

YSGOL GYFUN PENWEDDIG
POLISI ATAL-BWLIO

EGWYDDOR SYLFAENOL

Y mae gan bob plentyn yr hawl i dderbyn ei addysg mewn awyrgylch ddiogel a hynaws. Ein bwriad yn yr ysgol hon yw creu hinsawdd lle na fydd bwlio'n cael ei ddioddef o gwbl. Byddwn yn gweithio tuag at ddileu pob ffurf ohono drwy ennyn cydweithrediad llwyr y disgyblion, y staff, y rhieni a'r llywodraethwyr.

DIFFINIAD O FWLIO

Bwlio yw'r awydd bwriadol ac ymwybodol i niweidio, bygwth neu godi ofn ar rywun drwy air neu weithred.

- ❖ Gall bwlio gymryd sawl ffurf, ee : galw enwau, tynnu wynebâu, sylu'n herfeiddiol ar rywun, sibwrdd neu daenu straeon maleisus am rywun, difrodi neu gymryd eiddo, mynnu drwy fygwth, ymosod yn gorfforol, cicio, pinsio, gwrthio arall, gwneud hwyl ar ben arall, diarddel un aelod o'r grŵp, anfon negeseuon tecst ar ffon symudol neu tynnu lluniau ar gamera ffon symudol.

Noder:

- bod bechgyn a merched o bob oed yn medru bwlio
- nad bwlio yw pob dadl ac anghydfod a gwyd yn achlysurol rhwng dau blentyn o'r un oed
- mai dim ond drwy fesur yr effaith y mae'r ymosodiadau yn eu cael ar y dioddefwr gellir yn llawn sylweddoli difrifoldeb y bwlio.

❖ **Rhesymau posibl dros fwlio**

cenfigen	arddangos pŵer	tynnu sylw
casineb	difyrru eraill	codi statws

Gan amlaf bydd y bwli yn pigo ar blentyn sy'n cael ei ystyried yn wahanol, ee:

gwisg	acen	maint	rhywioldeb	
anabledd	lliw	enedl	crefydd	diwylliant

Mwy/llai abl mewn unrhyw faes ac mewn unrhyw ffordd.

❖ **Effaith a chanlyniadau bwlio ar yr unigolyn**

ofn mynychu'r ysgol / methu cysgu / ofn teithio i'r ysgol
effeithiau seicolegol / osgoi rhai manau o fewn yr ysgol / iselder ysbryd.
encilio / colli diddordeb mewn gwaith ysgol / unigrwydd

❖ Noder

Dylid edrych allan am yr arwyddion canlynol oblegid fe allent ddynodi bod plentyn yn dioddef bwlio:

- dirywiad sydyn mewn gwaith ysgol
- absenoldebau cyson heb esboniadau
- osgoi mynd allan i chwarae
- am aros yng nghwmni oedolion o hyd
- achwyn pen neu fol tost yn gyson
- osgoi rhai gwersi

CYNLLUN YR YSGOL AR GYFER ATAL BWLIO

Bydd yr ysgol yn delio a phob achos o fwlio yn unigol. Gall yr ymateb amrywio ar draws camau disgyblaeth 1 hyd at 6 yn dibynnu ar yr amgylchiadau a'r datrysiad.

Bydd yr ysgol yn fwriadol yn mynd ati i wneud y canlynol:

- ❖ Codi ymwybyddiaeth y disgyblion o'r hyn a olygir wrth fwlio.
- ❖ Cyfleu i'r disgyblion y bydd unrhyw achos o fwlio yn cael ei drin fel mater difrifol iawn ac y bydd sancsiynau neu gosb yn dilyn gweithred o'r fath.
- ❖ Annog y disgyblion i ddod a dweud am unrhyw achos o fwlio, boed yn ymwneud â hwy neu rywun arall. Eu cael i ddeall bod dweud yn weithred gyfrifol ar ei rhan ac y byddai peidio dweud yn dangos cefnogaeth i'r ymosodwr.
- ❖ Cyflwyno natur annerbyniol bwlio fel rhan o raglen Addysg Personol a Chymdeithasol y disgyblion.
- ❖ Sicrhau bod y staff yn gwybod sut i ymateb i sefyllfaoedd o fwlio a beth yw'r canllawiau ar gyfer delio ag achosion unigol.
- ❖ Sicrhau bod yr arolygaeth yn ddigonol yn ystod y cyfnodau pan fo llawer o symud yn mynd ymlaen.

CYNHALIAETH

Fel rhan o gynhaliaeth fugeiliol yr ysgol, gall disgybl gael cefnogaeth trwy:-

- Amser Cylch
- Cwmselwr yr Ysgol
- Mentoriaid Cyfoedion
- Nyrs Ysgol
- Asiantaethau Allanol

DELIO AC ACHOSION

Rhaid delio ar unwaith ag unrhyw achos.

Rhaid hefyd bod yn gyson wrth ymateb.

Bydd angen gwneud cofnodion ysgrifenedig bob tro y cwyd achos o fwlio

RÔL Y TIWTOR/AELOD O'R UWCH TÎM RHEOLI

1. Cynnig cefnogaeth ar unwaith i'r goddefydd.
2. Gwranddo yn ofalus a chofnodi pob digwyddiad gan geisio sicrhau cywirdeb ffeithiol ym mhob achos.
3. Trefnu cyfarfod ar unwaith gyda'r bwli, derbyn cofnod ysgrifenedig.
4. Dylai'r goddefydd a'r bwli gofnodi'r digwyddiadau mewn ysgrifen. Ar ôl ymchwilio'r achos yn fanwl dylid hysbysu'r rhieni/gwarchodwyr a phenderfynu ar ymateb yr ysgol o ran cefnogaeth ac/neu gosb.
5. Dylid rhoi cofnod o'r digwyddiad yn ffeiliau'r disgyblion.
6. Trefnu cynhaliaeth i'r disgybl.
7. Gosod rhaglen yn ei lle ar gyfer y Bwli.
8. Dylid trefnu cyfarfod yn fuan i adolygu'r sefyllfa gydag unigolion.
9. Mewn achosion difrifol rhaid ystyried gwaharddiad.
10. Dylai'r Prifathro gyflwyno adroddiad ar y nifer o achosion o fwlian sy'n digwydd yn ei adroddiad tymhorol i'r Llywodraethwyr. Seilir yr adroddiad ar gofnodion y staff hŷn a'r tiwtoriaid.

CYNGOR I DDISGYBLION

- Mae'n bwysig dweud wrth oedolyn neu unrhywun y gallwch ddibynnu arno.
- Nid chi sydd ar fai os ydych yn cael eich bwlio.
- Ceisiwch osgoi rhoi eich hunan mewn sefyllfa lle y gallwch chi gael eich bwlio.

Strategaeth ar gyfer cyfathrebu

Bwriedir i'r polisi hwn fod yn hysbys i bawb sy'n mynychu'r ysgol. Mae'n fwriad i'w drafod mewn cyfarfodydd megis cyfarfodydd rhieni/llywodraethwyr ac yn y cyfarfodydd trosglwyddo o'r cynradd i'r uwchradd. Hefyd fy fydd y disgyblion yn cael eu hatgoffa am y polisi yng ngwasanaethau'r ysgol ac o fewn unedau mewn gwersi A.B.Ch.

ADOLYGU A CHLORIANNU

- Bydd cofnod o bob achos o fwlio yn cael ei gadw
- Ar ddiwedd y flwyddyn academiaidd, bydd adolygiad o'r Polisi.

YSGOL GYFUN PENWEDDIG
ANTI-BULLYING POLICY

BASIC PRINCIPLE

Every child has the right to be educated in a safe and caring environment. Our aim in this school is to create such a climate where bullying will not be tolerated. We shall work towards the elimination of any form of bullying by encouraging the active participation of pupils, staff, parents and governors.

DEFINITION OF BULLYING

Bullying is deliberate harassment or an aggressive act which causes hurt to another. The hurt can either be physical or psychological; inflicted by one child or a group.

- ❖ Bullying manifests itself in different ways, eg name calling, pulling faces, staring menacingly at someone, spreading rumours and malicious gossip about someone, destroying or taking another child's property, using threats, extortion, physical bullying, kicking, pinching, pushing, making a fool of someone, taunting, excluding a child from a group, text messaging or taking photographs on a mobile phone camera.

Please note:

- boys and girls of any age can bully
- the occasional disagreement or quarrel between two children of the same age is not necessarily bullying.
- That sometimes bullying can only be identified by measuring its effect on the sufferer.

❖ **Reasons for bullying**

jealousy	display of power	attention seeking
dislike	to entertain others	assert reputation

Very often the bully will target a child who is perceived to be different, eg:

dress	accent	size	sexuality	
disability	race	physical features	culture	religion
more/less able in any way at all				

❖ **Effects and results of bullying on the individual child**

fear of school	sleeplessness
fear of travelling to/from school	psychological effects:
avoidance of certain areas	withdrawal, depression
loss of interest in school work	loneliness

❖ Note

Staff should be on the lookout for the following indicators as they could denote that a child is being bullied:

- deterioration in school work
- frequent absences with no tangible reasons given
- excuses made for not going out during breaktimes
- desire to remain in the company of adults
- spurious illness, eg. Headaches, stomach-aches
- avoidance of certain lessons or activities

WHOLE SCHOOL PLANS FOR PREVENTION

The School will deal with every occurrence of bullying individually. The response may vary across disciplinary steps 1 to 6 depending on circumstances and the solution.

The school will specifically set out to:

- ❖ Raise pupil awareness of what is meant by bullying.
- ❖ Make pupils fully aware that bullying will be treated as a serious breach of school rules and that sanctions/punishment will follow any such behaviour.
- ❖ Encourage pupils to report any bullying incidents whether they are involved or not.
- ❖ Help them understand that 'telling' would be viewed as responsible action on their part. Failing to report would be seen as condoning the action of the bully.
- ❖ Use the curriculum as a means of raising pupils' awareness of the unacceptable nature of bullying.
- ❖ Ensure that all members of staff know how to respond to bullying incidents and the agreed procedures for dealing with individual cases.
- ❖ Ensure that all areas of the school are patrolled during periods of high movement.

ACCESS TO SUPPORT

As part of the Pastoral Support provision within the school, pupils will have access to:-

- Circle Time Provision
- The School Counsellor
- Peer Mentors
- The School Nurse
- External Agencies

MANAGING BULLYING INCIDENTS

All incidents must be dealt with immediately.
There must be consistency in the way staff responds.
In all cases it is essential to keep a written record of events.

ROLE OF YEAR TUTORS AND SENIOR MANAGEMENT TEAM

1. Offer support at once to the victim
2. Listen carefully and note all 'events', attempting to ensure factual accuracy in all cases.
3. Arrange at once a meeting with the bully, record the interview.
4. The victim and the bully should record the incident in writing. After thorough investigation the parent/guardian should be informed and a decision on the school's response regarding support and/or punishment made.
5. The incident should be recorded and entered in the pupil's files.
6. Arrange support for the victim.
7. A programme should be put in place for the bully.
8. Meeting should be convened as soon as possible (after the event) to consider the incident with the pupils concerned. The situation should be monitored.
9. In serious cases suspension will have to be considered.
10. The Headteacher will present a report on the number of cases of bullying in his term report to the Governors. The report will be based on the records of the year tutors and management team.

Advice to pupils

- It's important to tell an adult or someone you trust.
- It's not your fault that you are being bullied.
- Try to avoid situations where you could be bullied.

Strategies for communication

It is intended that this policy is known to everyone who attends the school. It will be discussed in meetings such as parents/governors meetings and primary/secondary transition meetings. Also pupils will be reminded of the policy in school assemblies and within PSE lessons.

MONITORING AND EVALUATION

- A record will be kept of all bullying incidents
- At the end of the academic year the policy will be reviewed.