Information for practitioners that work with young people on how to deal with bullying

Contents

1. Foreword 3
2. Why this toolkit is needed 4
3. Legislation 5
4. Definition of bullying 7
5. Bullying statistics 8
6. Top tips for parents 9
7. Top tips for young people 11
8. Model Anti-bullying charter 12
9. Model Anti Bullying Policy 13
10. WAG School anti-bullying policy self assessment tool Appendix A
11. WAG self assessment tool summary check list Appendix B
Foreword

I am delighted to have been asked to provide a foreword for this long awaited policy. We would all wish for supportive, safe and caring environments in which our children and young people can grow up and reach their potential. Unfortunately the behaviour of a view can adversely impact on this – bullying is anti social, unacceptable behaviour and should not be tolerated. Our aim should be to learn to recognise it, deal with it, but more importantly prevent it from happening.

I am particularly proud of the work undertaken in Blaenau Gwent, as this has been led by the young people themselves who have been proactive in raising this as an issue for we in authority to help them deal with – but they have also shown initiative in developing ways of managing this within schools and other community settings, and in encouraging organisations to work towards the kite mark described at the end of this document.

The policy is aimed at everyone who can impact on bullying – schools, other organisations, young people and their parents and I would encourage everyone to read it but more importantly actively engage with working towards stamping out bullying in Blaenau Gwent.
Why this toolkit is needed?

In 2007 the Children & Young People's Partnership (CYPP) carried out a borough wide needs assessment, and as a result, the children and young people living in the borough identified bullying as a major concern. In 2008 addressing bullying was identified as a priority in the Children & Young People Plan (CYP Plan). A multi agency group was formed to address bullying and chaired by the NSPCC Wales lead for anti bullying.

In early 2010 a young people's anti-bullying group named GRAB (Get Real About Bullying) grew out of the multi agency group chaired by the NSPCC. The group received comprehensive training on anti bullying peer mentoring and event management facilitated by Funky Dragon Staff – the Welsh Government’s Children and Young People’s Assembly for Wales. This event was facilitated and managed by Communities First Ebbw Fawr.

In October 2010 the GRAB Group organised a children and young people's anti bullying conference at Ebbw Vale Leisure Centre, Blaenau Gwent. Numerous workshops were held ranging from the effects of bullying, to electronic voting on the scale of bullying. Also attendees were asked to identify two priorities children and young people would like to see the CYPP take forward as part of their work regarding bullying. A robust analysis of the intelligence shared by the young people showed that bullying is still a significant concern for the children and young people in our borough.

The two priorities identified to be taken forward by the CYPP were:

- Anti-bullying kite mark award be developed
- A universal anti bullying policy be established across all C&YP Settings

In 2011 the Children & Young People’s Partnership agreed to take forward the two priorities as part of the second CYP Plan for the borough. In 2012 the CYPP was replaced by a Local Service Board (LSB).

In June 2014, a project group was established to finalise the policy and to promote the use of the Anti Bullying Kite Mark. Also in June 2014, Estyn published a report entitled ‘Action on Bullying’ reviewing the effectiveness of action taken by schools to address bullying on the grounds of pupils' protected characteristics.
Legislation

‘Every child has a right to be protected from conflict, cruelty, exploitation and neglect’

United Nation Convention on the Rights of the Child (UNCRC), ratified by the UK in 1991

WG Respecting Others

‘Respecting others’ is a series of anti-bullying materials that provide guidance and practical solutions on preventing and responding to incidents of bullying in schools. The series includes a brief overview document and detailed guidance on the following five areas of bullying:

- bullying around race, religion and culture
- bullying around special educational needs and disabilities
- cyberbullying
- homophobic bullying
- sexist, sexual and transphobic bullying.

The Children’s Act 2004 sets out the need to promote co-operation between the authority, its partners and others with a view to improving the well-being of children in their area. This includes the children’s physical and mental health and emotional well-being, protection from harm and educational and social well-being.

In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school’s behaviour policy, acting in accordance with the governing body’s statement of principles in so doing. Measures in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to “encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils”.

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe, they are in a much better position to realise their potential. In Wales, the School Standards and Framework Act 1998 states that Head Teachers in state schools have a duty to encourage good behaviour and respect for others on the part of pupils and, in particular, prevent all forms of bullying among pupils’ (Section 61(4)).
**United Nations Convention on the Rights of a Child (UNCRC)** recognises that children should respect each other, learn to live peacefully, and for children to benefit from education the school should be free of violence.

**Article 2 (Non-discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn’t matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child’s human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

**Equality Act 2010**

Under the Equality Act 2010, harassment is unwanted conduct which is related to one of the following: age, disability, gender reassignment, race, religion or belief, sex and sexual orientation and is therefore unlawful.


Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Protection from Harassment Act.
Definition Of Bullying

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.  
Department for Children, Schools and Families (2007), Safe to Learn

Bullying generally takes one of four forms:

- Verbal
- Physical
- Indirect
- Emotional

Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Homophobic bullying
- Sexual bullying
- Cyber bullying

Bullying can also be based on disability, ability, gender, appearance or circumstance.

It is important to have a clear and consistent definition of bullying so that professionals are able to distinguish bullying from other forms of behaviour. It is very easy to label an incident as ‘bullying’ and it is crucial that a distinction can be made between relational conflicts and bullying. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.

Bullying is not:
- When friends have an argument.
- One-off incidents e.g. a fight
- When acts of hurt are caused unintentionally.
Some Bullying Statistics...

Cyber Bullying Statistics 2014

- 25 percent of teenagers report that they have experienced repeated bullying via their mobile phone or on the internet.
- Over half (52 percent) of young people report being cyber bullied.
- An astounding 95 percent of teens who witnessed bullying on social media report that others, like them, have ignored the behaviour.

Cyber Bullying and Social Networks

Facebook: of all youths polled, 75% of them use Facebook and 54% of those experienced cyberbullying.

Youtube: of all youths polled, 66% use Youtube and of that number, 21% of that percentage experienced cyber bullying.

Twitter: of all youths polled, 43% use Twitter and 28% of them experience cyber bullying.

Ask.fm: of all youths polled, 36% use Ask.fm and 26% of them experienced cyber bullying.

Instagram: of all youths polled, 24% use Instagram and 24 of those experienced cyber bullying.

Tumblr: of all youths polled, 24% use it and 22% of those experienced cyber bullying.

March 2013

Statistics on bullying collated from government reports and research by the NSPCC:

- 38% of young people have been affected by cyber-bullying.
- 31,599 children called ChildLine in 2011/12 about bullying.
- Almost half (46%) of children and young people say they have been bullied at school at some point in their lives.
- 38% of disabled children worried about being bullied.
- 18% of children and young people who worried about bullying said they would not talk to their parents about it.

Tips and advice for parents

The first and most important step is to listen to your child, reassuring them that bullying is not their fault. Whilst talking about it might not solve the problem, it can help your child to offload heavy feelings. Tell your child that they are loved and will be supported.

Encourage your child to engage in activities they enjoy and find opportunities to build their confidence and self-esteem. Help your child focus on positive aspects.

Take your time to talk calmly through the situation, ask your child what they would like you to do and agree a plan of action together. Keep a diary of incidents, and photographs of any injuries. If you telephone the setting where the bullying took place record the date, time, who you spoke to and the outcome of the conversation.

If the bullying took place in school request a copy of their Anti Bullying Policy. By law, every school must have one and it should outline how the school aims to prevent and respond to bullying.

If you are not happy with the response of the setting do not give up. The welfare of your child is paramount and settings have a ‘duty of care’ to your child.

Tips

- Draw pictures of your child’s day or ask them to draw what has happened during their day. For example you could draw pictures of them at break, at lunchtime, in the classroom, moving about the school, draw what games they played.
- Use toys, puppets or pets to encourage your child to talk. You could use them to tell a story of a child being bullied and show how important it is to tell someone. Or your child may feel more comfortable in telling a toy or puppet what is happening.
- Use a diary system or a box where you can both write comments and questions and then find a quiet time to talk about them together.
- Use scales to rate how your child is feeling at different times during their day. For example you could use a number scale or traffic light system where the different numbers or colours mean different feelings. If you use the traffic light system, you may use green for feeling good, orange for okay and red for upset.
- Use pictures of faces showing different expressions to explain feelings. You could draw pictures of happy, sad, angry, crying faces and ask your child to choose one to show how they’re feeling.
- Use visual prompts such as pictures in books, communication boards (visual symbols organised by topic) and cue cards (cards containing a message in a picture or written format).
Further support

Parents can feel a whole range of emotions when they discover their child is being bullied. While initial feelings may include isolation, anger, sadness and guilt, it is important to remember there is a way forward. Contact a Family, has written a guide for parents of disabled children. It contains information about spotting the signs of bullying, the action you can take, your child’s rights and stories and tips from other parents. We hope it will give you ideas about what might work, things you could try and help you feel that you are not alone.

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childline</td>
<td>08001111</td>
<td><a href="http://www.childline.org.uk">www.childline.org.uk</a></td>
</tr>
<tr>
<td>Mencap – Don’t Stick It, Stop It</td>
<td>0808 808 1111</td>
<td><a href="http://www.dontstickit.org.uk">www.dontstickit.org.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.mencap.org.uk">www.mencap.org.uk</a></td>
</tr>
<tr>
<td>Equality and Human Rights Commission Disability Helpline Wales</td>
<td>0845 604 8810</td>
<td><a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a></td>
</tr>
<tr>
<td>NSPCC Helpline</td>
<td>0808 800 5000</td>
<td><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></td>
</tr>
<tr>
<td>Parentline Plus</td>
<td>0808 800 2222</td>
<td><a href="http://www.familylives.org.uk">www.familylives.org.uk</a></td>
</tr>
<tr>
<td>Kidscape</td>
<td>0845 120 5204</td>
<td><a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a></td>
</tr>
<tr>
<td>Kooth online</td>
<td>0845 330 7090</td>
<td><a href="http://www.xenszone.com">www.xenszone.com</a></td>
</tr>
<tr>
<td>Blaenau Gwent Children’s Complaints Service</td>
<td>08000 121 123</td>
<td></td>
</tr>
<tr>
<td>Young Minds</td>
<td>0800 0182 138</td>
<td><a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></td>
</tr>
<tr>
<td>Samaritans</td>
<td>08457 909090</td>
<td><a href="http://www.samaritans.org.uk">www.samaritans.org.uk</a></td>
</tr>
<tr>
<td>Meic</td>
<td>080880 23456</td>
<td><a href="http://www.meiccymru.org.uk">www.meiccymru.org.uk</a></td>
</tr>
<tr>
<td>Mental Health Foundation</td>
<td></td>
<td><a href="http://www.selfharmuk.org">www.selfharmuk.org</a></td>
</tr>
<tr>
<td>Supportline</td>
<td>01708 765200</td>
<td><a href="http://www.supportline.org.uk">www.supportline.org.uk</a></td>
</tr>
</tbody>
</table>
Top tips for young people

Are you being bullied?

Firstly, don't blame yourself.

- The most important action is to talk to someone you can trust – parent, carer, teacher, friend, buddy (if your school has a buddies system) Youth Worker or Oasis worker.

- If you don't want to talk to someone in person you can ring Childline free on 0800 1111 or visit websites that can help.

- You must speak out – bullies rely on silence. They may threaten to make things worse if you say anything but think about it – secrecy can only protect them, not you. By telling you may be helping others too!

- If someone is sending nasty or abusive emails or texts, keep them as evidence.

- Try to stay in a group – ask your friends to look out for you. Ask your friends and classmates to stick up for you. If you stick together bullies lose their power.

- Walk away if you can, ignore them – they might stop if they don't get a reaction but if the bullying persists keep telling people. Don't let them get away with intimidating you. Show them you are not afraid by telling them to stop or you will take it further.

- Stay where you feel safe

- Keep a record of what has happened and who you have told. Ask your friends to be witnesses.

BULLYING: If you laugh at it, you are part of it!
Anti-Bullying Charter

In our community, we will:

- Work together to prevent bullying;
- Celebrate diversity;
- Respect difference;
- Be friendly to one another;
- Always report bullying;
- Deal with bullying seriously;
- Accept others, regardless of appearance, race, ability, culture, sexuality, gender or circumstance.

Signature: ____________________________
Best practice guidance suggests that schools and other settings should develop their own individual anti-bullying policies. The Welsh Government self assessment toolkit is a useful guide to developing an effective policy. The model policy which follows is meant as a starting point from which schools can develop their own practice and procedures.

**SAMPLE ANTI-BULLYING POLICY**

(school/organisation)

We acknowledge that bullying does take place but have a zero tolerance approach towards it. We believe that every young person has the right to be safe. It is everyone’s responsibility to watch for early signs of distress, deterioration of learning and wellbeing, isolation and erratic behaviour. This behaviour may be an indication of other problems but it may be the early signs of bullying.

We encourage an open culture in (school/organisation) where everyone within the organisation has responsibility for reporting and recording incidents of bullying. We promise that every reported incident will be taken seriously and appropriate action taken with those involved.

(1) **Statement of Intent**

This (school/organisation) believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
We will work towards achieving Blaenau Gwent’s Anti Bullying Kite Mark

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

(2) Blaenau Gwent Definition of Bullying?

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Department for Children, Schools and Families (2007), *Safe to Learn*

(3) Aims and Objectives

The aim of our anti-bullying policy

- To enable everyone to feel safe while at *(school/organisation)* and encourage pupils/children/young people to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

The objectives of our anti-bullying policy

- Our whole community can evidence ownership of the *(school/organisation)* anti-bullying policy.
- To maintain and develop effective listening systems for children, young people and staff within *(school/organisation)*.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve the wider school/setting community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school/setting community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.

To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations

### (4) Practices and Procedures

#### (A) What we do to prevent bullying

Everyone involved in the life of the (school/organisation) must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all stakeholders have agreed to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the ground-rules of (school/organisation)
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy

All members of the school/setting community are expected to report incidents of bullying.

**All Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school/setting policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school/children's council, PSHE etc.
- Through the head teacher/senior staff member, keep the governing/trustee/managing body well informed regarding issues concerning behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy

**Governors/trustees/management board** have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor/trustee/manager to lead on anti-bullying within school leadership

Through the development and implementation of this policy, (school/organisation) trusts that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make (school/organisation) a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

(B) Reacting to a specific incident

Recording

All incidents will be recorded by the (school/organisation) on the electronic recording system [insert alternative recording arrangement if necessary]. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

Under Equality Act 2010 requirements data from the monitoring and recording of incidents (including 'nil' returns) will be reported half-termly to Local Authority.

All reported incidents of bullying will be recorded in a Bullying Log. Information kept in the register includes:
1. Names of those involved, including the victim, bully and any witnesses
2. Dates of incidents
3. Details of incidents
4. Action taken
5. Outcome.
6. Reported to Local Authority and others.

Dealing with an Incident
Whenever a bullying incident is discovered, the school/setting will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

i) The school/setting community need to be made aware that when a bullying incident has come to the attention of adults in *(school/organisation)*, it has been taken seriously and action has resulted

*(school/organisation)* expects to support all involved by:

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

ii) Measures will be in line with the *(school/organisation)* behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff expressing concerns

In a school setting this may also include the following:

- Time out from the classroom
- Pastoral support plan
- Detention after school
- Fixed term exclusion
- Permanent exclusion

iii) Safeguarding procedures will be followed when child protection concerns arise.

**Review of policy**

In line with all policies, this policy will be reviewed after 2 years – deadline: ___/___/___

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers, governors/trustees/management board, and people from other organisations involved with the life of *(school/organisation)* (inc. before/after-school clubs, transport staff etc.).
Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors/trustees/management board half term/once a term/quarterly.

**Appendix 1: Bullying Log**

<table>
<thead>
<tr>
<th>Names of those involved including victim</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incidents</td>
<td></td>
</tr>
<tr>
<td>Details of incidents</td>
<td></td>
</tr>
<tr>
<td>Action taken</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td></td>
</tr>
<tr>
<td>Reported to Local Authority and others</td>
<td></td>
</tr>
</tbody>
</table>
**Anti-Bullying Kite Mark**

The anti bullying kite mark is led by Ffion Morgan (Tel: 01495 304352), Youth Activity Officer for Communities First Ebbw Fawr.

Blaenau Gwent have introduced an anti bullying kite mark to set out the standards required to reduce bullying. Settings that apply for the kite mark will be assessed by young people who have received training on the standards. The standards are below.

**Bronze**
- Evidence of student knowing the pupil buddy group
- Buddies throughout year group
- Buddies receive appropriate training
- Well-advertised buddy time table including buddies photos
- Anti-bullying topics discussed in PSE throughout year groups
- Students feel they can trust a teacher to deal with bullying
- Pupils awareness of anti-bullying policy
- Posters advertising anti bullying and support services available (school counsellor, kooth, child line etc)
- Anti bullying information in school diaries
- Record of anti bullying incidences is evident in schools (own system)

**Silver**
- Identifiable buddies (t-shirt, jumpers)
- Private buddy room
- Buddy support – annual training and quarterly meetings
- School news-letter advertising buddy system
- Pupils understanding reporting procedures for bullying incidents
- Pupils understanding of sanctions from bullying behaviour
- Evidence of anti-bullying reporting system
- Anti bullying information and support on school website – including school anti-bullying policy
- Review of anti bullying incidences leading to change in school practices
- Annual survey of young people and views on bullying
- Record of recording bullying via sims

**Gold**
- Buddies delivering assemblies at least three times a year
- Whole school approach to anti-bullying training - (including receptionists and dinner ladies)
- Evidence of anti bullying information being regularly updated
- Buddies delivering anti bullying sessions for PSE/Essential skills
- Outside agencies deliver sessions in PSE/Essential skills
- Review of anti bullying incidences leading to change in school policies and practice shared with other schools and partners
- 20 -

- Evaluation of annual survey of young people and views on bullying with evaluation and evidence of how views have changed practices in the setting.
- Bullying incidents are recorded electronically and reported to the LA via SIMS
Note 1

CONSULTATION

A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on good and bad practice.

Consultation lets everybody say what they think the policy should contain, but it requires careful planning.

*Has the school consulted widely in developing its policy?*
For example, this could include:

- Pupils
- Parents/carers
- Teachers
- School staff
- Governors
- Lunchtime supervisors
- School nurses
- The community
- Educational psychologists
- Education Social Workers
- External agencies such as Childline, the NSPCC etc
- The LEA
- Teachers unions
- Community police officers
- CAMHS
- Young People’s Partnerships

*Have a variety of methods of consultation been used?*
This could include:

- Questionnaires, for example:
  - Dan Olweus’ questionnaire which profiles the nature and extent of bullying over the previous term, analysed by class, year and gender, and allows schools to compare themselves with others. There are junior and secondary versions.
  - “My Life in School”: identifies levels of bullying within the school for preceding week. There are infant, junior and secondary school versions.
- Interviews with pupils – individually or in small groups
- Focus groups
• Suggestion boxes
• School council
• PTA meetings
• Working parties of pupils/parents/other interested groups
• Governors meetings
Note 2

DEFINITION OF BULLYING

Does the policy define what the school considers ‘bullying’ to be?

Is this definition of bullying clear and age-appropriate?

Here are some examples of definitions of bullying. This is not an exhaustive list – by developing your own definition you will promote useful discussion.

- 23/2003: Respecting Others guidance:
  - Deliberately hurtful (including aggression)
  - Repeated often over a period of time (whilst recognising that even a one-off incident can leave a pupil traumatised and nervous of future recurrence)
  - Difficult for victims to defend themselves against."

- Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.”

- Cardiff university Report on Evaluation of School Anti-Bullying Policies 2006 – Example of good practice (further examples can be found in the Report at www.wales.gov.uk/respectingothers):
  “Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim:

  Bullying can be:
  - Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
  - Physical - pushing, kicking, hitting, punching or any use of violence
  - Racist – racial taunts, graffiti, gestures
  - Sexual – unwanted physical contact or sexually abusive comments
  - Homophobic – because of, or focusing on, the issue of sexuality
  - Verbal – name-calling, sarcasm, spreading rumours, teasing.

- “Bullying can happen when one person or a group tries to upset another person by saying nasty or hurtful things again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again. It may not be bullying when two people of roughly the same strength have a fight or disagreement.” (A Mellor (1997), ‘Finding Out About bullying’, SCRE Spotlight Number 43, Edinburgh: SCRE)

- The Anti-Bullying Alliance’s defines bullying as behaviour that is:
  - Repetitive, wilful or persistent
  - Intentionally harmful, carried out by an individual or group
  - An imbalance of power leaving the victim feeling defenceless
Note 3

ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING

*Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?*

Bullying can take many forms, but 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

(Respecting Others, p.7)

Bullying by text messages on mobile phones
- This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child’s family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails send by other pupils.

(Respecting Others, p.15)

*Does the policy identify categories of bullying, for example bullying on the basis of race, gender, sexual orientation, Special Educational Needs or disabilities and long-term health conditions?*

There are many important categories of bullying, including:
- Racist bullying
- Sexual bullying
- Gender-based bullying
- Bullying on the basis of sexual orientation
- Bullying on the basis of Special Educational Needs or disabilities
- Bullying of those with long-term health conditions

For further information please see Respecting Others (part 2).
Example of good practice taken from Cardiff University Report on the Evaluation of School Anti-bullying policies

- The principal forms of bullying are verbal, physical and manipulative.

**Verbal** bullying may
  - Involve name calling
  - Make use of written notes, emails or mobile telephone messages
  - Include threats of physical violence

**Physical** bullying:
  - Often consists of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time. It is a criminal offence where it involves assault, actual bodily harm or wounding.
  - May involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.

**Manipulative** bullying
  - Manipulates social networks with the intention of excluding, ostracising or marginalizing individuals from their friends and normal relationships
  - Spreads rumours or malicious accusations

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school’s work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-based lifestyles. It may dwell upon race, religion or nationality. It may also reflect upon race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness of lack of it.
Note 4

STRATEGIES FOR THE SCHOOL

Does the policy deal with bullying as a whole-school issue?

Bullying should be dealt with as a whole-school issue. Research carried out with over 2,000 pupils in Sheffield in 1994 concluded that the schools which were most successful in reducing bullying were those where a multi-faceted whole-school approach was adopted. This included: awareness-raising, actively involving pupils in drawing up definitions and seeking solutions, curricular work and work in the school environment and acceptable and unacceptable behaviours (Sharp and Smith, 1994)

Does the policy consider all the opportunities where bullying can be tackled through the curriculum?

Bullying and its effects may be exemplified and reinforced through many areas of the curriculum:

- PSE
- Tutor groups
- Creative writing in English/Welsh lessons
- Drama
- History
- Religious Education

Example of good practice from the Cardiff University Report: One of the best policies in relation to this aspect of the policy identified bullying both as a cross curricular theme and as a particular theme to be approached in Personal and Social Education. It was quite specific on this, explaining that there should be:

- Specific work on Bullying especially in Year 7 when the fear of bullying is very real e.g. in the introductory booklet “Factfinder”.
- Work on Bullying using role play and drama in Drama lessons in years 7, 8 and 9.
- Specific work on self-esteem and assertiveness.
- Specific work on problem-solving games which can be used to teach non-conflict resolutions.
- Books on bullying [both fact and fiction]. Videos available.
- A budget to finance anti-bullying strategies, e.g. Anti-bullying week, posters competitions.
- Peer group education e.g. drama production developed by senior pupils for Year 7/Year 6 (Junior Schools).

The same school gave detailed consideration to the school’s environment and supervision arrangements in corridors and playground as well as classrooms, the school ethos, communication within the school and with parents and governors.
Does the policy identify a range of strategies the school can use to reduce bullying?

Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. The following are some of the key strategies schools have used to prevent or reduce bullying:

- Co-operative group work – from age 5
- Circle time – from age 5
- Circle of friends – from age 5
- Buddying (or befriending) – from age 9
- School councils – primary and secondary school pupils
- The Support group approach – from age 9
- Mediation by adults – from age 7
- Mediation by peers – from age 7
- Peer Support – primary and secondary school pupils
- Quality circles – 11 to 18 years
- Assertiveness training groups – primary and secondary school pupils

Does the policy lay out an effective system for keeping records of bullying incidents?

For example, details could be recorded on a bullying register:

- Names of those involved, including the victim, bully and any witnesses
- Dates of incidents
- Details of incidents
- Action taken
- Monitoring of situation.
Note 5

STRATEGIES FOR PARENTS

Have parents/carers been consulted on the development of the school’s anti-bullying strategies?

Parental support is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and some schools have learned to build on this. The majority of parents support anti-bullying measures and are keen to participate. Useful approaches include:

- Regular consultation and communication
- Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys
- Advising parents of possible consequences of their children bringing valuable items to school
- Putting on a drama to which parents are invited – an existing play, such as “Only Playing, Miss”, or one based on the pupils’ own experiences (developed from role-play in drama classes, or survey examples)

Parents can also be kept informed through:

- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website

Does the policy lay out clear guidelines for parents wishing to complain about bullying?

For example:

Talking to teachers about bullying:

- Try to stay calm
- Be as specific as possible about what your child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child at school
- Stay in touch with the school

If your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to meet the head teacher
- If this does not help, write to the Chair of Governors explaining your concerns
- Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- Contact local or national parent support groups for advice
Note 6

STRATEGIES FOR PUPILS

Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. For example, evidence of peer support, bully boxes, use of sixth form, web reporting, and counselling for suspected bullies.

Example of good practice from the Cardiff University Report

- As a “Telling-School” victims of bullying have 5 potential routes to voice their concerns:
  - Mentors. Each year 7 pupil has a year 12 mentor. These Y12 students have child line training and are trained to deal with the victims of bullying
  - Form teacher. The form teacher is the member of staff who is primarily entrusted with the well-being of the child in their form. Pupils are encouraged to talk to their form teachers.
  - Year Head. Some pupils feel more comfortable telling their head of year
  - Assistant Head (Pastoral) … leads the anti-bullying procedures in the school but is happy to deal directly with the victims of bullying
  - Parents are welcome to contact senior staff to express concerns over bullying

Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?

If all efforts fail to help pupils stop bullying fail, schools will need to take tougher action to deal with persistent and violent bullying. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. A possible graduated approach suggested by Suckling and Temple in their publication “Bullying: a whole school approach” (Jessica Kingsley, 2001) is as follows:

- Logical consequences. Students need to be made aware that their behaviour is related to an outcome, and has consequences for themselves and others.
- Time-out. Removing the student from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often a solution
- Denial of privileges, with the opportunity to redeem one’s self
- Individual student management plan [ref: pastoral support programme]
- Parental involvement
- Counselling
- Removal of bully away from the victim (e.g. into another class)

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately.
Note 7

PROCEDURES

Are there clear procedures for reporting and dealing with incidents of bullying for pupils, parents, teachers and other school staff?

Procedures should be clearly outlined (e.g. including bullet points and examples) and deal specifically with incidents of bullying.

Examples of good practice from the Cardiff University Report:

Example 1: Once bullying concerns have been expressed these should be dealt with by either the form teacher, the Year Head or Assistant Head (Pastoral). The normal stages would be:
   - Talk to bully victim
   - Talk to alleged bully
   - Design coping strategies for the victim to avoid the situation
   - Alert teachers as to the issue
   - Allow the victim and bully to meet and discuss issues leading to conflict resolution.
   - Sanctions on bully – contact home
     - detention
     - use of internal exclusion
     - exclusion

Every case is different and will require different solutions; however the policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

Example 2: Other schools with good, clear policies provided flow charts or other simple and clear explanations of their procedures, in some cases described as clear stages in an on-going and escalating process, for example:

- **Stage 1 (Teacher Concern)**
  - Child reports to head teacher
  - Apology to victim – verbal
    - written
  - Child is counselled by class teacher (and SENCo/Head teacher if necessary)
  - Possible loss of privileges
  - Parents may be informed

- **Stage 2 (School Action)**
  - Class teacher/SENCo controlled (Headteacher)
  - Child is given notice that “bullying” and other inappropriate behaviour is being recorded.
  - Record is begun containing Date and Description of incident
  - Class teacher and SENCo counsel child informally
- Parents are involved in counselling
  - Collect evidence and in consultation with parents decide if child has a Special Educational Need. Access to Stage 3 Code of Practice is implemented.

- **Stage 3 (School action plus)**
  - Head teacher Control
  - Head teacher/Outside Agency/SENCo implement strategies to correct behaviour
  - Parents work in tandem with school
  - Chair of Governors is informed and a meeting of all concerned takes place as soon as possible. Suspension and/or exclusion may be considered
Note 8

TIMETABLE FOR DEVELOPMENT AND REVIEW

*Does the policy include a checklist of by when things should have happened?*

In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

It is essential to follow up the launch of the policy with regular reminders. A low-profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy. Schools should be aware of the temptation of using the existence of an anti-bullying policy to deny the existence of bullying. In monitoring the policy’s effectiveness, the views of pupils should be sought on how well the policy is working. Any areas where problems persist, and where further work may be needed, should be identified.

*Does the policy lay out dates for regular review of the policy?*

Use data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy – at least once every school year. A report each term to governors, parents and staff may be helpful.
POLISI GWORTH-FWLIO YR YSGOL
PECYN HUNAN-ASESU

Nodiadau Cwblhau

Nodyn 1

YMGYNHORI

Ni fydd polisi yn effeithiol oni bai bod pob un yn yr ysgol wedi trafod a deall y broblem o fwilio, ac wedi cytuno ar yr arferion da a drwg.

Mae ymgynghorí yn gyfle i bawb awgrymu beth ddylai fod yn y polisi, ond mae angen cynllunio hyn yn ofalus.

A yw'r ysgol wedi ymgynghorí'n eang wrth ddatblygu ei pholisi?

Er enghraifft gallai hyn gynnwys:
- Disgyblion
- Rhieni/gofalwyr
- Athrawon
- Staff yr ysgol
- Llywodraethwyr
- Goruchwylwyr amser cinio
- Nyrsys ysgol
- Y gymuned
- Seicolegwr addysg
- Gweithwyr cymdeithasol addysg
- Asiantaethau allanol fel Childline, yr NSPCC etc
- Yr AALI
- Undebau athrawon
- Plismyn cymunedol
- CAMHS
- Partneriaethau Pobl Ifanc

A ddefnyddiwyd amrywiaeth o ddulliau ymgynghorí?

Gallai hyn gynnwys:
- Holiaduron, er enghraifft:
  - Holiadur Dan Olweus sy'n profilio hyd a lled bwlio yn y tymor blaenorol, yn ôl dosbarth, blwyddyn a rhyweddd, ac sy'n gyfle i ysgolion gymharu eu hunain ag ysgolion eraill. Mae ganddo fersiynau cynradd ac uwchradd.
  - "My Life in School": mae hwn yn dangos y lefelau o fwilio yn yr ysgol yn yr wythnos flaenorol. Mae fersiynau ar gyfer ysgolion plant bach, iau, ac uwchradd.
- Cyfweliadau gyda disgyblion - yn unigol neu mewn grwpiau bach
- Grwpiau ffocus
- Blychau awgrymiadau
- Cyngor yr ysgol
- Cyfarfodydd rhieni ac athrawon
- Gweithgorau o ddisgyblion/rhieni/grwpiau eraill sydd â diddordeb
- Cyfarfodydd llywodraethwyr
Nodyn 2

Y DIFFINIAD O FWLIO

A yw'r polisi yn diffiniu beth y mae'r ysgol yn ei ystyried yw 'bwlio'?

A yw'r diffiniad hwn o fwlio yn glir ac yn briodol i oed y plant?

Dyma rai engheirefftiau o ddifiniadau o fwlio. Nid yw'r rhestr hon yn gynhwsfawr - byddwch yn hybu trafodaeth dddefnyddiol os ewch at i ddatblygu eich diffiniad eich hun.

- 23/2003: Canllawiau 'Parchu Eraill':
  o yn weithred niweidiol yn fwriadol (gan gynnwys ymddygiad ymosodol)
  o yn cael ei ailadrodd yn aml dros gyfnod o amser (wrth gydnabod y gall hyd yn oed un digwyddiad unigol adael y disgybl wedi'i dramateiddio ac yn pryderu y bydd hyn yn digwydd eto yn y dyfodol)
  o Yn anodd i ddiodefwr amddiffyn eu hunain rhagddo.

- "Ymddygiad ymosodol neu sarhaus gan unigolyn neu grwp yw bwlio, sy'n aml yn cael ei ailadrodd dros gyfnod, sy'n creu dolur neu niwed yn fwriadol." (Mynd i'r afael â bwlio mewn ysgolion: Arolwg o arfer effeithiol - Estyn 2006)

  "Bwlio yw ymddwyn yn ymosodol gyda'r bwriad o achosio loes i berson arall. Mae bwlio yn achosio poen a gofid i'r dioddefwr:

  Gall bwlio fod yn
  o emosiynol - bod yn anghyfeillgar, eithrio, poenydio (ee cuddio llyfrau, gwneud ystumiau bygythiol)
  o corfforol - gwrthio, cicio, bwrw, pwnio ac ymddygiad ymosodol tebyg
  o hili - gwatar hiliol, graffiti, ystumiau
  o rhywiol - csylltiad corfforol diofyn neu sylwadau rhywiol cas
  o homoffobia - oherwydd rhywioldeb neu yn canolbwyntio ar rywioldeb
  o llafar - galw enwau, bod yn sarcastig, lledaenu storïau, tynnu coes.

- "Gall bwlio ddigwydd pan fydd un person neu grwp yn ceisio achosio loes i berson arall drwy ddweud pethau cas neu flin dro ar ôl tro. Weithiau bydd bwlis yn bwrw neu'n cicio pobl neu'n eu gorfodi i roi arian; weithiau byddant yn tynnyn eu coes dros ar ôl tro. Mae'r person sy'n cael ei fwlio yn ei chael yn anodd i atal hyn rhag digwydd ac mae'n poeni y gallai ddigwydd eto. Fe allai beidio â bod yn fwlio pan fydd daw berson tua'r un maint a'r un cryfder yn ymladd neu'n anghytuno." (A Mellor (1997),


‘Finding Out About Bullying’, SCRE Spotlight Number 43, Caeredin: SCRE

• Mae'r Gymdeithas Gwrth-fwlio yn diffinio bwlio fel ymddygiad sydd yn:
  ○ ailadroddus, yn fwiadol neu'n gyson
  ○ yn achosi loes yn fwiadol, ac wedi'i gyflawni gan unigolyn neu gwmp.
  ○ pwer anghytwbws sy'n gadael y dioddefwr yn teimlo'n ddiamddiffyn

Nodyn 3

ADNABOD YMDDYGIAD SY’N FWLIO

A yw'r polisi yn enwi mathau o ymddygiad sy'n fwlio, gan gynnwys y defnydd a wneir o dechnolegau modern i fwlio?

Ceir sawl math o fwlio, ond tri phrif fath yw:
• Cofforol – bwrw, cicio, cymryd eiddo, afo'r ddwych neu drais rhywiol
• Llafar – galw enwau, sarhau, gwneud sylwadau tramgwyddus.
• Anuniongyrchol – llledaenu storiuau cas am rywun, eithrio o grwpiau cymdeithasol, gwneud rhywun yn destun storiuau maleisus, anfon negeseuon e-bost neu negeseuon ar ffonau symudol sy’n faleisus
(Parchu Eraill, t.7)

Bwlio drwy anfon negeseuon testun ar ffonau symudol
• Mae hon yn broblem gynyddol ac anodd ei holrhain, sy’n golygu bod angen i ysoglon fod yn arbennig o wyliadwres a dyfeisgar wrth geisio canfod atebion. Dylai plant ofalu i bwy y maent yn rhoi eu rhif ffnôl, a chadw cofnod o ddydiadiad ac amser unrhyw neges dramgwyddus. Mae angen i athrawon annog y rhai sy’n derbyn negeseuon o’r fath i gadw’r negeseuon y maent yn byderys eu gucych a’u dangos i aelod o staff. Pan fydd disgylbion yn rhoi gwybod am fwlio drwy negeseuon testun, bydd angen i’r ysogol ystyried y gywn o ddifrif; mae’n bosibl bydd angen i deulu’r plentyn gysylltu â’r heddlu hefyd. Os buun disgylbl neu fwy yn bwlio’n gyson yn y fath fodd, neu os cafwyd bygythiad trais, bydd angen ymdrin ag ef mewn ffordd gadarn. Mae’r un peth hefyd yn wir am negeseuon maleisus a anfonir dros yr e-bost gan ddisgyblion eraill.
(Parchu Eraill, t.15)

A yw'r polisi yn enwi categoriâu o fwlio, er enghraifft bwlio ar sail hil, rhywed, cyfeiriadodd rhywiol, anghenion addysgol arbennig neu anableddau a chyflyrau lechyd hirdymor?

Mae sawl categori pwysig o fwlio, gan gynnwys
• Bwlio ar sail hil
• Bwlio ar sail rhyw
• Bwlio ar sail rhyweddd
• Bwlio ar sail cyfeiriadeedd rhywiol
• Bwlio ar sail anghenion addysgol arbennig neu anabledau
• Bwlio’r rhai sydd â chyflyrau iechyd hirdymor
Os hoffech fwy o wybodaeth darllenwch ‘Parchu Eraill’ (rhan 2)

Enghraiff o arfer da o Adroddiad Prifysgol Caerdydd ar asesu polisïau gwrth-fwlio mewn ysogion

• Y prif fathau o fwlio yw bwlio llafar, corfforol ac ystrywgar.

Gall bwlio llafar gynnwys
  o Galw enwau
  o Defnyddio nodiadau ysgrifenedig, e-bost neu neges euon ffon symudol
  o Bygythiadau o ymosodiadau corfforol

Bwlio corfforol:
  o Yn aml yn cynnwys gwthio, pwnio neu roi hergwd i rywun. Gall y rhai sy’n gyfriol ddweud ei fod yn ddamweiniol y tro cyntaf y caiff ei ganfod. Mae’n drosedd lle mae’n cynnwys ymosod, niwed corfforol gwarnioneddol neu anafu.
  o Gall gynnwys dwyn neu achosi difrod i eiddo (gyda’r bygythiad o ymosodiad). Nid bwlio yw pob lladrad neu ddifrod, ond mae’n fwlio pan mai’r bwrriad yw creu ofn a defnyddio pwer yn amhriodol.

Bwlio ystrywgar
  o Rheoli rhwydweithiau cymdeithasol gyda’r bwrriad o eithrio, cau alan neu ynysho unigolion oddi wrth eu ffrindiau a’u cysylltiadau arferol.
  o Lledaenu storïau neu gyhuddiadau maleisus am rywun

Mae bwlio’n aml yn canolbwyntio ar wahaniaethau unigolion neu unrhyw beth yr honnir sy’n wahanol i’r mwyafrif. Yn hyn o beth mae’n tanseilio gwaith yr ysgol o ran hybu cyflie cyfartal ac addysgu egwyddorion cymdeithasol a moesol. Gall bwlio ganolbwyntio ar agweddu o siap corff neu o lwog neu ar ffurdd o fyw y rhieni, diwylliant neu gefndir ethnig. Gall ymwyneud à hil, crefydd neu genedl. Gall hefyd adlewyrchu hil, crefydd neu genedl. Gall hefyd adlewyrchu anwybodaeth neu rafgarn y rhieni neu anghyfod yr y gymdogaeth. Gall bwlio rhywol ymwyneud à chasineb at ferched neu homofobia a chanolbwyntio ar nodwedddion deniadol honedig o ran rhyw neu ddiffyg y nodwedddion hynny.
Nodyn 4

STRATEGAEATHAU AR GYFER YR YSGOL

A yw'r polisi yn delio â bwlio fel mater i'r ysgol gyfan?

Dyliad ymadrin â bwlio fel mater i'r ysgol gyfan. Daeth ymchwil a wnaed ar dros 2,000 o ddisgyblion yn Sheffield 1994 i' r casgliad mai'r ysgolion oedd fwyaf llwyddiannus o ran lleihau bwlio oedd yr rhai lle mabwysiadwyd agweddu ysgol gyfan aml-ochrog. Roedd hyn yn cynnwys: codi ymwybyddiaeth, cynnwys disgyblion yr y gwaith o lunio diffiniadau a dod o hyd i atebion, gwaith cwricitlaid a gwaith yr amgylchedd yr ysgol ac ymddygiadau derbynol ac annerbynol (Sharp a Smith, 1994).

A yw'r polisi yn ystyrdd yr holl gyfloedd yn y cwricitlwm ar gyfer mynd i'r afael â bwlio?

Gellir dangos bwlio a' ei effeithiau drwy gyfrwng sawl maes o'r cwricitlwm:

- Addysg bersonol a chymdeithasol
- Grwpiau tiwtora
- Ysgrifennu credigol mewn gwersi Saesneg/Cymraeg
- Drama
- Hanes
- Addysg grefyddol

Enghraiff o arfer da o Adroddiad Prifysgol Caerdydd: Roedd o'r polisiau gorau yn achos yr agweddd hon o'r polisi yn dangos bwlio fel thema drawsgwrictlaid a thema benodol i'w thrafod mewn Addysg Bersonol a Chymdeithasol. Yr oedd yn gwbl benodol yn hyn o beth, gan esbonio y dylid:

- Gwneud gwaith penodol ar bwlio yn enwedig yn Mlwyddyn 7 pan fo ofn bwlio yn fyw iawn ee yn y daflen ragarweiniol “Factfinder”.
- Gwneud gwaith ar bwlio drwy chwarae'r rôl a drama mewn gwersi drama ym mlyniedyddedd 7, 8 a 9.
- Gwaith penodol ar hunan-barch a hunan-hyder.
- Gwaith penodol ar gemau i ddatrys problemau y gellir eu defnyddio i ddisgyblion atebion nad ydynt yn cynnwys gwrthdaro.
- Darllen llyfrau ar bwlio [ffeithiol a storiol]. Sicrhau bod fideo ar gael.
- Cyllideb i ariannu strategaethau gwrth-fwlio ee Wythnos gwrth-fwlio, cystadlaethau llunio posteri
- Addysg gan gyfoedion ee cynhyrchiaid dramatig a ddatblygwyd gan ddisgyblion hyn ar gyfer Blynyddoedd 7/6 (mewn ysgolion iau).

Rhoddodd yr un ysgol ystriaeth fanwl i amgylchedd yr ysgol ac i'r trefniadau goruchyvio mewn coridorau a'r iard chwarae, ethos yr ysgol, cyfatrefbu yr un ysgol a gyda rhieni a llywodraethwyr.

A yw'r polisi yn enwi ystod o strategaethau y gallai'r ysgol eu defnyddio i leihau bwlio?
Mae nifer o ysgolion wedi gweld bod y polisiau gorau fel arfer yn cynnwys cyfuniad o strategaethau y gellir eu defnyddio a’u haddasu i weddu i amgylchiadau digwyddiadau penodol. Dyma rai o’r strategaethau allweddol a ddefnyddiwyd gan ysgolion i atal neu leihau bwlio:

- Gwaith cydweithredol - o 5 oed ymlaen
- Amser cyllch – o 5 oed ymlaen
- Cyllch o ffrindiau – o 5 oed ymlaen
- System bytis (neu gyfeillachu) – o 9 oed ymlaen
- Cynghorau ysgol – disgyblion ysgolion cynradd ac uwchradd
- Agweddd y grwp cymorth – o 9 oed ymlaen
- Cyfryngu gan oedolion – o 7 oed ymlaen
- Cyfryngu gan gyfoedion – o 7 oed ymlaen
- Cymorth gan gyfoedion – disgyblion ysgolion cynradd ac uwchradd
- Cylchoedd ansawdd – 11 i 18 oed
- Grwpiau hyfforddi hunan-hyder – disgyblion ysgolion cynradd ac uwchradd

A yw’r polisi yn pennu system effeithiol ar gyfer cadw cofnodion am ddigwyddiadau bwlio?

Er enghraiff gellid cofnodi’r manylion ar gofrestr bwlio:

- Enwau’r rhai dan sylw, gan gynnwys y dioddefwr, y bwli ac unrhyw dystion
- Dyddiau’r digwyddiadau
- Manylion unrhyw ddigwyddiadau
- Y camau a gymerwyd
- Monitor’r sefyllfa
Nodyn 5

STRATEGAETHAU AR GYFER RHIENI

A ymgyngforwyd â rhieni/gofalwyr am ddatblygu strategaethau gwrth-fwilio yr ysgol?

Yn aml iawn mae cefnogaeth y rhieni yn allweddol i wyddiant neu fethiant mentrau gwrth-fwilio. Er nad yw hynny’n amlwg bob tro, mae cael cymmeradwyeth eu rhieni yn bwysig i blant a phobl ifanc o bob oed, ac mae rhai ysgolion wedi dysgu adeiladu ar hyn. Mae’r rhan fwyaf o’r rhieni yn cefnogi mesurau gwrth-fwilio ac yn awyddus iawn i gymryd rhan. Ymhilth y dulliau mwyaf defnyddiol mae:

- Ymgynghoria chyfathrebu yn rheolaidd
- Rhoi gwybodaeth am y mathau o fwilio a’u heffaith, dwy gyfrwng posteri yn yr ysgol a phhe cynnau gwybodaeth sy’n dangos canfyddiadau arolygon
- Dweud wrth y rhieni am y canlyniau posibl petai plant yn dod ag etemau gwrthfawr i’r ysgol
- Cynhyrchu drama y gwahoddir plant iddi - drama benodol fel “Only Playing, Miss”, neu ddrama yn seiliedig ar brofiadau’r disgylion eu hunain (a ddatblygwyd drwy chwarae rhan mewn dosbarthiadau drama, neu enghreifftiau o arolygon)

Gellir rhoi gwybodaeth i rieni drwy:

- Ddosbarthu tafenni a chylchlythrau
- diwrnodau agored
- Wythnosau gwrth-fwilio
- Lliwlyfr yr ysgol
- Gwefan yr ysgol

A yw’r polisi yn nodi canllawiau clir i rieni sy’n awyddus i gwyno am fwilio?
Er enghraifft:
Siaradwch â’r athrawon am fwilio:

- Ceisiwch ymbwyllo
- Byddwch mor benodol â phosibl am yr hyn y mae’r plentyn yn ei dddweud sydd wedi digwydd
- Gwnewch nodyn o’r camau y mae’r ysgol yn bwriadu eu cymryd
- Gofynnwch a oes unrhyw beth y gallwch ei wneud i helpu’ch plentyn yn yr ysgol
- Cadwch mewn cysylltiad â’r ysgol

Os nad ymdrinnir â’r pryderon:
- Darllenwch bolisi gwrth-fwilio yr ysgol i weld a yw’trefniadau y cytuwynnodd arnynt yn cael eu dilyn
- Trafodwch eich pryderon gyda’r rhiant lywodraethwr neu gyda’r rhieni eraill
- Gwnewch apwyntiad i gyfarfod â’r pennaeth
• Os nad yw hyn yn helpu ysgrifennwch at Gadeirydd y Llywodraethwyr yn egluro eich pryderon
• Cysylltwch â Chyfarwyddwr Addysg eich awurdod a fydd yn medru sicrhau bod y Llywodraethwyr yn ymateb i’ch pryderon
• Cysylltwch â grwpiau cymorth rhieni lleol neu genedlaethol i gael cyngor
Nodyn 6

STRATEGAETHAU AR GYFER DISGYBLION

Dyliad roi manylion clir am y gwahanol ffyrdd y gall disgyblion roi gywbod am fwlid, gan gynnwys ffyrdd anunionyrchol pwysig a gywbodaeth am gymorth i ddioeddefwr a'r rhai sy'n bwlio. Er enghraifft, tystiolaeth am gymorth gan gyfoedion, blychau bwlio, defnyddio'r chweched dosbarth, adrodd ar y we a chwinsela ar gyfer y rhai a amheurir o fod yn fwis

Enghraifft o arfer da o Adroddiad Prifysgol Caerdydd:

- Fel "Ysgol sy'n Dweud" mae gan y rhai sy'n ddiodeff bwlio 5 ffurdd bosibl o leisio'u prideron:
  - Athro/athrawes ddosbarth Yr athro/athrawes ddosbarth yw'r aelod o staff sy'n gyfrifo am les y plentyn yn eu dosbarth. Caiff disgyblion eu hannog i siarad à'u hathrawon dosbarth.
  - Pennaeth Blwyddyn. Mae rhai disgyblion yn teimlo'n fwy cyfforddus yn dweud wrth eu pennaeth blwyddyn.
  - Pennaeth Cynorthwyo (Bugeliol) ... mae'n arwain y gweithdrefnau gwrth-bwlio yn yr ysgol ac mae'n fodor delio'n unionyrchol à'r rhai sydd wedi ddiodeff bwlio
  - Mae croeso i ni ni gyflawni à'r staff uwch i fynegi eu prideron am fwlid.

A yw'r polisi yn sicrhau bod yr holl blant a phobl ifanc yn gywbod am y drefn o ddigyblu'r rhai a fu'n rhan o ddigwyddiadau bwlio?

Os bydd pob ymdrech i helpu disgyblion atal bwlio yn methu, bydd angen i ddigwyddion gynryd camau llwmach i ddelio à bwlio cyson a threisgar. Bydd angen iddynt wneud yn siwr bod holl gymuned yr ysgol yn gywbod pa sancsiynau a ddefnyddir. Dyliad eu cymhwyso'n gyson ac yn deg. Dyma ddu ll posibl o weithredu a awgrymir gan Suckling a Temple yn eu cyhoeddredd "Bullying: a whole school approach" (Jessica Kingsley, 2001):

- Canlyniadau rheymegol. Mae angen i ddigwyblion sylweddoli bod canlyniad i'w hymddygiad, a bod hynny'n efieithio am y tu eu hunain ac ar eraill.
- Amser allan Symud y disgybl o'r gwmp, nid fel cosb yn benodol, ond yn hytrach yr mwyn rhoi amser iddo ffeidwli am ei ymddegiad a chynnig ateb.
- Atal breintiau, gyda'r cyfle i'w hailennill
- Cynllun rheoli unigol y disgybl [cf: y rhaglen cymorth bugeliol]
- Cynnwys y rhieni
- Cŵnsefa
- Symud y bwli i fflwrdd o'r ddiodeffwr (ee i ddisbarth arall)
Os metha pob dim efallai y bydd angen gwahar dd y disgybl am gyfnod penodol neu, yn enwedig os bydd y digwyddiad yn un difrifol, gall y pennath ddewis gwahardd y disgybl yn barhaol. Serch hynny, ni ddylai hyn ddigwydd fel mater o drefn oherwydd dylid ystyried pob achos ar wahân.
Nodyn 7

GWEITHDREFAU

A oes gweithdrefnau clir ar gyfer adrodd am ddigwyddiadau o fwilio a delio â hwy ar gyfer dysgyblion, rhieni, athrawon a staff eraill?

Dylai'r gweithdrefnau fod wedi'u nodî'n glir (ee gan gynnwys pwyntiau bwled ac enghreiffiau) a dylent ddelio'n benodol â digwyddiadau o fwilio.

Enghreiffiau o arferion da o Adrodddi Prifysgol Caerdydd:

Enghraiff 1: Pan fydd pryderon wedi'u mynegi am fwilio, dylai'r athro/athrawes ddosbarth, y Pennaeth Blwydden neu'r Pennaeth Cynorthwyol (Bugeiliol) ymdrin â hwy. Y camau arferol fyddai:
  - Siarad â'r dioddefwr
  - Siarad â'r bwli honedig
  - Llunio strategaethau ymdopi i'r dioddefwr osgoi'r sefyllfa
  - Tynnnu sylw â'r athrawon at y sefyllfa
  - Caniatáu i'r dioddefwr â'r bwli gyfarfod i drafod materion er mwyn ceisio datrys y mater.
  - Gosod sancsiynau ar y bwli - cysylltu â'r cartref
    - cosb yn yr ysgol
    - gwahardd yn fewnol
    - gwahardd

Mae pob achos yn wahanol a bydd angen eu datrys yn wahanol; ond dylid cadw at y polisi fel y gall unrhyw un sy'n dioddef bwlio weld yr ymddirnir â'r mater a'i fod yn cael ei ddatrys.

Enghraiff 2: Roedd ysgolion eraill oedd â pholisiau da a chlir wedi paratoi siartiau lifl neu esboniadau syml a chlir eraill o'u gweithdrefnau, a ddgrifiwyd ambell dro fel camau clir mewn proses barhaus a chynyddol, er enghraiff:

- **Cam 1 (Pryder Athro/Atlrawes)**
  - Y plentyn yn rhoi gywobd i'r Pennaeth
  - Ymddiheuriad i'r dioddefwr – llafar
    - ysgrifenedig
  - Y plentyn yn cael ei gwnsela gan yr athro/athrawes ddosbarth (a'r Cydgyllitydd AAA/Pennaeth os bydd angen)
  - Posibilrwydd o golli breintiau
  - Efallai y rhoddir gywobd i'r rhieni

- **Cam 2 (Gweithredu gan yr ysgol)**
  - Dan reolaeth yr athro/athrawes ddosbarth/Cydgyllitydd AAA (Pennaeth)
    - Y plentyn yn cael rhybudd bod “bwlio” ac ymddygiad amhriodol arall yn cael ei gofnodi.
  - Dechrâu’r cofnod drwy nodi dyddiad a ddgrifiad o'r digwyddiad
- Yr athro/athrawes ddosbarth a’r Cydgysylltydd AAA yn cwnsela’r plentyn yn anffurfio
- Y rhieni yn cael eu cynnwys yn y cwnsela
- Casglu tystiolaeth a phenderfynu, drwy ymgynghorí a’r rhieni, a oes Anghenion Addysgol Arbennig gan y plentyn. Symud ymlaen i Gam 3 y Cod Ymarfer.

- **Cam 3 (Gweithredu gan yr ysgol a mwy)**
  - Dan reolaeth y Pennaeth
  - Y Pennaeth/Asiantaeth Allanol/ y Cydgysylltydd AAA yn gweithredu strategaethau i wella ymddygidiad
  - Rheini yn gweithio gyda’r ysgol
  - Cadeirydd y Llywodraethwyr yn cael ei hysbysu a chyfarfod o bob un perthnasol yn cael ei gynnau cyn gynted â phosibl. Mae’n bosibl yr ystyrir atal o’r ysgol a/neu wahraddiad.
Nodyn 8

AMSERLEN AR GYFER DATBLYGU AC ADOLYGU

A yw'r polisi yn cynnwys rhestr wirio sy'n nodi erbyn pryd y dylai pethau ddigwydd?

Wrth foni tro'r polisi, bydd aelod allwedol o staff yn nodi'r hyn a wnaed ac yn galluogi'r camau nesaf, gan ddangos a yw'r polisi yn effeithiol mewn gwirionedd. Dyliid gwneud yn glir o dan ba amgylchiadau y dylid cadw cofnodion i'w monitro, am ba hyd y byddant yn cael eu cadw a phwy ddyllai eu gweld.

Mae'n hollbwsig anfon nodiadau atgoffa yn rheolaidd ar ôl lansio'r polisi. Gellir anghofio polisi proffil isel yn rhwydd, ac mewn blynyddoedd sydd i ddod, mae angen i disgyblion newydd gael gwybod am y polisi. Dylai ysgolion fod yn ymwbyddol o'r demtaswn i ddefnyddio polisi gwrth-fwlio i wadu bod bwlio'n digwydd. Wrth foni tro effeithiolwydd y polisi, dyliid gofyn barn disgyblion am ba mor dda y mae'r polisi'n gweithio. Dyliid tynnyn sylw at unrhyw feysydd lle mae problemau, a lle gallai fod angen gwneud gwaith ychwanegol.

A yw'r polisi yn nodi'r dyddiadau ar gyfer adolygu'r polisi yn rheolaidd?

Defnyddiwn ddata o'r broses foni tro ac adborth gan staff, teuluoeedd, disgyblion a llywodraethwyr i adolygu a diweddarau'r polisi, o leiaf unwaith y flwyddyn. Gall fod o gymorth i baratoi adroddiad bob tymor i lywodraethwyr, rhieni a staff.
SCHOOL ANTI-BULLYING POLICY
SELF-ASSESSMENT TOOL

This self-assessment tool should be used alongside the accompanying completion notes attached and with reference to the Welsh Assembly Government Circular 23/2003 Respecting Others: Anti-bullying Guidance.

Consultation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the school consulted widely in developing its policy?</td>
<td>✔</td>
</tr>
<tr>
<td>Have a variety of methods of consultation been used?</td>
<td></td>
</tr>
<tr>
<td>Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?</td>
<td></td>
</tr>
<tr>
<td>See Note 1</td>
<td></td>
</tr>
</tbody>
</table>

Definition of bullying

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the policy define what the school considers ‘bullying’ to be?</td>
<td></td>
</tr>
<tr>
<td>Is this definition of bullying clear and age-appropriate?</td>
<td></td>
</tr>
<tr>
<td>See Note 2</td>
<td></td>
</tr>
</tbody>
</table>

Ability to identify behaviour as bullying

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?</td>
<td></td>
</tr>
<tr>
<td>Does the policy identify important categories of bullying, for example bullying on the basis of race, gender, sexual orientation, Special Educational Needs or disabilities and long-term health conditions?</td>
<td></td>
</tr>
<tr>
<td>See Note 3</td>
<td></td>
</tr>
</tbody>
</table>

Strategies for the school

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the policy deal with bullying as a whole-school issue?</td>
<td></td>
</tr>
<tr>
<td>Does the policy identify a range of strategies the school can use to reduce bullying?</td>
<td></td>
</tr>
<tr>
<td>Does the policy consider all the opportunities where bullying can be tackled through the curriculum?</td>
<td></td>
</tr>
<tr>
<td>Does the policy lay out an effective system for keeping records of bullying incidents?</td>
<td></td>
</tr>
<tr>
<td>See Note 4</td>
<td></td>
</tr>
</tbody>
</table>
### Strategies for parents

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have parents/carers been consulted on the development of the school's anti-bullying strategies?</td>
<td>☑</td>
</tr>
<tr>
<td>Does the policy set out clear guidelines for parents wishing to complain about bullying?</td>
<td>☐</td>
</tr>
<tr>
<td>See Note 5</td>
<td>☑</td>
</tr>
</tbody>
</table>

### Strategies for pupils

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?</td>
<td>☑</td>
</tr>
<tr>
<td>Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?</td>
<td>☐</td>
</tr>
<tr>
<td>Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?</td>
<td>☐</td>
</tr>
<tr>
<td>See Note 6</td>
<td>☑</td>
</tr>
</tbody>
</table>

### Procedures

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are these clear procedures for reporting and dealing with incidents of bullying for pupil, parents, teachers and other staff?</td>
<td>☑</td>
</tr>
<tr>
<td>Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?</td>
<td>☐</td>
</tr>
<tr>
<td>Are there clear processes for keeping the policy under continuous monitoring?</td>
<td>☐</td>
</tr>
<tr>
<td>See Note 7</td>
<td>☑</td>
</tr>
</tbody>
</table>

### Timetable for development and review

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the policy include a checklist of by when things should have happened?</td>
<td>☑</td>
</tr>
<tr>
<td>Does the policy lay out dates for regular reviews of the policy?</td>
<td>☐</td>
</tr>
<tr>
<td>See Note 8</td>
<td>☑</td>
</tr>
</tbody>
</table>