

Polisi Gwrth-Fwlio

Ysgol Waunfawr



Dyddiad Cymeradwyo: Tachwedd 8fed 2018

Dyddiad Adolygu: Tachwedd 2019

1. Cyflwyniad

Mae gan bob disgybl yr hawl i deimlo'n hapus, yn ddiogel ac yn gynwysedig, a'r hawl i weithio mewn awyrgylch heb deimlo bygythiad nac ofn. Y mae'r Ysgol yn cydnabod yr effaith emosiynol y gall bwlio ei gael ar hunan werth a hunan hyder person ac, o ganlyniad, ar ei allu i ddysgu'n effeithiol. Y mae perthynas rhwng cyrhaeddiad addysgol, presenoldeb a bodlondeb emosiynol plant a phobl ifanc yn holl bwysig. Rhoddir cryn bwyslais ar sicrhau bod disgyblion yn teimlo'n ddiogel yn yr ysgol am resymau addysgol yn ogystal â moesol. Bydd cymuned yr ysgol yn hybu awyrgylch gwrth-fwlio.

Mae bwlio, o unrhyw fath, yn annerbyniol a bydd unrhyw un sydd yn dioddef bwlio yn derbyn cefnogaeth lawn.

2. Pwrpas a Nod

- Sicrhau nad oes yr un plentyn yn amharu mewn unrhyw ffordd ar hapusrwydd a datblygiad addysgiadol unrhyw blentyn arall o fewn yr ysgol, drwy greu awyrgylch ddiogel a hapus i'r holl ddisgyblion, ym mhob sefyllfa yn ystod eu gweithgareddau ysgol.
- Creu awyrgylch lle mae bwlio o unrhyw fath yn annerbyniol. Pe bai achos o fwlio'n digwydd dylai'r plant allu dweud, a bod yn hyderus yr ymdrinnir â'r mater yn ddiymdroi ac yn effeithiol. Cymell unrhyw un sydd yn ymwybodol bod bwlio yn digwydd, i ddweud wrth y staff.
- Argyhoeddi rhieni bod lles y plant yn flaenoriaeth a'u bod yn cael eu haddysgu mewn awyrgylch diogel a chydweithio gyda hwy i atal bwlio.

3. Amcanion

Bydd yr ysgol yn:

- gweithredu'n rhagweithiol i atal bwlio,
- gweithredu polisi gwrth-fwlio ysgol gyfan, sydd yn gyfarwydd i holl staff yr ysgol, i'r disgyblion, rhieni a Llywodraethwyr,
- creu awyrgylch ac ethos lle mae bwlio'n annerbyniol a chymell disgyblion i adrodd ar unrhyw achos o fwlio, gan argyhoeddi dioddefwyr y bydd yr ysgol yn gweithredu i'w cadw'n ddiogel,
- codi ymwybyddiaeth staff, disgyblion a rhieni o beth yw bwlio, o arwyddion a symptomau bwlio ac o'r camau priodol i'w dilyn mewn achos o fwlio neu gyhuddiad o fwlio ([gweler Atodiad 1](#)).
- hybu hunan-barch pob plentyn a pharch at gyfoedion ac oedolion
- gweithio mewn partneriaeth â rhieni er mwyn sicrhau gweithredu effeithiol pe cyfyd achos o fwlio neu gyhuddiad o fwlio.
- codi hyder a ffydd y plant a'r rhieni yn nulliau'r ysgol o ymdrin â bwlio

4. Bwlio

Caiff Bwlio ei ddiffinio fel ymddygiad ymosodol neu sarhaus gan unigolyn neu grŵp, sy'n aml yn cael ei ailadrodd dros gyfnod, sy'n creu dolur neu niwed yn fwriadol. Mae ymchwil yn dangos y gall bwlio gael effaith ddinistriol ar fywydau pobl ifanc. I rai, gall greu effeithiau tymor hir sy'n achosi gofid a niwed i ddatblygiad cymdeithasol ac emosiynol.

4.1 Mathau o fwlio

Mae sawl math o fwlio. Er mwyn monitro lefelau a natur y bwlio ar draws yr Awdurdod fe fydd pob achos o fwlio yn cael ei nodi gan yr ysgol a'i anfon i'r Adran Addysg er mwyn categoreiddio'r bwlio.

Fe all bwlio fod yn un neu yn gymysgedd o'r categorïau isod:

- **Corfforol** – taro, cicio, dwyn, cuddio eiddo, trais rhywiol ac aflonyddwch.
- **Geiriol** (Llafar) – galw enwau, sarhau, bychanu

- **Emosiynol** – Cychwyn sibrydion di-sail, peidio siarad â rhywun, eithrio o grwpiau.

Yn ogystal â'r categorïau cyffredinol uchod y mae'r ysgol yn monitro lefelau o fwlio yn y categorïau penodol isod:

- **Seiber Fwlio** - defnyddio cyfryngau cymdeithasol, e-byst, negeseuon testun a dulliau electroneg eraill i ddanfôn negeseuon neu rannu deunydd maleisus eu natur gyda bwriad niweidiol.
- **Homoffobaidd** - gall fod yn fwlio corfforol, geiriol neu emosiynol ar sail rhywioldeb honedig neu beidio.
- **Hiliol** - gall fod yn fwlio corfforol, geiriol neu emosiynol ar sail hil.
- **Arall** – bwlio ar sail anableded corfforol neu feddyliol, nodweddion iechyd neu unrhyw nodwedd y gellir ei diffinio yn eglur.

Gall achosion difrifol o fwlio, e.e. aflonyddu neu drais rhywiol arwain at gyfeiriad i Dîm Cyfeiriadau Plant y Gwasanaethau Cymdeithasol.

5. Atal Bwlio

Bydd yr ysgol yn ceisio gweithredu'n rhagweithiol yn yr ymgyrch i atal bwlio, drwy ddilyn y Canllawiau isod:

5.1 Trafodir bwlio ar sawl lefel drwy'r ysgol:

- Ysgol gyfan, (e.e. gwasanaethau, Cyngor Ysgol, Rheolau Aur, cytundebau atal bwlio, cyflwyniadau dramatig).
- Dosbarth, (e.e. ABCh, Amser Cylch, Cyngor Dosbarth, blwch cyfrinachol). Hybir cydweithredu mewn gwrsi drwy weithgareddau pâr/grŵp.
- Unigol, (e.e. cefnogaeth ychwanegol i ddisgybl sydd yn profi neu wedi cael ei fwlio).

5.2 Anogir disgyblion i siarad gydag aelodau staff am achosion o fwlio y maent hwy neu eraill yn ei ddiodeff. Bydd y staff yn ymateb yn bositif ac yn sicrhau'r diodeffwr fod y gŵyn yn cael ei chymryd o ddifrif ac y gweithredir arni.

5.3 Bydd y staff yn sensitif i arwyddion o fwlio, gan ystyried y gall y bwli ymddwyn yn y tymor byr neu hir, yn eiriol, yn ystumiol neu'n gorfforol, yn slei neu'n amlwg.

5.4 Sicrheir goruchwyliaeth ofalus bob amser, yn enwedig mewn ardaloedd ac ar amseroedd lle gall bwlio ddigwydd. Sicrheir presenoldeb cyfeillgar ac anffurfiol wrth oruchwyllo ar y buarth.

5.5 Anogir rhieni i hysbysu'r ysgol yn syth os tybient fod eu plentyn yn diodeff o fwlio. Yn yr un modd, anogir rhieni i hysbysu'r ysgol os ydynt yn amau bod eu plentyn hwy yn bwlio eraill. Mae cydweithrediad rhwng yr ysgol a'r cartref yn bwysig.

6. Ymateb i Achos o Fwlio

6.1 Os tybir bod plentyn yn cael ei fwlio, dylid tynnu sylw'r Pennaeth i'r mater yn syth a chofnodi'r digwyddiad/cyhuddiad ar y ffurflen gofnodi ([Atodiad 2](#)). Bydd achosion neu gyhuddiadau o fwlio yn cael eu hymchwilio'n syth a gwneir pob ymdrech i roi terfyn ar y bwlio rhag blaen ac i

sicrhau diogelwch y dioddefwr. Bydd yr ysgol yn ymateb mewn modd sydd yn gyfatebol i ddifrifoldeb y digwyddiad/cyhuddiad ac yn unol â Pholisi Ymddygiad yr Ysgol.

- 6.2 Mewn rhai achosion, gwahoddir y rhieni i drafod y mater ac i gytuno ar y dull priodol o weithredu. Mewn achosion mwy difrifol, ymgynghorir â chadeirydd y Llywodraethwyr a/neu'r Corff Llywodraethu cyfan, gan weithredu ar eu hargymhellion. Mewn achosion difrifol, gwahoddir Swyddog Lles yr Awdurdod Lleol i drafod y sefyllfa a gweithredu arno.
- 6.3 Ymdrinnir yn sensitif â'r dioddefwr. Gwrandewir yn ofalus ar yr hyn y mae'n ei ddweud, cynigir cysur a chyngor a cheisir addysgu strategaethau iddo i'w defnyddio mewn sefyllfaoedd o fwlio. Fe'i sicreir ei fod wedi gwneud y peth iawn wrth ddweud ac nad arno ef mae y bai am ymddygiad y bwli.
- 6.4 Ymdrinnir â'r bwli mewn modd sensitif a chadarnhaol. Rhoddir ar ddeall iddo ei fod wedi ymddwyn mewn modd annerbyniol ac anogir ef i newid ei ymddygiad. Trafodir y rheolau y mae wedi'u torri a cheisir codi ei ymwybyddiaeth o sefyllfa'r dioddefwr. Gellir gofyn i'r bwli ymddiheuro ac ymdrechir i gymodi'r disgyblion, os yn bosibl.
- 6.5 Penderfynir ar gosb i'r bwli, gan esbonio pam y'i rhoddir. Mewn amgylchiadau difrifol, rhaid ystyried gwahardd neu ddiarddel y bwli.
- 6.6 Wedi'r digwyddiad, bydd y sefyllfa'n cael ei monitro i sicrhau nad yw'r bwlio'n ailgychwyn.

7. Cefnogaeth gan yr AALI

7.1 Y Gwasanaeth Lles

Mae'r Gwasanaeth Lles wedi ymrwymo i sicrhau fod bob plentyn yn cael cyfle i dderbyn addysg mewn awyrgylch sydd yn ddiogel ac yn rhydd o unrhyw fath o fwlio, bygythiad neu aflonyddu.

Pan yn briodol, bydd y Gwasanaeth Lles yn ymwneud ag achosion unigol gan anelu i ddatrys y sefyllfa sy'n poeni'r person ifanc trwy:

- sicrhau bod ysgolion yn cadw at unrhyw bolisi perthnasol.
- adnabod ffactorau sy'n gefndirol i'r bwlio
- weithredu fel cyfryngwr annibynnol
- gefnogi pobl ifanc sy'n cael eu bwlio
- ddarparu cyngor arbenigol i ysgolion, rhieni a disgybl

7.2 Y Gwasanaeth Cynnal Ymddygiad

Y mae athrawon cynradd ar gael i ymweld ag ysgolion i drafod achosion penodol efo penaethiaid / athrawon dosbarth / disgyblion. Yn benodol ar gyfer y sector cynradd ceir pecynnau "Buarth Braff" ar gael i ysgolion sy'n rhoi sylw i'r pwnc.

Y mae'r Gwasanaeth yn cyfeirio at fwlio yn ystod Hyfforddiant Mewn Swydd gyda chymorthyddion ac athrawon er mwyn trafod:

- pam fod plant yn bwlio
- adnabod yr arwyddion fod plant yn cael eu bwlio.

7.3 Y Seicolegydd Addysg

Y mae gwasanaeth cwnsela ar gael gan y Seicolegwyr Addysg. Gall cwnselydd gynorthwyo dioddefwr neu fwli i ystyried ffyrdd iachach o ffurfio cysylltiadau ac i edrych ar faterion yn ymwneud â dicter a goddefoldeb. Gellir hefyd ymdrin â diffyg hunan-dyb, ymddiriedaeth a hyder. Gall cwnsela fod yn ddefnyddiol i sefydlu patrymau meddwl mwy cadarnhaol ac i ymchwilio i ambell i gred afiach.

7.4 Y Cynllun 'Ysgolion Iach'

Mae cynllun 'Ysgolion Iach' Gwynedd yn cael ei reoli mewn partneriaeth gyda Gwasanaeth Iechyd Cyhoeddus Cenedlaethol Cymru, Cyngor Gwynedd, CYNNAL a'r Bwrdd Iechyd Lleol. Mae'r cynllun yn galluogi ysgolion i gyfrannu'n bositif tuag at iechyd a lles eu disgyblion, athrawon a'r gymuned ehangach drwy ddatblygu amgylchedd sy'n hyrwyddo iechyd.

Mae 'Ysgolion Iach' yn cyflwyno agweddau iechyd a lles drwy'r

- Cwricwlwm Cenedlaethol
- Cwricwlwm amgen ac ethos ysgol
- Datblygu ar y cysylltiadau sydd yn bodoli eisoes rhwng y cartref, y gymuned ac asiantaethau arbenigol.

8. CASGLIADAU

Mae bwlio o unrhyw fath yn annerbyniol yma yn Ysgol Waunfawr ac mae strategaethau pendant yn eu lle i ddelio ag unrhyw achlysur o fwlio a allai godi.

Rhaid gweithredu yn amserol i achosion neu i gyhuddiadau o fwlio.

Er mor bwysig ydyw i ymateb yn bositif at y dioddefwr, rhaid gochel rhag bod yn or-amddiffynol a'i addysgu i ddatblygu strategaethau i'w amddiffyn ei hun rhag cael ei fwlio.

Ni ellir anwybyddu digwyddiadau y tu allan i'r ysgol, gan eu bod yn gallu gorlifo'r ddwy ffordd. Rhaid ymateb yn briodol wrth ystyried difrifoldeb y cyhuddiad/digwyddiad.

Mae cydweithrediad rhwng y cartref a'r ysgol yn bwysig; rhaid argyhoeddi rhieni bod yr ysgol yn barod pob amser i drafod eu pryderon. Os cyfyd achosion pan fydd rhieni'n teimlo nad yw'r ysgol wedi delio'n effeithiol gydag achos o fwlio, gofynnir iddynt ddwyn y mater i sylw'r Pennaeth. Os na all y Pennaeth ddelio â'r mater yn anffurfiol, gall y rhieni ddilyn trefn gwyno ffurfiol yr ysgol.

Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: _____

Dyddiad: _____

ATODIAD 1 – CANLLAWIAU I ATHRAWON

MATHAU O FWLIO

Mae sawl math o fwlio yn gallu digwydd:

- Emosiynol, e.e. bod yn gas, eithrio, poenydio
- Geiriol, e.e. galw enwau, gwatwar, dweud celwydd, profocio
- Corfforol, e.e. gwthio, cicio, taro neu unrhyw ddefnydd o drais
- Hiliol, e.e. gwawdio, graffiti
- Seiber, e.e. y rhyngwrwyd, ffôn symudol, camera a fideo
- Rhywiol, e.e. sylwadau neu gyffyrddiadau amhriodol
- Homoffobig, e.e. y defnydd o ieithwedd homoffobig

ARWYDDION A SYMPTOMAU O FWLIO

Dylai oedolion fod yn effro i arwyddion o fwlio, gan ymchwilio ymhellach os yw plentyn yn:

- anhapus i ddod i'r ysgol
- teimlo'n sâl yn y boreau
- absennol yn aml
- ofni cerdded i neu o'r ysgol
- newid ei arferion
- mynd yn fewnblyg
- mynd yn bryderus
- colli hyder
- dechrau siarad ag atal
- datblygu ystumiau o nerfusrwydd ('nervous tick')
- crio ei hun i gysgu neu'n dioddef o hunllefau
- Gwlychu'r gwely
- colli diddordeb yn ei waith ysgol a thangyflawni
- osgoi mynd i weithgareddau/clybiau/gwersi a.y.b. ar ôl ysgol
- mynd adref gydag offer neu ddillad wedi'u malu neu wedi mynd ar goll
- colli arian cinio a.y.b. yn aml
- sôn am redeg i ffwrdd
- cuddio cleisiau neu farciau
- ymddwyn yn ymosodol neu'n afresymol
- bwlio brodyr neu chwiorydd neu blant llai
- colli chwant bwyd
- ofni defnyddio'r we neu'r ffôn

YMATEB I ACHOS / GYHUDDIAD O FWLIO

- Nid ydym yn caniatáu bwlio ac mae'r cyfrifoldeb o sicrhau awyrgylch ddi-fwlio yn syrthio ar bob aelod o staff ac ar bob plentyn.
- Bydd yr ysgol yn ymateb mewn modd sydd yn gyfatebol i ddifrifoldeb y digwyddiad/cyhuddiad.
- Bydd y Pennaeth yn cofnodi pob achos o fwlio a'r modd yr ymdriniwyd â'r digwyddiad.
- Byddwn yn cyfweled y rhai sydd yn gysylltiedig yn unigol ac yn gwrandao ar eu fersiynau'n ofalus.
- Bydd yr ysgol yn cymryd camau pendant a chadarn os bydd tystiolaeth o fwlio.
- Byddwn yn monitro sefyllfaoedd/cyhuddiadau o fwlio yn ofalus.

CEFNOGAETH I'R DIODDEFWR

- Cymryd camau di-oed i atal y sefyllfa ac i sicrhau diogelwch y dioddefwr.
- Ei argyhoeddi ei fod yn ddiogel ac yr ymdrinnir â'r mater yn ddi-oed.
- Ei argyhoeddi mai dweud oedd y peth cywir i'w wneud a'i annog i adrodd ar unrhyw ddigwyddiadau pellach.
- Ceisio canfod difrifoldeb y digwyddiad/cyhuddiad.
- Dangos cydymdeimlad ac empathi.
- Cyd-drafod sut i geisio datrys y broblem.
- Sicrhau'r dioddefwr nad yw'n haeddu cael ei fwlio ac nad arno ef mae'r bai.
- Os yn briodol, annog y bwli a'r dioddefwr i gyfarfod ac i drafod. Sicrhau bod oedolyn yn ganolwr.
- Trafod strategaethau i osgoi digwyddiadau pellach.
- Cyngori ar sut i ymddwyn yn bendant.
- Cefnogaeth grŵp, (ffrindiau a chyfoedion).
- Sicrhau goruchwyliaeth a monitro gofalus.
- Cydweithio gyda'r rhieni.

YMDRIN Â'R BWLI

- Rhoi neges glir nad yw bwlio o unrhyw fath yn dderbyniol yn yr ysgol a'i fod yn torri rheolau'r ysgol.
- Trafod y rhesymau y tu ôl i'w ymddygiad.
- Ei annog yn gryf i newid ei ymddygiad a chynnig modelau derbyniol.
- Gwobrwyo ymddygiad positif.
- Os yn briodol, annog y bwli a'r dioddefwr i gyfarfod ac i drafod. Sicrhau bod oedolyn yn ganolwr.
- Os yn briodol, gofynnir i'r bwlio ymddiheuro.
- Penderfynu ar gosb, gan esbonio pam y'i rhoddir
- Cysylltu â'r rhieni.
- Ei sicrhau y byddwn yn monitro'r sefyllfa a nas oddefir unrhyw fwlio pellach.

MESURAU PELLACH

- Eithrio o grŵp
- Colli breintiau, e.e. amser aur.
- Gwaharddiad rhag cymryd rhan mewn gweithgareddau all-gwricwlaidd/cynrychioli'r ysgol
- mewn gweithgareddau.
- Mewn achosion eithafol, gwahardd/diarddel o'r ysgol.

STRATEGAETHAU I ATAL BWLIO

Byddwn yn dilyn y dulliau canlynol i geisio atal bwlio:

- Sicrhau bod rheolau aur yr ysgol yn gyfarwydd i bob disgybl.
- Arwyddo cytundeb atal bwlio.
- Dilyn uned o waith trawsgwricwlaidd ar fwlio yn y gwersi ABCh, (ysgrifennu barddoniaeth, disgrifiadau, arlunio, a.y.b.).
- Darllen storïau a cherddi am fwlio.
- Actio rôl.
- Trafodaethau ac Amser Aur.
- Gwasanaethau torfol.
- Blwch cyfrinachol ym mhob dosbarth.

Ysgol:			
Enw llawn y disgybl:			
Cyfeiriad:			
Dyddiad Geni: Blwyddyn ysgol:			
Lleoliad y digwyddiad:			
Pam fod plentyn yn cael ei fwlio?			
Hil	<input type="checkbox"/>	Anabledd	<input type="checkbox"/>
Rhywioldeb	<input type="checkbox"/>	Oedran	<input type="checkbox"/>
Maint	<input type="checkbox"/>	Oherwydd fy ymddangosiad i/ oherwydd eu hymddangosiad hwy	<input type="checkbox"/>
Crefydd/Cred	<input type="checkbox"/>	Gallu	<input type="checkbox"/>
		Iaith	<input type="checkbox"/>
Unrhyw reswm arall? _____ (Gallai fod oherwydd ei fod yn ofalwr ifanc i berthynas sâl neu anabl; efallai nad oes ganddo lawer o arian neu rywbeth arall)			
Sut mae'n cael ei fwlio?			
Galw Enwau	<input type="checkbox"/>	Pryfocio	<input type="checkbox"/>
		Bygwth	<input type="checkbox"/>
Rhwydwaith Cymdeithasol	<input type="checkbox"/>	Taro	<input type="checkbox"/>
		Difrodi/dwyn pethau	<input type="checkbox"/>
Unrhyw beth arall? _____			
Manylion am y digwyddiad:			
Oes angen cyfeirio at asiantaeth arall?			
Oes	<input type="checkbox"/>	Nac Oes	<input type="checkbox"/>
Os oes pa asiantaeth?			
Strategaeth mewn lle yn dilyn y digwyddiad:			

Camau gweithredu pellach:

Arwyddwyd:
Swydd:
Dyddiad:

Anti-Bullying Policy

Ysgol Waunfawr



Date of Approval:
Review Date:

1. Introduction

Polisi Gwrth Fwlio Ysgolion 2018 v1-0
Ysgol Waunfawr

Every pupil has the right to feel happy, safe and included, and the right to work in an environment without feeling threatened or fearful. The School recognizes the emotional impact that bullying may have on an individual's sense of self-worth and self-confidence, and, consequently on his/her ability to effectively learn. The link between educational attainment, attendance and emotional contentment of children and young people is crucial. Considerable emphasis is placed on ensuring that pupils feel safe in school for educational as well as moral reasons. The school community promotes an anti-bullying environment. Bullying of any kind is unacceptable and any victim of bullying will be fully supported.

2. Purpose and Objective

- Ensure that no child in any way impairs the happiness and educational development of any other child at the school, by creating a safe and happy environment for all the pupils, in every situation during their school activities
- Create an environment where bullying of any kind is unacceptable. Should an instance of bullying occur, the children should be able to report it, and be confident that the matter will be dealt with immediately and effectively. Encourage anybody who is aware that bullying is taking place to notify the staff
- Persuade parents that the pupils' well-being is a priority and that they are taught in a safe environment, and collaborate with them to prevent bullying.

3. Objectives

The school will:

- take a pro-active approach to prevent bullying
- implement a whole school anti-bullying policy, with which all school staff, pupils, parents and Governors are familiar
- create an environment and ethos where bullying is unacceptable and encourage pupils to report on any instance of bullying, convincing victims that the school will take action to protect them
- raise awareness of staff, pupils and parents of what bullying is, of the signs and symptoms of bullying and of the appropriate measures to follow when bullying occurs or there is an allegation of bullying (see Appendix 1)
- promote every child's self-esteem and respect towards peers and adults
- work in partnership with parents to ensure effective action if there is an instance of bullying or an allegation of bullying
- boost the confidence of pupils and parents in the school's methods of dealing with bullying

4. Bullying

Bullying is defined as aggressive or abusive behaviour by an individual or group, that is often repeated over time, and inflicts wilful injury or harm. Research shows that bullying can have a destructive impact on young people's lives. For some, it can create long-term effects that causes distress and harm to social and emotional development.

4.1 Types of bullying

There are several types of bullying. To monitor levels and nature of the bullying across the Authority, all instances of bullying will be noted by the school and sent to the Education Department to be categorised.

Bullying can consist of one or be a mixture of the following categories:

- **Physical** – striking, kicking, stealing, concealment of belongings, sexual violence and harassment
- **Verbal (Spoken)** – name-calling, abuse, belittling
- **Emotional** – Start groundless rumours, not speak to somebody, ostracise from groups

In addition to the above-mentioned general categories, the school monitors levels of bullying in the specific categories below:

- **Cyber bullying** – use of social media, e-mail, text messages and other electronic methods to send malicious messages or material of a malicious nature with harmful intention
- **Homophobic** – it can be physical, verbal or emotional bullying based on alleged sexuality or not
- **Racial** – it can be racially based physical, verbal or emotional bullying
- **Other** – bullying based on physical or mental disability, health features or any feature that can be clearly defined.

Serious instances of bullying, e.g. harassment or sexual violence can lead to a referral to Social Services Children's Referrals Team.

5. Bullying Prevention

The school will try to take a pro-active approach in the bullying prevention campaign, through following these Guidelines:

- 5.1** Bullying is discussed at several levels throughout the school:
 - Whole school, (e.g. assemblies, School Council, Golden Rules, bullying prevention agreements, dramatic presentations)
 - Class, (e.g. PSE, Circle Time, Class Council, confidential box). Collaboration in lessons is promoted through pair/group activities.
 - Individual, (e.g. additional support for a pupil who has been, or is being, bullied).
- 5.2** Pupils are encouraged to talk to staff members about instances of bullying that they or others suffer. The staff will respond positively and assure the victim that the complaint is being taken seriously and action taken.
- 5.3** Staff will adopt a sensitive approach towards signs of bullying, bearing in mind that the bully may behave in the long or short term, verbally, through gestures or physically, in a sly or obvious manner.
- 5.4** There is close supervision at all times, particularly in areas and at times where bullying can occur. During playground supervision, there is a friendly and informal presence.
- 5.5** Parents are encouraged to immediately notify the school if they feel that their child is a victim of bullying. Likewise, parents are encouraged to notify the school if they suspect that their child is bullying others. Cooperation between the school and home is important.

6. Response to an Instance of Bullying

- 6.1 If there are suspicions that a child is being bullied, the Headteacher's attention should immediately be drawn to the matter and the incident/allegation noted on the recording form (Appendix 2). Instances or allegations of bullying will immediately be investigated and every effort made to bring a stop to the bullying immediately and to ensure the victim's safety. The school will respond in a manner that is proportionate to the seriousness of the incident/allegation and in accordance with the School's Behaviour Policy.
- 6.2 In some instances, the parents are invited to discuss the matter and agree on the appropriate course of action. In more serious cases, consultations are held with the Chair of Governors and/or the whole Governing Body, implementing their recommendations. In serious instances, the Local Authority's welfare officer is invited to discuss the situation and act upon it.
- 6.3 The victim is dealt with in a sensitive manner. He/she receives an attentive hearing, is consoled and advised and taught strategies to use when bullying occurs. He/she receives assurance that they have taken the correct course of action by disclosing it, and that they are not to blame for the bully's behaviour.
- 6.4 A sensitive and positive approach is used towards the bully. He/she is informed that the behaviour is unacceptable and is encouraged to change behaviour. The rules that they have broken are discussed and efforts made to make him/her more aware of the victim's situation. The bully may be asked to apologize and efforts are made to bring about a reconciliation between the pupils, if at all possible.
- 6.5 What sanction to impose on the bully is decided upon, explaining why it is being imposed. In serious circumstances, suspension or exclusion of the bully must be considered
- 6.6 Following the incident, the situation will be monitored to ensure that the bullying does not re-occur.

7. LEA Support

7.1 The Welfare Service

The Welfare Service is committed to ensuring that every child has an opportunity to be educated in a safe environment and free from any type of bullying, threat or harassment.

When appropriate, the Welfare Service will be involved with individual cases, aiming to resolve the situation that concerns the young person through:

- ensuring that schools adhere to any relevant policy
- recognising factors that form the backdrop to the bullying
- acting as an independent mediator
- supporting young people who are victims of bullying
- providing specialist advice for schools, parents and pupil

7.2 The Behavioural Support Service

Primary teachers are available to visit schools to discuss specific cases with headteachers / class teachers / pupils. Specifically for the primary sector there are "Buarth Braf" packs available for schools that focus on the subject.

The Service mentions bullying during INSET with assistants and teachers to discuss:

- why children bully
- recognising the signs that children are being bullied.

7.3 The Educational Psychologist

The Educational Psychologists provide a counselling service. A counsellor can assist a victim or bully to consider gentler ways of forging contacts and to explore anger and tolerance related matters. Lack of self-esteem, trust and confidence can also be dealt with. Counselling can be useful to establish more positive thought patterns and to explore some unhealthy beliefs.

7.4 The 'Healthy Schools' Scheme

Gwynedd 'Healthy School's scheme is managed in partnership with Wales National Public Health Service, Gwynedd Council, CYNNAL and the Local Health Board. The scheme enables schools to make a positive contribution to their pupils, teachers and the wider community's health and well-being, through developing a health promoting environment.

'Healthy Schools' introduce health and well-being aspects through the

- National Curriculum
- Alternative curriculum and school ethos
- Develop existing links between the home, the community and specialist agencies.

8. CONCLUSIONS

Any kind of bullying is unacceptable at Ysgol Waunfawr and there are firm strategies in place to deal with any instance of bullying that could arise.

Immediate action must be taken to deal with instances or allegations of bullying.

Although it is important to positively respond to the victim, taking an over-protective stance should be avoided and teach him/her to develop self-protective strategies against being bullied.

Incidents that occur outside the school premises cannot be ignored, as they may spill over in both directions. There should be an appropriate response when considering the seriousness of the allegation/incident.

Co-operation between the home and the school is important; parents must be persuaded that the school is always ready to discuss their concerns. In instances where parents feel that the school cannot effectively deal with an instance of bullying, they are asked to bring this to the Headteacher's attention. If the Headteacher is unable to informally deal with the matter, the parents can pursue the school's formal complaints procedure.

Signed on behalf of the Chair of the Governors: _____

Date: _____

APPENDIX 1 – GUIDELINES FOR TEACHERS

TYPES OF BULLYING

Several types of bullying may occur:

- Emotional, e.g. being nasty, ostracise, harassment
- Verbal, e.g. name calling, ridiculing, telling fibs, provoking
- Physical, e.g. pushing, kicking, striking or any use of violence
- Racial, e.g. belittling, graffiti
- Cyber, e.g. the internet, mobile phone, camera and video
- Sexual, e.g. inappropriate comments or touching
- Homophobic, e.g. use of homophobic diction

SIGNS AND SYMPTOMS OF BULLYING

Adults should be vigilant to signs of bullying, holding further investigations if a child:

- Is unhappy to attend school
- feels ill in the mornings
- frequently absent
- afraid to walk to or from school
- changes habits
- becomes introverted
- becomes anxious
- loss of confidence
- starts to speak with a stammer
- develops a 'nervous tick'
- cries himself/herself to sleep or has nightmares
- Bed wetting
- loses interest in school work and under-achieves
- avoids attending after school activities/clubs/lessons etc.
- goes home with damaged or missing clothing or belongings
- frequently loses dinner money etc.
- talks about running away
- conceals bruising or marks
- aggressive or unreasonable behaviour
- bullies brothers or sisters or younger children
- loses appetite
- is fearful of using the internet or telephone

RESPONDING TO AN INSTANCE / ALLEGATION OF BULLYING

- Ysgol Waunfawr does not tolerate bullying and all staff members and every pupil have a responsibility to ensure an environment that is free from bullying
- The school will respond in a manner that is proportionate to the seriousness of the incident/allegation
- The Headteacher will record all instances of bullying and how the incident was dealt with
- We will interview those responsible individually and carefully listen to their version of events
- If there is evidence of bullying, the school will take definite and firm action
- Bullying situations/allegations will be closely monitored.

VICTIM SUPPORT

- Take immediate preventative action and ensure the victim's safety
- Assure him/her that they are safe and that the matter will be dealt with immediately
- Assure him/her that they did the right thing by disclosing it, and encouraging them to report any further incidents
- Try to ascertain the seriousness of the incident/allegation
- Show sympathy and empathy
- Jointly discuss how to resolve the problem
- Assure the victim that he/she does not deserve to be bullied and that they not to blame
- If appropriate, encourage the bully and victim to meet and discuss. Ensure that an adult acts as mediator
- Discuss strategies to avoid further incidents
- Advise on assertive behaviour
- Group support, (friends and peers)
- Ensure careful supervision and monitoring
- Work with the parents.

DEALING WITH THE BULLY

- Give a clear message that bullying of any kind is unacceptable at the school and that he/she is breaking the school rules
- Discuss the underlying reasons for his/her behaviour
- Strongly urge him/her to alter their behaviour and offer acceptable models
- Reward positive behaviour
- If appropriate, encourage the bully and victim to meet and discuss. Ensure that an adult acts as mediator
- If appropriate, the bully is asked to apologize
- Decide on a punishment, explaining why it is being administered
- Contact the parents
- Assure him/her that we will monitor the situation and that no further bullying will be tolerated.

ADDITIONAL MEASURES

- Withdrawal from a group
- Loss of privileges, e.g. golden time
- Exclusion from participation in extra-curricular activities/representing the school in activities
- In exceptional cases, exclusion/expulsion from school.

BULLYING PREVENTION STRATEGIES

We will pursue the following methods to try to prevent bullying:

- Ensure that every pupil is familiar with the school's golden rules
- Sign a bullying prevention agreement
- Follow a unit of cross-curricular work on bullying in the PSE lessons, (poetry writing, descriptions, art, etc.)
- Read stories and poems about bullying
- Role play
- Discussions and Golden Time
- Collective Assemblies
- Confidential Box in every class

School: _____

Pupil's full name:

Address:

Date of Birth: School year:

Location of the incident: _____

Why is a child being bullied?

- | | | | | | |
|-----------|--------------------------|--|--------------------------|----------------|--------------------------|
| Race | <input type="checkbox"/> | Disability | <input type="checkbox"/> | Religion/Faith | <input type="checkbox"/> |
| Sexuality | <input type="checkbox"/> | Age | <input type="checkbox"/> | Ability | <input type="checkbox"/> |
| Size | <input type="checkbox"/> | Because of my appearance/
because of their appearance | <input type="checkbox"/> | Language | <input type="checkbox"/> |

Any other reason? _____
(Perhaps because he/she is the young carer for a sick or disabled relative; maybe he/she does not have much money or another reason)

How is he/she bullied?

- | | | | | | |
|----------------|--------------------------|-----------|--------------------------|-------------------------|--------------------------|
| Name Calling | <input type="checkbox"/> | Provoking | <input type="checkbox"/> | Threat | <input type="checkbox"/> |
| Social Network | <input type="checkbox"/> | Hitting | <input type="checkbox"/> | Damage/steal belongings | <input type="checkbox"/> |

Any other? _____

Details of the incident:

Is there a need to refer to another agency?

Yes No

If so, which agency?

Strategy in place following the incident:

Further implementation measures:

Signed:
Post:
Date: