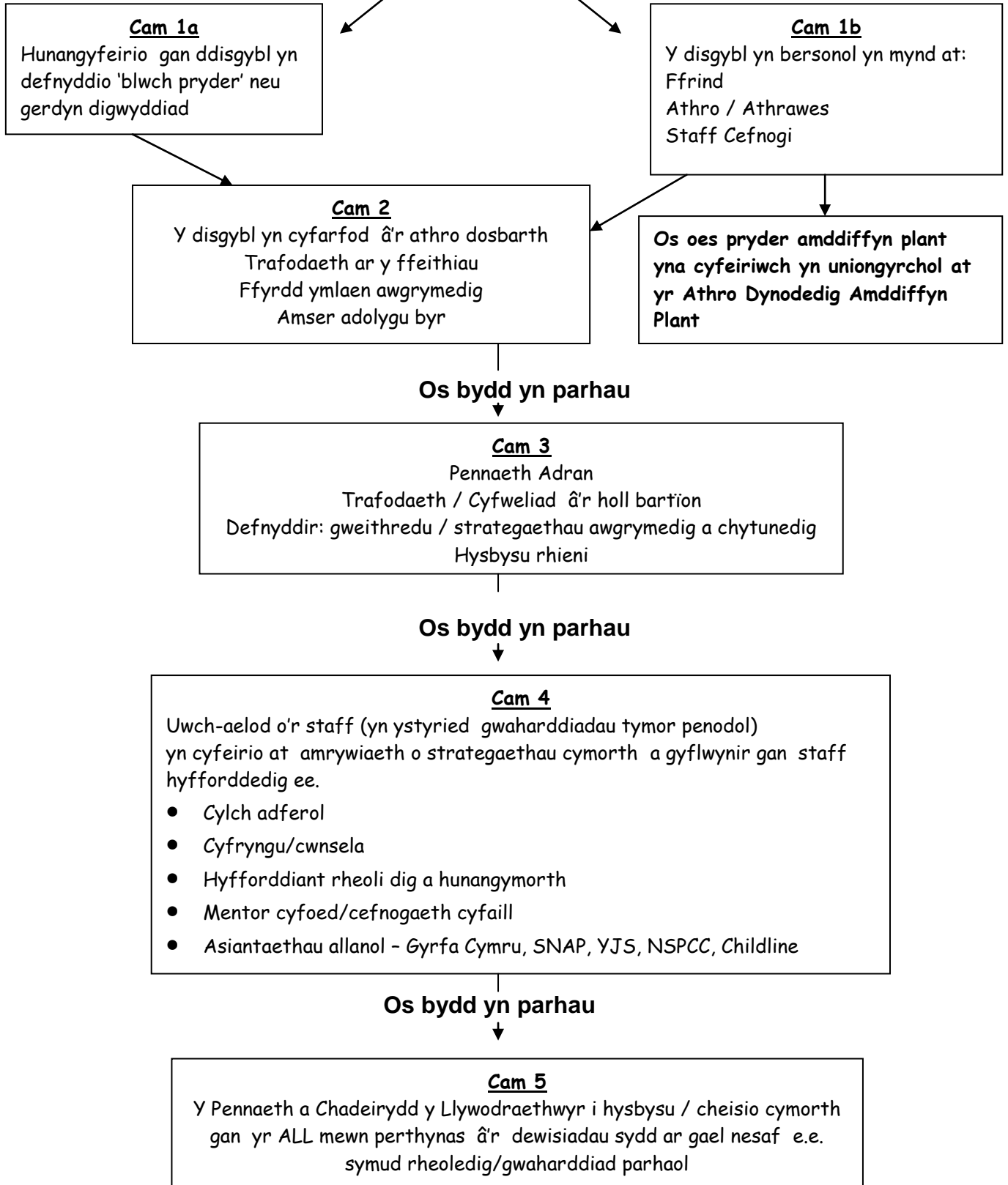
- Pe bai pob ymgais wedi methu, gellir ystyried gwaharddiad cyfnodau penodol.
- Cyfiawnder adferol
- Symud drwy drefniant
- Gwaharddiad parhaol

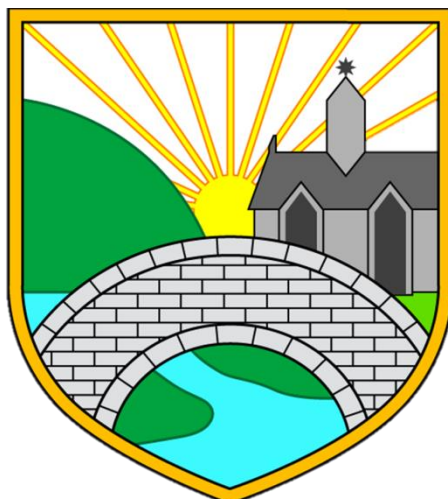
Yn naturiol, y mae'r polisi hwn yn cyd-redeg â Pholisi Hyrwyddo Ymddygiad Da, polisi Defnydd o'r Rhyngrwyd (plant) a Chynllun Cydraddoldeb Strategol yr Ysgol.

GWEITHDREFNAU A ARGYMHELLWYD MEWN YSGOL AR GYFER ADRODD AM FWLIO LLWYBRAU CYMORTH

(Mewn achosion difrifol mae'n bosibl neidio camau i'r cam perthnasol)

Plentyn yn cael ei fwlio





YSGOL GYMRAEG PONTARDAWE

ANTI BULLYING POLICY

Signed
by chair of governors:

A handwritten signature in black ink, appearing to read 'Ray Hamman'.

Date approved:
(by full governing body)

15/10/18

Date of review:

September 2019



*Datblygu pob dawn
Ar daith drwy'r iaith*

YSGOL GYMRAEG PONTARDAWE

POLICY STATEMENT

ANTI-BULLYING POLICY

This policy should be reviewed every 3 years. Whilst creating this policy the following documents have been referred to:

1. Anti-Bullying Guidelines (Circular 23/2003)
2. Respecting others: Anti-bullying overview
Guidance document No: 050/2011)
3. Respecting others: Bullying around race, religion and culture Guidance
Guidance document No: 051/2011)
4. Respecting others: Sexist, Sexual and Transphobic bullying Guidance
Guidance document No: 055/2011
5. Respecting others: Homophobic bullying Guidance
Guidance document No: 056/2011
6. Respecting others: Cyberbullying Guidance
Guidance document No: 057/2011
7. Respecting Others: Bullying around Special Educational Needs and Disabilities

AIM:

Promote effective relationships in school.

OBJECTIVES:

1. Create an environment and community that makes everyone feel homely, safe and happy. Only in this type of atmosphere can everyone achieve their full potential. Bullying of any type undermines the equal opportunity for all.
2. Where bullying happens, that we can recognise it early and deal with the matter as soon as possible and hopefully abolish it

CHARACTERISTICS:

a. What is bullying?

The term 'bullying' refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

1. It is usually repetitive and persistent.
2. It is intentionally harmful.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Definitions of different types of bullying

Racist Bullying

The term 'racist bullying' can refer to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual bullying

This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological.

Transphobic bullying

Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of gender or gender identity is seen as being different to typical gender norms.

Homophobic Bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against Lesbian, Gay and Bisexual (LGB) people, or against those perceived to be LGB.

Cyber bullying

Cyber bullying can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet (including social networking sites, blogs, e-mail, video and instant messaging), to deliberately upset someone else.

SEN bullying

The term 'SEN bullying' can refer to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their disability or learning difficulties.

Bullying can take many forms, but the three main types are:

- **physical – hitting, kicking, taking belongings, sexual harassment or aggression**
- **verbal – name-calling, insulting, making offensive remarks**
- **indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.**

It must be accepted that some of the above take place as part of the process of growing up and sometimes by chance, doing so without malice. This is not defined as bullying in this connection, and if it is caught immediately and dealt with, but if it happens to the same person many times, that is considered to be bullying.

c. When does bullying take place?

Bullying can take place at any time but most often when adults are unlikely to be witness to the incident (*e.g. on the way to or home from school, playtime, or in more obscure places of the school*). In such situations, staff are dependent upon pupils, parents or carers to inform them of any case of bullying.

Very often however, there is no information of cases due to:

- other pupils' fear of being bullied themselves if they complain;
- fear by those who suffer the bullying that the bullying would become worse if a complaint is made;
- fear by a child that his/her complaint is not taken seriously.

Prevention

PSE offers a range of opportunities to explore issues related to all types of bullying.

- The *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* (Welsh Assembly Government, 2008) has personal and social development, well-being and cultural diversity as core elements. Children have opportunities to learn about themselves and their relationships with other children and adults within and beyond their family.
- The revised *Personal and social education framework for 7 to 19-year-olds in Wales* (Welsh Assembly Government, 2008) aims to equip children and young people to be more informed and confident to interact effectively with others, and enables them to develop the intrapersonal skills needed to be emotionally literate.

There are also a range of strategies used by schools to prevent bullying. These include:

Friendly Friends
Concern Boxes
Listening Trees
Police – School liaison officers and PCSO
External speakers
External agencies – SNAP, NSPCC, Social services, SEAL and Childline
School counsellors
Restorative Circles

STEPS TO TAKE

Preventing bullying from taking place is better than trying to stop it when it has happened, therefore the school will have strategies in place to notice possible signs and take every report of bullying seriously. The school uses opportunities within the curriculum to present the school ethos and to raise the pupils' awareness of how to respond positively to conflict that can arise from time to time.

When a report is received that bullying is taking place every case is dealt with individually in the light of what has taken place. The main objective is not 'to save' the victim, or punish the bully (although both takes place naturally) but try to be of assistance for both to come to a better understanding of their behaviour and to consider ways of avoiding or solving difficulties they experience or display.

In general this procedure is followed in cases of bullying:

ii. Discuss the incidence with the pupils individually.

This will support the victim by:

- ensuring that the pupil feels that somebody is listening to him/her;
- ensuring the pupil that every case of bullying is taken seriously;
- supporting the pupil in explaining how he/she can have support and how the complaint is dealt with.

There is a need to show that the bully also has fair play by:

- explaining the reasons why the meeting is held;
- be calm and uncritical in order to ensure that

- this child also feels that he/she is being listened to;
- ensure the pupil that every case of bullying is a serious case and that it is not possible to approve such behaviour;
- explain how he/she can be given assistance and support and how the incidence will be dealt with

ii. Interview both pupils together (where appropriate)

In this interview:

- vii. the pupils should be given an opportunity to discuss the problem according to their understanding of it, whilst the staff member remains quiet and uncritical;
- viii. get the staff member to listen more than he/she is talking. It is important that the teacher does not take for granted how the pupils are feeling or predict what they have to say. The pupils are far more likely to think regarding the behaviour when they feel that someone is listening to them rather than talking to them;
- ix. paraphrase what was heard, in order to show an understanding of what was said. It is more important to understand how the pupils interpret the situation than how the teacher sees it;
- x. encourage the pupils whilst questioning them to meditate regarding the behaviour and the factors.
- xi. encourage the pupils to find ways of solving the problem in question and avoid repeating the incidence.

iii. Hold a meeting for the parents/guardians

If a problem arises with the same pupil then the parents/guardians should be informed about the nature of the problem and concern.

xii. Recording:

Incidents should be recorded according to the different types of bullying and reported to Governors as part of the Annual Report to Governing Body on Safeguarding Children.

vii. Further action

When the above strategy fails, and the bullying continues, further steps will have to be taken. These steps can include:

- Bringing external agencies into the discussion (in order to consider whether there are additional social, emotional, physical or mental health problems that the external agencies need to address).
- Punishments such as:
 - moving the pupil from the group
 - declining privileges
 - pastoral support programme
- If every attempt has failed, fixed term exclusions can be considered.
- Restorative justice
- Managed moves
- Permanent exclusion

Naturally, this policy runs in parallel with the School's Promoting Good Behaviour policy, Use of the Internet (pupils) Policy and Strategic Equality Plan.

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING PATHWAYS OF HELP

(In serious cases it is possible to jump steps to the relevant step)

