



Polisi Gwrth-Fwlian

Ysgol Gynradd Gymraeg Llwyncelyn

YR HAWL I FOD YN HAPUS

“Mae gan ddisgyblion hawl i gael eu dysgu mewn awyrgylch sy'n ddiogel ac yn arddangos gofal. Rhaid i athrawon a rhieni sicrhau bod hyn yn digwydd”.

Dyma'r camau a gymerir i sicrhau awyrgylch diogel a gofalgaf yn Ysgol Gymraeg Bodringallt:

1. gwneud ymholiadau ar unwaith,
2. siarad a'r bwli a'r dioddefwr ar wahan,
3. ar ôl profi achos o fwlian, cysylltu â rhieni'r bwli,
4. penderfynu ar raglen weithredol i wella'r sefyllfa,
5. pennu dyddiad er mwyn gwerthuso'r rhaglen.

AMCANION EIN POLISI:

1. Rhaid sicrhau bod plant, rhieni ac athrawon Ysgol Gymraeg Llwyncelyn yn gwybod beth yw bwlian.
2. Rhaid atal bwlian rhag digwydd yn ein hysgol ni.
3. Rhaid delio â bwlian yn gyflym pan fo'n digwydd.
4. Creu partneriaeth rhwng staff yr ysgol, llywodraethwyr, a rhieni er mwyn atal bwlian.
Ffordd o gamdrin plant yw bwlian. Ni chydnybyddir fel camdriniaeth fel arfer gan mai plentyn, yn hytrach na rhiant neu ofalwr, sy'n gyfrifol am y camdrin. Gweithred sy'n cael ei ailadrodd yn hytrach na digwyddiad unigol yw bwlian a gall gynnwys un neu fwy o'r canlynol:-
 - cicio, pinsio, poeri neu fygwth
 - bod yn anghyfeillgar, allgau, poenydio (e.e. cuddio llyfrau, ystumiau bygythiadol)
 - galw enwau, gwawdio, lledaenu storïau, poeni
 - gwawdio hiliol, graffiti, ystumiau
 - bychanu
 - tynnu coes neu anfon negeseuon cas
 - dinistrio eiddo
 - esgymuno plentyn trwy beidio a siarad ag ef / hi neu beidio a gadael iddyn nhw ymuno mewn gweithgareddau
 - cloi rhywun mewn ystafell
 - cyffyrddiad corfforol nas dymunir, neu sylwadau rhywiol sarhaus
 - unrhyw weithrediad sy'n effeithio hawliau'r plentyn

Nid bwlian yw dau blentyn o'r un oedran a'r un nerth yn ymladd neu gweryla ambell waith.

Gall bwlian fod ar sail:-

- hil / diwylliant
- dosbarth (sefyllfa ariannol, gwisg, acen)
- rhywioldeb,
- crefydd
- anabledd

Cydnabyddir bod tua 10% o blant yn fwli , 20% o fwli hefyd yn ddiodefwr, a bod tua 50% o fwlian gan giangiau o blant yn hytrach nag unigolyn. Mae bwlian i'w weld ym mhob ysgol, ym mhob oedran ac ar draws y dosbarthiadau cymdeithasol. Mae gwrthod cydnabod bodolaeth bwlian yn ein hysgol yn ei gwneud hi'n anoddach i'n plant ddadlennu'r broblem. Rhaid atseinio'r neges yn glir:

“ Nid ydym yn caniatáu bwlian yn Ysgol Gynradd Gymraeg Llwynceilyn”.

Ni fydd bwlian, fel arfer, yn dod i ben heb gymorth. Wrth ei anwybyddu rhoddir y neges bod ymddygiad bygythiol yn dderbyniol a gall y bwli barhau a'i fwlian. Weithiau, bydd y diodefwr yn rhy ofnus i barhau i fynychu'r ysgol, Efallai ni fydd y rhieni'n sylweddoli mai bwlian yw gwraidd y broblem, gan fod y plentyn yn ffugio salwch neu ryw esgus arall yn hytrach na chydabod y bwlian. Gall bwlian achosi tangyflawni academaidd, iselder ysbryd , enciliad neu mewn rhai achosion hunan laddiad.

Rhaid, felly, rhoi y negeseuon canlynol:-

i blant:-

- Mae'n bwysig dweud wrth oedolyn neu rywun y gallwch ddibynnu arno.
- Mae angen dweud hyd nes bod rhywun yn eich credu; peidiwch a rhoi'r ffidil yn y to!
- Nid chi sydd ar fai os ydych yn diodefwr bwlian.

i oedolion:-

- gwrando o ddifrif ar hyn sy gan blant i'w ddweud wrthyh.
- sicrhau bod y plant yn gwybod y gallant rannu gwybodaeth amdanynt eu hunain gyda chi.
- gwylwch am arwyddion cynnar o ofid.
- cynigiwch gefnogaeth ar unwaith i'r diodefwr.
- gwnewch yn siwr bod y bwli a'i rieni yn deall bod ei ymddygiad yn annerbyniol.
- gweithredu pan fo gan blentyn ofidiau am fwlian neu gamdriniaeth arall.

Unwaith bod pryderon ynglŷn â bwlio wedi'u mynegi, dylai'r athro/awes d/dosbarth ddelio â nhw. Y camau arferol fuaasai:

- o Siarad â diodefwr y bwli
- o Siarad â'r bwli honedig
- o Lluniau strategaethau er mwyn osgoi'r sefyllfa
- o Rhybuddio athrawon eraill ynglŷn â'r mater
- o Caniatáu i'r bwli a'r diodefwr gwrdd a thrafod materion sy'n arwain at ddatrys gwrthdaro
- o Sanctsiynau ar y bwli – cysylltu â'r cartref
 - aros i mewn
 - defnyddio gwaharddiad mewnol
 - gwaharddiad

ARWYDDION I CHWILIO AMDANYNT:-

- gwrthod teithio ar fws yr ysgol, mynnu bod ei rieni'n cwrdd ag ef, amharod i gerdded adref yr un pryd a phlant eraill.
- colli eiddo, llyfrau ysgol neu waith yn cael eu dinistrio.
- angen arian yn barhaus, dweud wrth y rhieni ei fod wedi'i golli neu wedi'i wario mewn modd annisgwyl.
- amharod i fynd allan i chwarae, neu'n aros yn agos i'r goruchwyliwr.
- gofyn i eistedd wrth ymyl rhywun arall yn y dosbarth, neu'n ofalus i osgoi cysylltiad a rhai disgyblion.

DYLAI PLANT, RHIENI, A STAFF DDERBYN GWYBODAETH AM AGWEDD YR YSGOL AT FWLIAN AC AM BOLISI GWRTH-FWLIAN YR YSGOL.

SUT?

1. Gofyn am farn a syniadau'r plant -holiadur.
2. Darganfod pryd mae bwlian yn digwydd.
3. Darganfod ble mae bwlian yn digwydd .
4. Trafod strategaethau'r polisi hwn â goruchwyliwr amser cinio .

GWELLA'R SEFYLLFA

YR IARD CHWARAE - dylem anelu at wella ansawdd chwarae a chreu awyrgylch sy'n atal bwlian trwy:-

- gwella'r cyflwr amgylchyddol, peintio murluniau, gemau ar y llawr, plannu blodau,
- gwahanu oeddrannau gwahanol er mwyn torri lawr ar y nifer o blant ar yr iard,
- sicrhau bod cefnogaeth ar gael i'r goruchwyliwr,
- clodfori ac amlygu ymddygiad da (gweler polisi ymddygiad)

Dylai athrawon gyrraedd y dosbarth yn brydlon ar ol egwyl. Mae plant sy'n disgwyl athrawes heb oruchwyliaeth yn agored i fwlian.

AMSER CINIO- yr egwyl hiraf. Dylem sicrhau bod y goruchwylio'n effeithiol ac yn gadarn:-

- o leiaf un fenyw ginio ym mhob ardal chwarae, (gweler "Dyletswyddau amser cinio")
- goruchwyliaeth wrth aros i ginio ac wrth fwyta,
- cefnogaeth i'r goruchwyliwr yn ystod amser cinio.

YN Y DOSBARTH-gall atal bwlian trwy addysgu'r plant yn ystod gwersi dosbarth:-

- ysgrifennu creadigol- disgrifio'u hymateb i fwlian, gwerthuso teimpladau, disgrifio amser cinio, hoff bethau / cas bethau am yr ysgol, cyfeillgarwch ,(cerddi, storïau, drama, erthyglau, cylchgronau, a.y.b.)
- llafar- chwarae rol, trafodaeth grwp / dosbarth, dadansoddi ymddygiad y bwli, pam bod rhai'n dioddef a ffyrdd i atal bwlian,
- drama-chwarae rol y bwli,(gall y dioddefwr chwarae rol y bwli a'r bwli y dioddefwr), gall y plant gynnig syniadau sut i wella bwlian yn yr ysgol,
- celfyddyd - tynnu llun i fynegi teimpladau / dangos beth ddigwyddodd, tynnu llun bwli / dioddefwr nodweddiadol, creu posteri i'w harddangos,
- dawns- mynegi teimpladau ynglyn a bwlian,
- gwaith ymchwil- sut gellid gwella awyrgylch yr ysgol, arolygon-ble mae bwlian yn digwydd, faint o blant sydd ynghlwm ynddo, cywaith ar fwlian neu amser egwyl,
- gwasanaethau- gosod bwlian fel testun ,
- ABCh – sesiynau cylch
- Dathlu wythnos Wrth-fwlio yn flynyddol

Cofiwch- ymddygiad y bwli sy'n annerbyniol, nid y bwli fel person!

Os mai ymddygiad a ddysgir trwy esiampl yw bwlian, gellir ei ddad-ddysgu a'i ddisodli ag ymddygiad arall.

Rhaid bod yn bositif - y nod yw bod y bwli'n newid ei ymddygiad ei hunan trwy gadarnhad.

- Dylid rhoi clod neu wên er mwyn amlygu ymddygiad da. Y broblem yw bod bwlian, yn aml, yn gyfrinachol a byddai'n digwydd tu allan i'r dosbarth. Felly mae modd i'r plentyn gydymffurfio o fewn y dosbarth a derbyn clod tra'n parhau i fwlian y tu allan.
- Dylid trio dadansoddi trefn gymdeithasol y bwli, gan gynnwys safbwynt pobl eraill. Hynny yw, edrych ar ddiddordebau'r bwli fel ei fod yn gallu gweithio gydag eraill yn lle yn eu herbyn.
- Dylid rhwystro chwarae garw yn arbennig yn y blynyddoedd cynnar.
- Yn achos bwlian gan giang dylid ail-unigoliaethu'r grŵp a chyfarfod aelodau ar eu pennau eu hunain gan wneud pob un ohonynt yn ymwybodol o'u teimladau o anniddigrwydd ynglyn â bwlian y grŵp.

CYNGOR I BLANT

Dylid:

- gwneud rhywbeth am fwlian, cefnogaeth i'r bwli yw gwyllo plentyn yn cael ei fwlian,
- siarad ag oedolyn,
- gwrthod bod yn yr un grŵp cymdeithasol a bwli,
- gwrthod derbyn bwlis fel ffrind,

CYNGOR I RIENI

Dylid:

- cymryd cyfrifoldeb am drafod bwlian gyda'ch plentyn a rhoi'r neges fod bwlian yn annerbyniol. Mae hwn yn cynnwys peidio annog plentyn i fwrw'n ôl.
- chwilio am arwyddion fel bola tost / pen tost cyn mynd i'r ysgol, colli eiddo, gofyn am arian, dillad wedi rhwygo, cleisio,
- trafod ffrindiau, amser chwarae, y daith i'r ysgol,
- hysbysu'r ysgol os oes amheuan,
- cadw cofnodion ,
- cefnogi'ch plentyn fel a ganlyn:
 1. sicrhau nad yw'ch plentyn yn teimlo'n euog,
 2. annog i'ch plentyn siarad ag oedolyn,
 3. trafod osgoi llefydd "perylus",
 4. annog i'ch plentyn wrthod rhoi losin neu "anrhegion" i fwlis,
 5. cyd- weithio a'r ysgol er mwyn creu cynllun gweithredol,

LLYWODRAETHWYR

Dylid:

- sicrhau bod ffyrdd o atal bwlian ym mholisi'r ysgol,
- sicrhau bod y neges-

"Mae gan pawb ynYsgol LLwyncelyn yr hawl i fod yn hapus".

yn cyrraedd pob plentyn, rhiant, oedolyn yn gysylltiedig a'r ysgol, ac y can nhw gefnogaeth wrth droi i atal,

- esbonio'r camau a gymerir i atal bwlian,
- sicrhau cofnodion clir am bob digwyddiad er mwyn monitro'r ymddygiad,
- defnyddio pynciau'r cwricwlwm er mwyn taclo bwlian,
- sicrhau camau er mwyn delio a chwynion am fwlian.

Yn yr achos lle nad yw'r ysgol yn gallu datrys y problem dylai'r cadeirydd gwrrd â phawb sy'n ymwneud â'r achos cyn gynted â phosibl. Posibilrwydd yr ystyrir gwaharddiad dros dro/ parhaol.

LLYFRYDDIAETH

Taclo Bwlian yn yr Ysgol Gynradd - N.S.P. C.C. Cymru

Bullying: A Positive Response - D. Tattum & G. Herbert.

Arfarniad o Bolisiau Gwrth-Fwlio mewn Ysgolion yng Nghymru (WAG)



Anti- Bullying Policy

Ysgol Gynradd Gymraeg Llwynceilyn

'Everyone has the right to be happy'

“Pupils have the right to be taught in safe and caring atmosphere. Teachers and parents must ensure that this happens”.

At Ysgol Gymraeg Llwynceilyn these are the steps we will take to ensure a safe and caring atmosphere:

- We will listen to your child
- We will make enquiries immediately
- If we can prove a case of bullying we will contact the bully's parents
- We will decide on a plan of action
- We will set a date to evaluate our actions

AIMS OF OUR POLICY:

1. To ensure that the children, parents and staff of Ysgol Gymraeg Llwynceilyn understand the meaning of bullying
2. To prevent bullying from happening in our school
3. To deal with bullying quickly when it occurs
4. Create a partnership between staff, governors and parents in order to stamp out bullying.

Bullying is a form of child abuse. It is not usually regarded as abuse as it is a child not a parent or a guardian who is responsible for the abuse. It is an act which is repeated rather than a single incident and may involve any one of the following:-

- kicking, pinching, spitting or threatening,
- being unfriendly, ignoring, teasing (hiding books, threatening looks/motions
- name calling, spreading stories,
- belittling
- racial mockery, graffiti, motions
- unwelcome physical contact, sexual comments
- teasing or sending nasty messages
- spreading vicious rumours
- destroying property
- excommunicating the child by not speaking to him/her or not allowing him/her to join in games
- locking a child in a room
- any other act which affects the rights of the child

An occasional quarrel between two children is not a case of bullying.

Bullying may be on the basis of:-

- racism/ culturalism
- class (financial position, dress, accent)
- religion
- disability

It is recognised that approximately 10% of children are bullies; that 20% of bullies are actually victims; and that 50% of bullying involves a gang rather than an individual. Bullying is present in all schools, amongst all ages, and across all the social classes. Refusing to acknowledge that bullying exists in a school makes it harder to solve the problem. The message we must echo clearly is:

“ We will not allow bullying in Ysgol Gynradd Gymraeg Llwynceilyn”.

Bullying does not usually stop without help. By ignoring bullying we give the message that threatening behaviour is acceptable and the bullying will continue. On occasions the victim will be afraid to attend school. Parents may not realise that bullying is at the core of the child's problem as the child may feign illness or present other reasons instead of recognise the bullying. Bullying may cause academic underachievement, depression, or withdrawal.

The following messages must be given:-

To children:-

- It is important that you tell someone that you trust
- You must continue to tell until someone believes you. Do not give up!
- It is not your fault that you are suffering bullying

To all adults:-

- Watch for the early signs
- Listen seriously to what the child has to say to you
- Offer immediate help to the victim
- Ensure that the bully and his/her parents understand that this behaviour is unacceptable
- Ensure that the child knows that he/she may share personal information with you.
- Act when a child has concerns about bullying or other abuse.

As soon as a child has expressed concerns about bullying, the class teacher should deal with them. The usual steps would be:

- Speak with the victim
- Speak with the alleged bully
- Form strategies to avoid situations where bullying may occur
- Inform other members of staff
- Allow the bully and victim to meet and talk
- Sanctions on the bully:-

-inform parents

-be kept in instead of going out to play

-internal suspension

-suspension

SIGNS TO LOOK OUT FOR:-

- Refusing to travel on the school bus or asking parents to meet him/her, refusing to walk home when other children are about,
- Losing property, school books, work being destroyed.
- Asking for money continually, telling parents that it has been lost or spent in an unexpected way.
- Reluctant to go out to play, or staying close to supervisors.
- Asking to sit by someone else in the class, or being careful to avoid contact with some individuals.

CHILDREN, PARENTS AND STAFF SHOULD RECEIVE INFORMATION ABOUT THE SCHOOL'S ATTITUDE TOWARDS BULLYING AND ABOUT THE SCHOOL'S ANTI-BULLYING POLICY.

HOW?

1. Ask for the children's opinion and ideas-questionnaire.
2. Discover when bullying happens
3. Discover where bullying happens
4. Discuss the strategies in this policy with dinnertime supervisors

IMPROVING THE SITUATION

THE SCHOOL YARD – aim to improve conditions on the yard and to create an atmosphere which prevents bullying by:-

- Improving the environmental condition, painting murals, floor games, planting flowers,
- Separating different ages by limiting the number of children on the yard,
- Ensuring support for supervisors
- Praising and highlighting good behaviour (See Behavioural Policy)

Teachers should arrive at the classrooms punctually after break. A class awaiting a teacher's arrival is open to incidents of bullying.

DINNER TIME- The longest break. Supervision must be effective and strong:-

- At least one dinnertime supervisor in each play area
- Supervision whilst waiting for lunch and whilst eating
- Support must be available for lunch time supervisors

IN THE CLASSROOM- teachers can prevent bullying by teaching the children during class lessons:-

- Creative writing – describing responses to bullying, examining feelings, describing dinner time, favourite / least favourite things about school, friendship, (stories, poems, dramas, magazine articles, etc.)
- Oral work- role play, group/class discussion, interpreting the behaviour of bullies, why some are victims and how to prevent bullying
- drama- role play (the bully may take the part of the victim and the victim the part of the bully), suggest ways to improve situations,
- art – drawing pictures to describe feelings / to show what happens, draw the typical bully / victim, create posters to display,
- dance- state feelings about bullying through dance,
- research work- how to improve the school environment investigate where bullying happens, how many children are being bullied, projects on bullying or playtimes,
- assemblies- "bullying" as a theme ,
- PSE – Circle Time,
- Celebrate Anti-Bullying Week annually

Remember: It is the behaviour of the bully that is unacceptable – not the bully as a person!

If bullying is a behaviour that has been learned by example it can be un-learned and replaced by better behaviour.

There is a need to be positive. The aim is for the bully to change his/her behaviour by persuasion.

- Praise must be given for good behaviour. Teachers must be aware that bullying often happens outside the classroom and therefore, it is possible that the bully conforms within the class and continues to bully outside.
- Efforts must be made to interpret the social order of the bully, by including the opinion of others. For example, discovering the bully's interests and encouraging him/her to co-operate with others instead of working against them.
- Rough play must be discouraged especially in the early years.
- In the case of bullying by a gang the group must be interviewed individually ensuring that the feelings of each individual be examined and their attitude to bullying as a group.
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ADVICE FOR CHILDREN

- Do something about bullying, if you watch bullying happen you are supporting the bully,
- Speak with an adult,
- Refuse to be in the same social group as a bully,
- Refuse to accept a bully as your friend

ADVICE FOR PARENTS

- It is the responsibility of the parents to discuss with children that bullying is not acceptable. This includes encouraging the child not to retaliate if possible
- Look for the signs, such a stomach ache before school, losing property, asking for money, ripped clothes, bruising,
- Discuss friends, play times, the use of school buddies, and the journey to school,
- Inform the school if there are any doubts,
- Keep notes,
- Do not encourage hitting back, the situation can be worsened,
- Support the your child as follows:
 1. ENSURE THAT YOUR CHILD DOES NOT FEEL GUILTY,
 2. ENCOURAGE YOUR CHILD TO SPEAK WITH AN ADULT, ANY ADULT.
 3. DISCUSS AVOIDING PLACES WHERE BULLIES MAY OPERATE
 4. DISCOURAGE THE GIVING OF SWEETS OR PRESENTS TO BULLIES
 5. CO-OPERATE WITH THE SCHOOL IN ORDER TO CREATE A PLAN OF ACTION

GOVERNORS SHOULD ENSURE THAT:

- there are ways to prevent bullying in the school policy,
- the message,
"Everynoe at Ysgol Gymraeg Llwynceilyn has the right to be happy",
reaches each child, parent, adult, connected with the school, and that they receive support by aiming to stop the bullying.
- steps are taken to stop bullying
- clear notes are kept in order to monitor the behaviour,
- curriculum subjects are used in order to tackle bullying,
- steps are taken to deal with complaints of bullying.

The Chair of Governors may meet with all concerned in the case of the failure to solve the problem at a school level. A permanent/temporary suspension will be considered.