



**Vale of Glamorgan Council**

# **Anti-Bullying Strategy**



Colcot Primary School  
Winner of the Anti-Bullying Art competition 2009

Date printed: August 2010

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**Source: Viewpoint survey 2009, 909 respondents – unedited anonymous pupil comments**

My school from personal experience is useless in dealing with bullying situations. My sister and myself were both bullied, and both isolated rather than those inflicting the problem. This inevitably made it harder for us to make friends as those then saw us as outsiders. I was made to lose all my confidence and never resolved the situation with those who bullied me.

X school generally doesn't get that much bullying, most people tend to get on with each other. If someone does get teased there's someone there for them whether its a friend or teacher.

Nothing is done, the victim is spoken to by a teacher who is not qualified or have experience in this field. If the bullying continues, in the case of my friend is often advised to move schools. I believe our school gives little support to victims, and more to the bullies. This is wrong!!

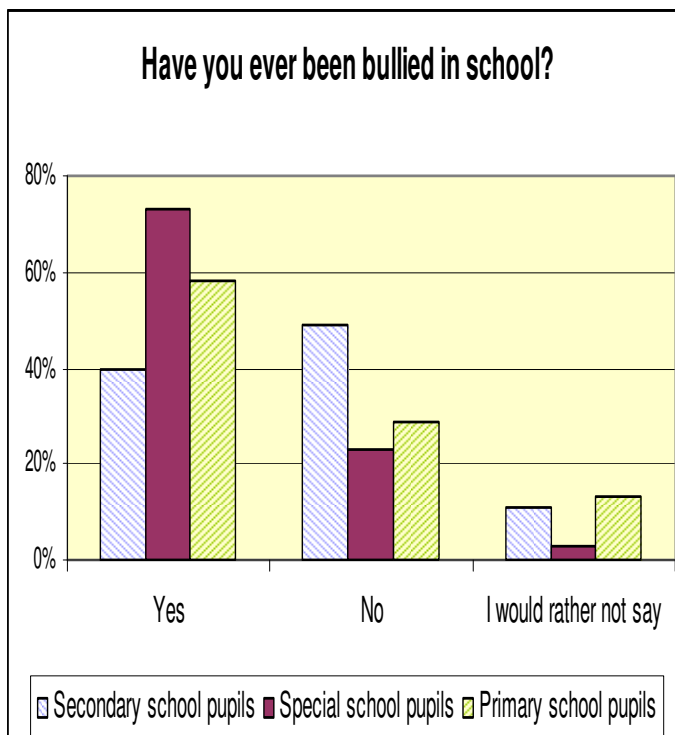
I don't really have any people who bully me but I did have some girls that did but we are all friends

# 1 Aims of the Strategy

**Our aim is to ensure that all children and young people in the Vale of Glamorgan feel safe.**

In its commitment to safeguarding children and young people, the Vale of Glamorgan's Children and Young People's Plan recognises that children have a right to live in an environment where they are listened to and treated with respect.

- This strategy intends to establish a coordinated, consistent, uniform approach to tackling bullying in Vale schools, youth and community settings.
- The Council and partner agencies need to work together from a shared understanding to develop evidence-based methods for significantly reducing instances of bullying between children and young people.



Source: Viewpoint Survey 2009, 909 respondents

Every individual has the right to live in an environment where they feel safe. Bullying behaviour has a detrimental effect on a child's or young person's mental and emotional well-being and impacts on their educational attainment.

My friend who has now left school was bullied by a lot of people in our year for ages. She became anorexic and left the school because she couldn't take the bullying anymore. She tried to report it but the school didn't do anything. But in general there is not that much bullying.

Source: Source: Viewpoint Survey 2009, 909 respondents- Anonymous pupil comment

Through the implementation of the priorities outlined in this strategy, the lives of children and young people will be enhanced by providing safe environments.

The strategy will take time to make a full impact, and the next couple of years will be challenging as we work towards improving the outcomes for children, young people and their families.

## 2 Bullying: A Definition

While bullying is a subjective experience, and thus hard to define, it is important that we develop a shared understanding of what bullying is and how it differs from other forms of misbehaviour.

**Bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.**

All partners are invited to adopt this definition of bullying.

### Forms of bullying:

#### Physical

For example, deliberate hitting, kicking, punching.

#### Verbal

For example, name calling, teasing, threats of violence.

#### Indirect

For example intimidation, spreading rumours, isolating one person.

#### Cyber

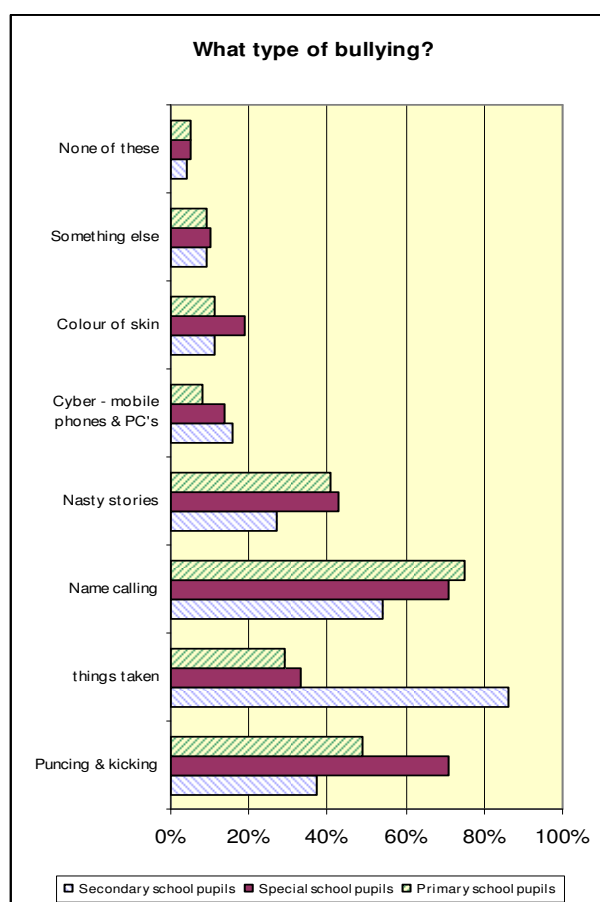
Use of technology to humiliate or harass. Cyber bullying can continue long after schools have closed and can affect home life. For example using social networks, text, e-mails, msn, mobile phones.

#### Racial

Conduct, words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.

#### Religious

Cultural, religious observances, faith or an inability to participate in certain activities can lead to bullying behaviours.



Source: Viewpoint Surveys 2009, 909 respondents

## Sexist

Occurs when someone is targeted for being perceived as being a member of a particular gender.

## Homophobic and transgender

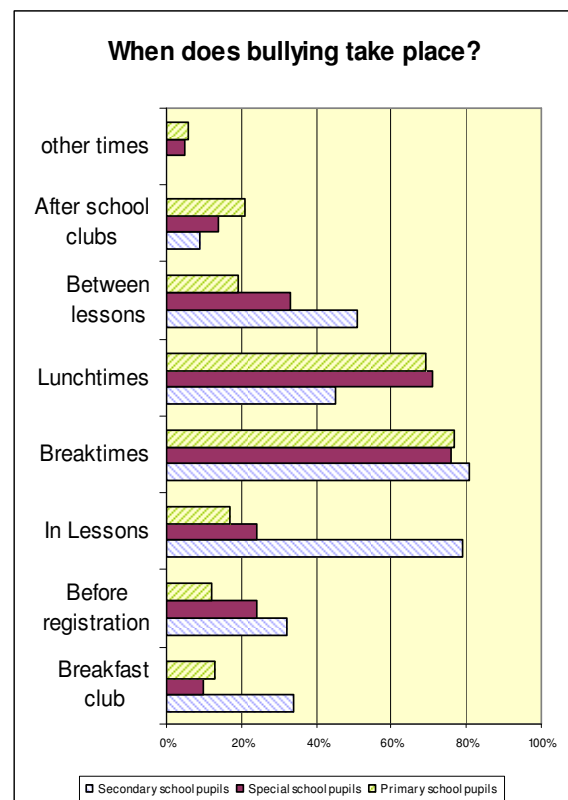
Can affect young people whether or not they identify as being gay, lesbian, bisexual or transgender.

## Disability and Special Educational Needs

Children and young people with Special Educational Needs or disabilities are often at a greater risk of being bullied both directly and indirectly and usually about their specific difficulties or disabilities. They are more likely to be victims as they are less able or more reluctant to articulate experiences as well as others. Some children and young people in this group may not realise they are being bullied or that their behaviour is seen as bullying.

### Effects of bullying can manifest as:

- Depression
- Low self esteem
- Withdrawal
- Poor academic achievement
- Truancy/lateness
- Arriving home hungry or with possessions missing/damaged
- Avoidance of certain situations
- Isolation
- Anxiety
- Fear
- Threatened or attempted suicide



Source: Viewpoint Surveys 2009, 909 respondents

## 3 Background

At both a national and local level, bullying is recognised as an issue worthy of research; this has been taken into consideration to inform and develop this strategy.

The development of this strategy has been established within the context of relevant national legislation, educational guidance and other appropriate

policies. These are in no way complete lists, but rather a flavour of the main documents and research used to inform the development of this document.

## National & International Context

1992	United Nations Convention of the Rights of the Child
2000	Welsh Assembly Government: Extending Entitlement
2003	Welsh Assembly Government: Respecting Others
2004	Safeguarding Children: Working Together Under the Children Act 2004
	Welsh Assembly Government: Rights to Action
2006	Estyn Report 'Tackling Bullying in Schools: a survey of effective practice' made recommendations for schools and Local Authorities
2007	Stonewall's School Report, which gathered information from lesbian, gay and bisexual young people.
2009	All Wales Survey of Bullying in Schools. This survey highlighted a number of key issues for anti-bullying policy and practice to consider.

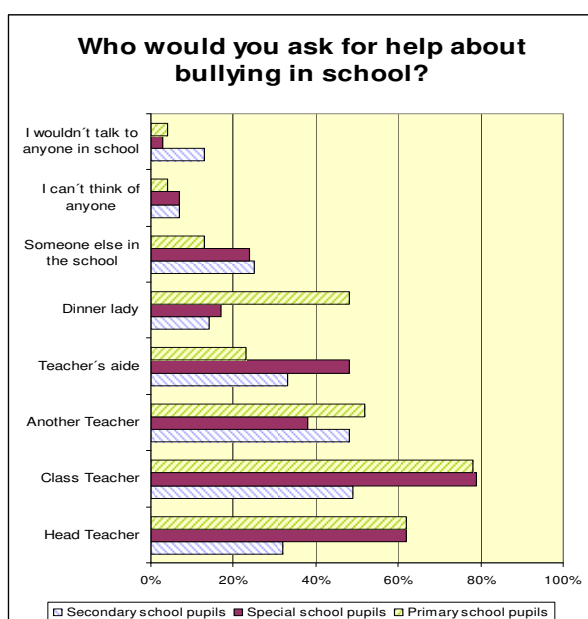
## Local Context

Strategies include:

- Health Social Care & Wellbeing Strategy 2008-11
- Children and Young Peoples Plan 2008 – 11 & revised Action Plan 2009-11
- Safer Vale Partnership Strategic Assessment 2010/11
- Carers' Strategy
- Education 2015

## Research

An interactive Viewpoint survey was developed and piloted in some Vale schools before being launched at the Anti-Bullying Conference 2009.



Source: Viewpoint Survey 2009, 909 respondents

990 pupils from 4 secondary schools, 797 pupils from 11 primary schools and 30 pupils from 1 special school took part. Results from this survey were used to inform the strategy.

Gaps exist in the information provided about bullying, about the services provided to assist in preventing bullying, and about support for individuals who may be involved in bullying incidents.

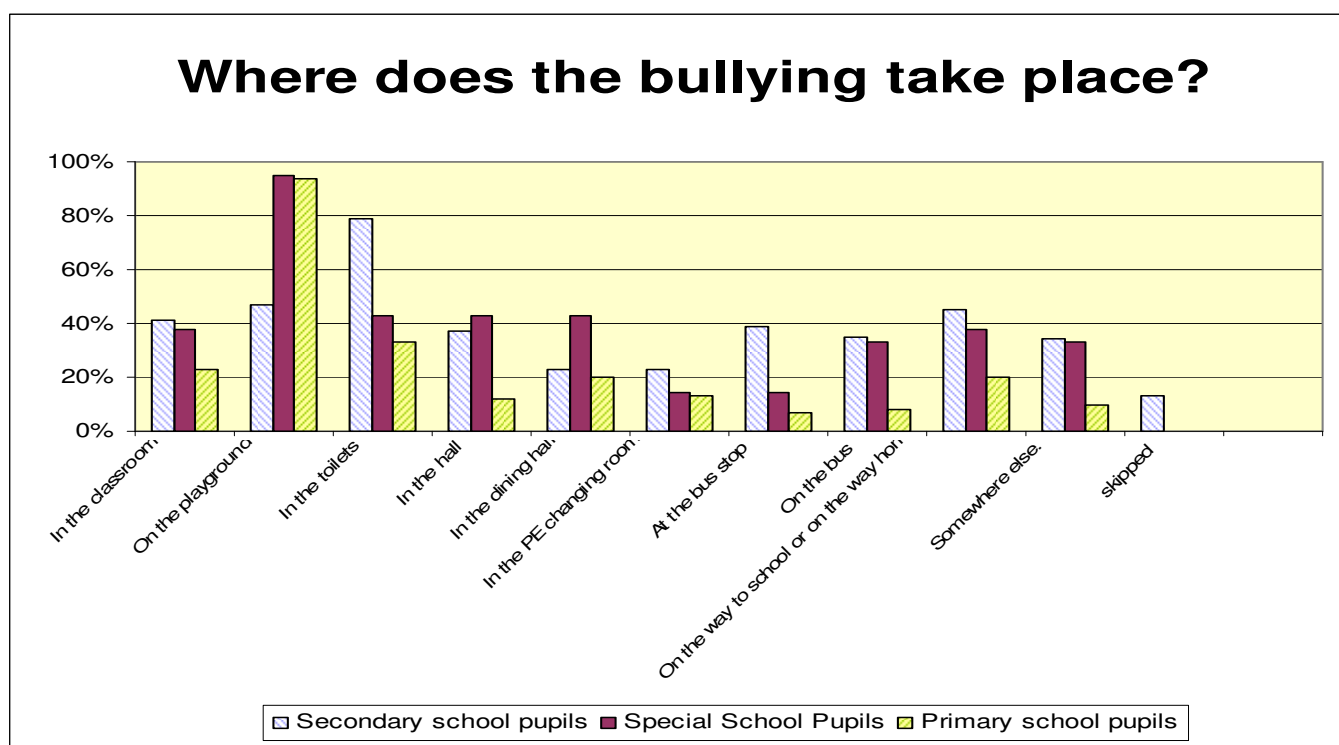
There is currently no local statistical evidence relating to the reported incidence levels of bullying to provide a baseline.

**Schools:**

Schools that are better able to tackle the issue of bullying effectively adopt a whole school approach. Every school must have an anti-bullying policy. Policies that have been developed in consultation with the whole school community have proven to be more effective than if they had been developed in isolation.

Schools use a range of preventative methods to address bullying, including:

- Peer mentoring
- PSE curriculum
- School Councils
- Access to external agencies e.g. Pupil Support Services, School Councillors



**Community**

Bullying does not occur solely within the school environment and schools are less able to tackle the issue of bullying in the wider community. Incidents that occur in the wider community can however spill into the school environment and equally can be carried into the wider community from school.

There are links between bullying, anti-social behaviour and criminal behaviour. All agencies that work towards developing safer communities need to understand the impact that bullying incidents can have on the wider community, as well as individuals.

## 4 What are we going to do?

Anti-bullying work should be a priority for all staff working with children and young people. To tackle bullying effectively there is a need to involve the wider community, as well as schools, in developing a holistic approach. Partners and agencies must work together to identify local solutions to the issue of bullying.

It is important that children and young people know how and where to report incidents of bullying both in and out of school and that reporting incidents will result in action being taken against the bully or bullies.

National research suggests that there is less bullying in schools where it is discussed regularly and challenged when it occurs. Good practice highlights the need to regularly talk to pupils to identify the issues that they experience within their school. It is important that schools identify areas of concern and identify the resources that they have available to assist in making identified 'hotspots' safer.

**Source: Viewpoint survey 2009, 909 respondents –anonymous pupil comments**

Some kids would only bully to feel strong and to get friends. Some kids don't like bullying but they stay with the other bullies so they won't be alone and some bullies would do it because they're in pain calling out for help in that way or too sad and mad to care.

*People who are bullied need real support and help not fuzzy duddy talks about being nice to one another in PSE lessons, teachers may say how to be nice but if they don't carry out their own actions no one is going to follow them.*

I have been bullied, and been a bully, and I speak from hindsight knowing that I was childish and cruel and regret bullying. People who do not realise their stupidity however should be severely punished - not get off light footed like all bullies do.

*Set up better system, have a person there specially trained to deal with bully victims. My school is known for putting the victim in isolation, this is wrong as there is no chance for victim to make friends. Instead bully should be isolated or expelled.*



## 5 Action Plan

Action	Success criteria Result / Outcome	Completion date	Responsibility	Progress on Action
<b>Raise awareness of anti-bullying</b>				
Adopt and publish the anti-bullying strategy	All partners are signed up to work together on dealing with bullying	December 2010	Nicky Sturgess-Webb / Denise Dyer	
Monitor progress on the actions in the anti-bullying strategy and Identify emerging priorities following a review of the anti-bullying strategy.	Agencies are effectively dealing with bullying behaviour.	6 monthly from adoption of the anti-bullying strategy	Chair of anti-bullying forum /network when identified	
Organise awareness raising anti-bullying event/s during national anti-bullying week.	All partners are kept up to date with anti-bullying practices to inform their practice.	Annually during November	Nicky Sturgess-Webb	
<b>Anti-bullying in the community and schools</b>				
Establish a Vale of Glamorgan anti-bullying forum/ network for sharing good practice and information relating to anti-bullying issues.	All members of the Anti-bullying forum/network are working together to establish good practice when dealing with bullying.	February 2011	Nicky Sturgess-Webb/ Denise Dyer	
Anti-bullying forum/network to investigate joint working and resources to identify and develop local solutions to deal with the	Effective joint working and resources are available to deal with anti-bullying.	January 2012	Chair of anti-bullying forum /network	

issue of bullying				
Develop a newsletter and web pages for sharing anti-bullying information on good practice.	Everyone is able to access up to date information and advice on anti-bullying.	Continuous To start once anti-bullying forum /network has been established	Chair of anti-bullying forum /network	
Develop an anti-bullying training programme based on the needs of key stakeholders (Link to workforce development)	Key stakeholders are trained in anti-bullying.	In line with workforce development	Chair of anti-bullying forum /network	
Identify opportunities for bullying awareness training for children, young people and their families  (link to Family strategy )	Training on anti-bullying is available for children, young people and their families	January 2012	Chair of anti-bullying forum /network	
Identify support networks for professionals, children, young people, and their families	Support networks are available for professionals, children, young people and their families.	Ongoing to be reviewed annually	Chair of anti-bullying forum /network	
Standardised reporting processes for bullying incidences developed	Standardised mechanisms for reporting bullying incidences have been adopted by all stakeholders.	Ongoing to be reviewed annually	Chair of anti-bullying forum /network	
<b>Anti-bullying in schools</b>				
Schools to identify an anti-bullying lead	Named person in each school identified and trained to lead on issues related to bullying.	December 2010	All schools Headteachers	
Schools to adopt a single process for recording reported bullying	Uniform approach by all schools when reporting bullying incidents	July 2011	Care and Strategy Group	

incidents through the Care and Strategy group.	so that			
Raise awareness of the value of the data collected by the Viewpoint anti-bullying survey as an evidence-base for informing policies, strategies and action plans.	Findings from the Viewpoint surveys to be used primarily by the anti-bullying forum/network to inform strategies and action plans.	Continuous	Chair of anti-bullying forum /network  Denise Dyer/ Nicky Sturgess-Webb  Care and Strategy Group	
To work with schools to implement and develop effective evidence-based anti-bullying strategies to ensure good practice.	Schools are effectively dealing with bullying behaviour.	December 2012	Nicky Sturgess-Webb  Care and Strategy Group	
To establish an anti-bullying forum for schools with representation on the Vale of Glamorgan anti-bullying forum	Named representative/s from the schools forum sitting on the anti-bullying forum.	March 2011	Care and Strategy Group	



**Cyngor Bro Morgannwg**

## **Strategaeth Gwrth-fwlio**



Ysgol Gynradd Colcot  
Enillydd cystadleuaeth Gelf Gwrth-fwlio 2009

Dyddiad argraffu: Awst 2010

# CYNNWYS

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O'm profiad personol i, mae'r ysgol yn werth dim wrth ddelio gyda sefyllfaoedd bwlio. Cefais i a'm chwaer ein bwlio a chawsom ni ein hynysu, yn hytrach na'r rhai a oedd yn achosi'r broblem. Roedd hyn yn ei gwneud yn anoddach i ni wneud ffrindiau gan bod pobl yn ein gweld fel rhai o'r tu allan. Collais fy hyder i gyd ac ni chafodd y sefyllfa fyth ei datrys gyda'r rhai a fu'n fy mwlio.

Ni chaiff unrhyw beth ei wneud, bydd athro heb gymwysterau na phrofiad yn y maes hwn yn siarad gyda'r dioddefwr. Os bydd y bwlio yn parhau, yn achos fy ffrind i, y cyngor a roddir yw y dylid symud i ysgol arall. Nid ydw i'n credu bod ein hysgol yn rhoi fawr ddim o gymorth i ddioddefwyr, a'i bod yn rhoi mwy o gymorth i'r sawl sy'n bwlio. Mae hyn yn anghywir!!

*yn yr ysgol, ni fydd yr athrawon yn gwneud unrhyw beth, roedd rhywun yn fy mwlio i ac roedden nhw wedi dweud y byddai hyn yn stopio, ond gwnaeth y sefyllfa waethygu, gwnaeth un person fy nharo a daeth un arall i'm tŷ a cheisio dod i mewn i'm cartref, pan wnes i gau'r drws, dywedais wrth yr heddlu ond ni wnaeth hyn ddatrys unrhyw beth, mae'r ysgol yn dda i ddim ac mae angen iddi wella*

Ffynhonnell: Arolwg Viewpoint – sylwadau disgybl

## 1.0 Cyflwyniad

### Mae pob plentyn a pherson ifanc ym Mro Morgannwg yn teimlo'n ddiogel.

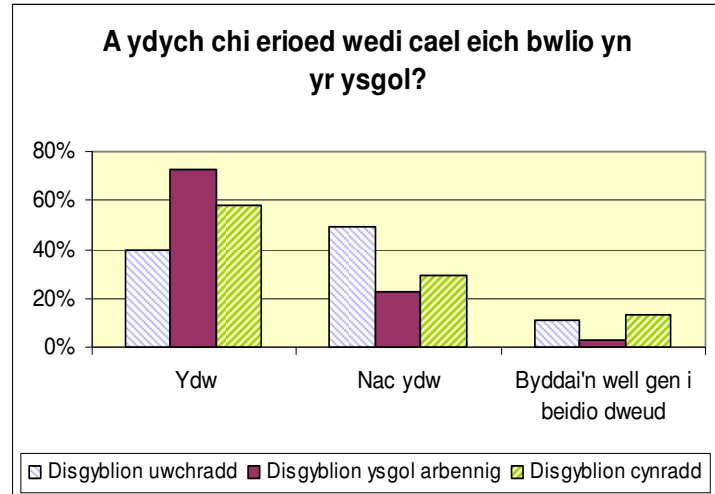
Nod y strategaeth hon yw pennu dull gweithredu unffurf a chyson, ac wedi'i gydlyn, er mwyn mynd i'r afael gyda bwlio yn holl ysgolion y Fro a'r holl leoliadau ieuenctid a chymunedol. Mae angen i'r Cyngor a'r holl asiantaethau partner weithio gyda'i gilydd ar sail dealltwriaeth a rennir er mwyn datblygu dulliau wedi'u seilio ar dystiolaeth er mwyn sicrhau gostyngiad sylweddol yn nifer yr achosion o fwlio rhwng plant a phobl ifanc.

Yn ei ymrwymiad at ddiogelu plant a phobl ifanc, mae Cynllun Plant a Phobl Ifanc Bro Morgannwg yn cydnabod bod gan blant yr hawl i fyw mewn amgylchedd lle y bydd pobl yn gwrando arnynt ac yn eu trin gyda pharch.

Mae'n bwysig bod pawb yn cydnabod bod gan bob unigolyn yr hawl i fyw mewn amgylchedd lle y maent yn teimlo'n ddiogel. Dylai pawb ddeall yr effaith niweidiol y mae bwlio yn ei gael ar les meddyliol ac emosiynol plentyn neu berson ifanc, a'r effaith y mae'n ei gael ar eu cyrhaeddiad addysgol.

Roedd fy ffrind, sydd wedi gadael yr ysgol erbyn hyn, yn cael ei bwlio gan lawer o bobl yn ein blwyddyn am sbel. Dioddefodd anorecsia a bu'n rhaid iddi adael yr ysgol oherwydd na allai ymdopi gyda'r bwlio. Ceisiodd riportio'r sefyllfa i'r ysgol ond ni wnaeth yr ysgol unrhyw beth. Ond yn gyffredinol, ni cheir llawer iawn o fwlio.

Ffynhonnell: Arolwg Viewpoint – sylw gan ddisgybl



Ffynhonnell: Arolwg Viewpoint

Trwy weithredu'r blaenoriaethau a amlinellir yn y strategaeth hon, bydd bywydau plant a phobl ifanc yn cael eu gwella trwy ddarparu amgylcheddau diogel.

Mae'n cael ei gydnabod, fodd bynnag, y bydd y strategaeth yn cymryd amser i sicrhau ei bod yn cael effaith lawn.

## 2.0 Bwlio: Diffiniad

Er bod bwlio yn brofiad goddrychol, ac yn un anodd i'w ddiffinio o'r herwydd, mae'n bwysig ein bod yn meithrin dealltwriaeth ar y cyd o ystyr bwlio a'r ffordd y mae'n wahanol i fathau eraill o gamymddwyn.

## Diffiniad:

**Caiff bwlio ei ddiffinio fel ymddygiad gan unigolyn neu grŵp, sy'n cael ei ailadrodd dros gyfnod o amser fel arfer, sy'n ceisio brifo'r unigolyn neu'r grŵp yn fwriadol mewn ffordd gorfforol neu emosiynol.**

Estynnir gwahoddiad i bawb fabwysiadu diffiniad Bro Morgannwg o fwlio.

## Mathau o fwlio:

### Corfforol

Er enghraifft, taro, cicio neu ddyrnu rhywun yn fwriadol.

### Llafar

Er enghraifft, galw enwau, pryfocio, bygwth trais.

### Anuniongyrchol

Er enghraifft, dychryn, taenu sïon, ynysu un person

### Seiber

Defnyddio technoleg er mwyn sarhau neu boenydio. Gall seiberfwlio barhau ymhell ar ôl i'r ysgol gau ac mae'n gallu effeithio ar fywyd cartref rhywun. Er enghraifft, defnyddio rhwydweithiau cymdeithasol, negeseuon testun, e-bost, msn, ffonau symudol

### Hiliol

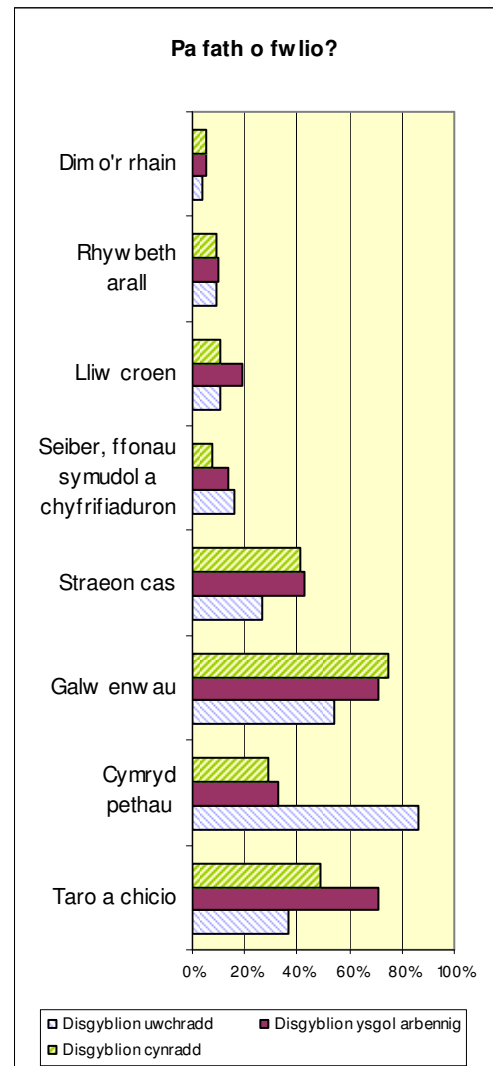
Gwthio rhywun i'r cyrion, allgáu, peri i rywun deimlo'n analluog neu'n ddiwerth, oherwydd lliw, ethnigrwydd, cefndir cenedlaethol neu statws cenedlaethol

### Crefyddol

Diwylliannol, defodau crefyddol, ffydd neu gall anallu i gymryd rhan mewn gweithgareddau penodol arwain at ymddygiad bwlio

### Homoffobig a thrawsrywiol

Mae'n gallu effeithio ar bobl ifanc os ydynt yn ystyried eu hunain yn hoyw, yn lesbiaidd, yn ddeurywiol neu'n drawsrywiol



Ffynhonnell: Arolygon Viewpoint

### Gall effeithiau bwlio arwain at:

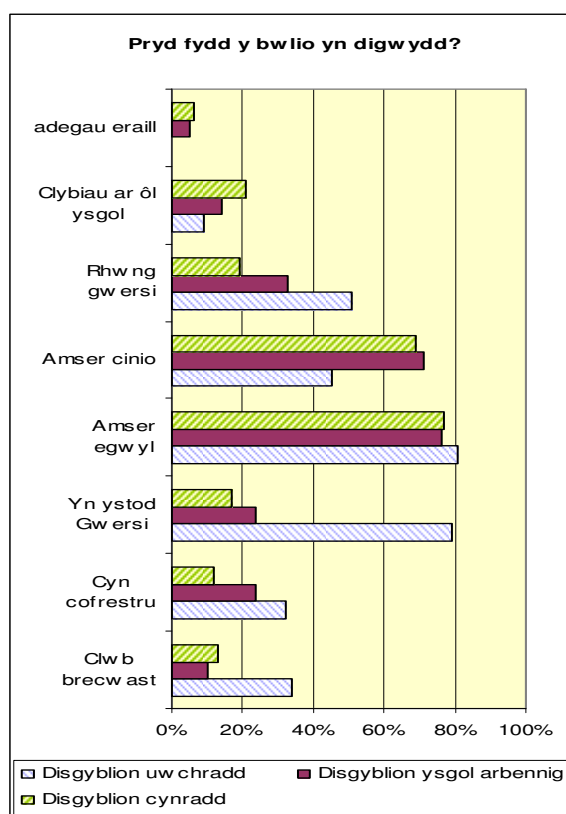
- Iselder
- Hunan-barch isel
- Encilio
- Cyflawniad academiaidd gwael
- Triwantaeth/bod yn hwyr
- Cyrraedd gartref yn llwglyd neu gyda'u pethau ar goll/wedi'u difrodi
- Osgoi sefyllfaoedd penodol
- Ynysu
- Pryder
- Ofn
- Bygwth neu roi cynnig ar hunanladdiad

## 3.0 Cefndir

Ar lefel genedlaethol a lleol, cydnabyddir bod bwlio yn fater y mae'n werth ymchwilio iddo ac mae hyn wedi cael ei ystyried wrth ddatblygu'r strategaeth hon.

Sefydlwyd datblygiad y strategaeth hon o fewn cyd-destun deddfwriaethau cenedlaethol perthnasol, arweiniad addysgol a pholisïau priodol eraill.

Nid yw'r rhain yn rhestrau cyflawn, ond yn hytrach, maent yn cynnig blas o'r prif ddogfennau a'r gwaith ymchwil a ddefnyddiwyd wrth ddatblygu'r ddogfen hon.



Ffynhonnell: Arolygon Viewpoint

### Cyd-destun Cenedlaethol a Rhyngwladol

- |      |   |
|------|---|
| 1992 | Confensiwn y Cenhedloedd Unedig ar hawliau'r plentyn  |
| 2000 | Llywodraeth Cynulliad Cymru: Ymestyn Hawliau  |
| 2003 | Llywodraeth Cynulliad Cymru: Parchu Eraill  |
| 2004 | Diogelu Plant: Gweithio gyda'n Gilydd Dan Ddeddf Plant  |
| 2004 | Llywodraeth Cynulliad Cymru: Gweithredu'r Hawliau   |
| 2006 | Roedd Adroddiad Estyn 'Mynd i'r afael â Bwlio mewn Ysgolion: arolwg o arfer effeithiol', yn gwneud argymhellion ar gyfer ysgolion ac Awdurdodau Lleol |
| 2007 | Adroddiad Ysgol Stonewall, a wnaeth gasglu gwybodaeth gan bobl ifanc lesbiaidd, hoyw a deurywiol.   |



2009

Arolwg Cymru Gyfan ynghylch Bwlio mewn Ysgolion.  
Roedd yr arolwg hwn yn amlygu nifer o faterion allweddol  
y dylid eu hystyried mewn polisi ac arfer gwrth-fwlio.

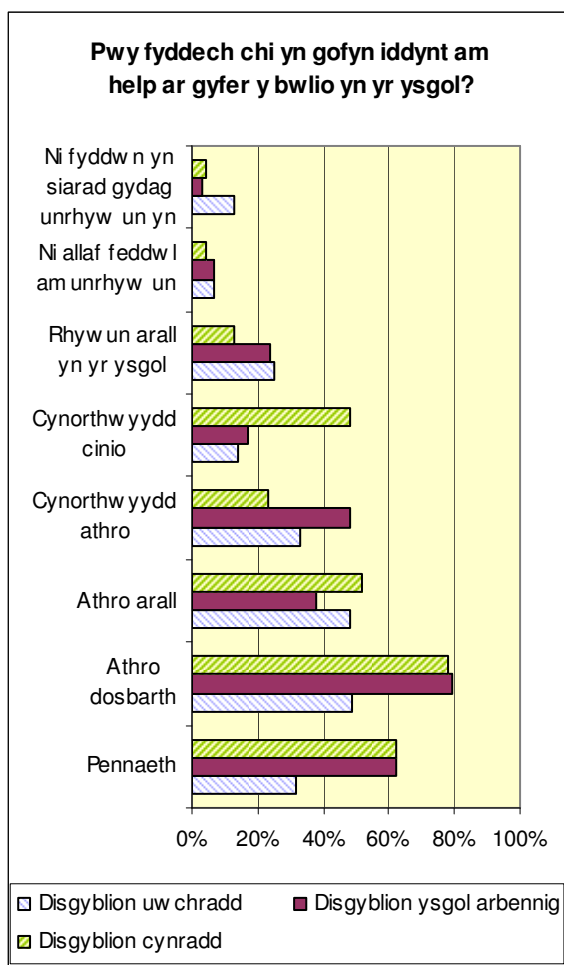
### Cyd-destun Lleol:

Mae strategaethau yn cynnwys:

- Strategaeth Iechyd, Gofal Cymdeithasol a Lles 2008-11
- Cynllun Plant a Phobl Ifanc 2008 – 11 a Chynllun Gweithredu diwygiedig 2009-11
- Aseiad Strategol Partneriaeth Bro Ddiogelach 2010/11
- Strategaeth i Ofalwyr
- Addysg 2015

### Ymchwil:

Datblygwyd arolwg Viewpoint rhyngweithiol, ac fe'i peilotwyd mewn rhai ysgolion yn y Fro cyn ei gyflwyno i bawb yn ystod Cynhadledd Gwrth-fwlio 2009.



Ffynhonnell: Arolygon Viewpoint

Gwelwyd 990 disgybl o 4 ysgol uwchradd, 797 disgybl o 11 ysgol gynradd a 30 disgybl o 1 ysgol arbennig yn cymryd rhan. Defnyddiwyd canlyniadau'r arolwg hwn er mwyn cyfrannu at y strategaeth.

Ceir bylchau o ran y wybodaeth a ddarparwyd ynghylch materion sy'n ymwneud â bwlio, y gwasanaethau a ddarparir er mwyn cynorthwyo wrth atal bwlio rhag digwydd, a chynorthwyo unigolion a allai fod yn gysylltiedig gyda digwyddiadau os byddant yn codi.

Ar hyn o bryd, ni cheir tystiolaeth ystadegol leol sy'n ymwneud gyda lefelau'r achosion bwlio a adroddir er mwyn cynnig gwaelodlin.

Defnyddiwyd gwybodaeth a gasglwyd yn ystod arolygon Viewpoint er mwyn cyfrannu at y strategaeth hon.

### Ysgolion:

Os yw ysgolion yn mynd i ddelio gyda bwlio mewn ffordd effeithiol, mae angen iddynt fabwysiadu dull gweithredu ysgol gyfan.

Mae'n ofyniad bod pob ysgol yn meddu ar bolisi gwrth-fwlio. Mae'r rhai a ddatblygwyd trwy ymgynghori gyda chymuned gyfan yr ysgol wedi bod yn fwy effeithiol na'r rhai a ddatblygwyd heb unrhyw ymgynghori o'r fath.

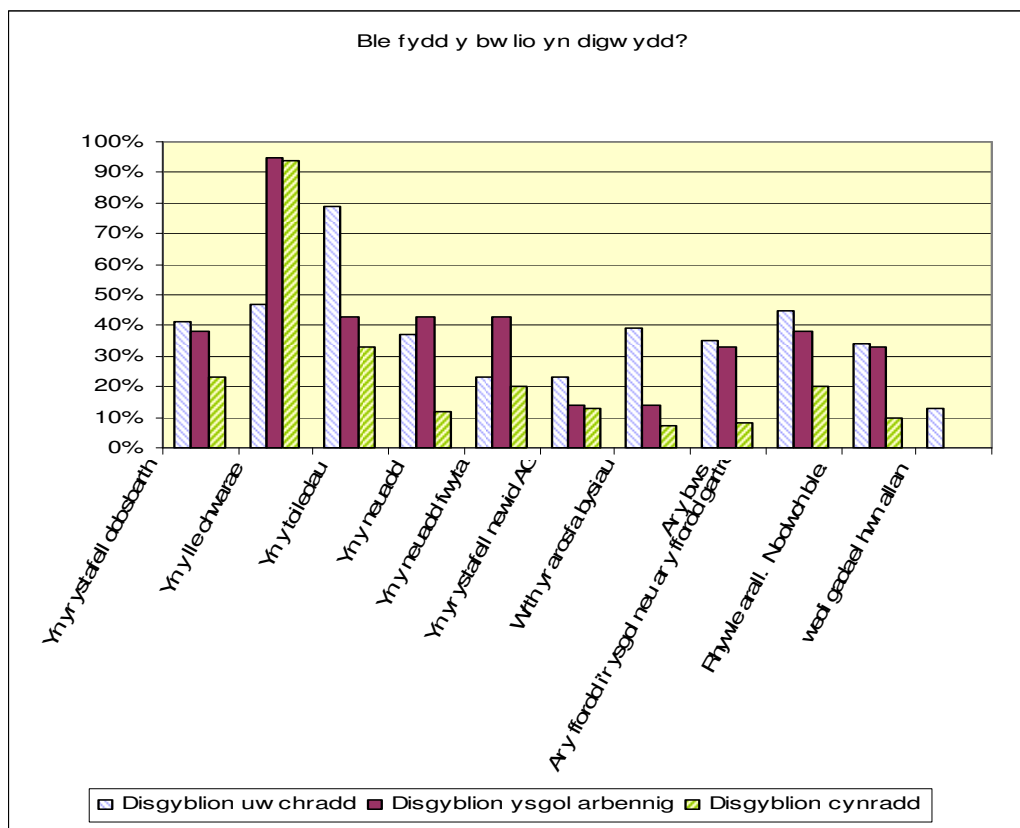
Mae ysgolion yn defnyddio ystod o ddulliau ataliol er mwyn mynd i'r afael gyda bwlio, gan gynnwys:

- Mentora cymheiriaid
- Cwricwlwm ABCh
- Cynghorau Ysgol
- Manteisio ar asiantaethau allanol e.e. Gwasanaethau Cymorth i Ddisgyblion, Cwnselwyr Ysgol

### Addysg 2015:

Diben Addysg 2015;

Datblygu dysgwyr effeithiol, hyderus ac annibynnol sy'n mwynhau ymdeimlad o les, ac sy'n eu galluogi i rannu eu dysgu gydag eraill ac i gyfrannu i'w cymuned a'u cymdeithas.



Ffynhonnell: Arolygon Viewpoint

## **Cymuned:**

Cydnabyddir nad yw bwlio yn rhywbeth sy'n digwydd o fewn amgylchedd yr ysgol yn unig, ac nad oes modd i ysgolion ddelio gyda bwlio yn y gymuned ehangach.

Gall yr hyn sy'n digwydd yn y tŷ ac yn y gymuned ehangach gael ei drosglwyddo i amgylchedd yr ysgol ac yn yr un modd, mae modd iddo gael ei drosglwyddo o'r ysgol i'r gymuned ehangach.

Yn ogystal, mae'n bwysig cydnabod y cysylltiadau rhwng bwlio, ymddygiad gwrthgymdeithasol ac ymddygiad troseddol. Mae'n hanfodol bod asiantaethau yn gweithio tuag at greu cymunedau mwy diogel, dealltwriaeth a'u bod yn dynodi pwysigrwydd yr effaith y gall bwlio ei gael ar y gymuned ehangach, yn ogystal ag unigolion.

## **4.0 Ffordd Ymlaen**

Dylai gwaith gwrth-fwlio fod yn flaenoriaeth bennaf ar gyfer yr holl staff sy'n gweithio gyda phlant a phobl ifanc.

Er mwyn mynd i'r afael gyda bwlio mewn ffordd effeithiol, mae angen cynnwys y gymuned ehangach, yn ogystal ag ysgolion, er mwyn datblygu dull gweithredu holistig sy'n cynrychioli'r holl bartneriaid a'r asiantaethau sy'n cydweithio i ddarganfod datrysiadau lleol ar gyfer bwlio.

Mae'n bwysig bod plant a phobl ifanc yn gwybod sut a ble i riportio digwyddiadau yn yr ysgol a thu allan i'r ysgol, ac y bydd riportio digwyddiadau yn arwain at gamau'n cael eu cymryd.

Yn gyffredinol, mae gwaith ymchwil Cenedlaethol yn awgrymu bod llai o fwlio i'w weld mewn ysgolion lle y bydd y mater yn cael ei drafod yn rheolaidd ac yn cael ei herio pan fydd yn digwydd. Mae arfer da yn amlygu'r angen i ymgynghori gyda disgyblion yn rheolaidd er mwyn nodi'r materion y maent yn cael profiad ohonynt yn eu hysgol. Mae'n bwysig bod ysgolion yn nodi meysydd sy'n peri pryder, gan nodi'r adnoddau sydd ar gael iddynt er mwyn eu cynorthwyo i sicrhau bod ardaloedd a nodwyd fel rhai 'lle y ceir problemau', yn fwy diogel.

Mae rhai plant yn bwlio er mwyn teimlo'n gryf ac er mwyn cael ffrindiau, nid oes rhai plant yn hoffi bwlio ond maent yn aros gyda'r bwllis eraill er mwyn osgoi bod ar eu pen eu hunain a bydd rhai bwllis yn bwlio oherwydd eu bod mewn poen ac yn gofyn am help fel hynny neu maent yn rhy drist neu ddig i hidio

Mae angen cymorth go iawn ar bobl sy'n cael eu bwlio ac nid sgwrsio gwlanog am fod yn neis i'n gilydd yn ystod gwersi ABCh, efallai bod athrawon yn dweud sut i fod yn neis, ond os na fyddan nhw yn gwneud yr hyn y maent yn ei ddweud, ni fydd unrhyw un yn eu dilyn.

Rydw i wedi cael fy mwlio ac wedi bwlio, ac o edrych yn ol, gallaf ddweud fy mod yn blentynnaidd ac yn greulon, ac yn difaru bwlio. Nid yw pobl yn sylweddoli eu twpdra, ond dylid eu cosbi'n llym – nid eu trin mewn ffordd ysgafndroed fel y caiff pob bwli ei drin.

*Mae angen system well, mae angen person sydd wedi cael hyfforddiant er mwyn delio gyda dioddefwyr bwlio. Mae'n hysbys bod fy ysgol i yn ynysu'r dioddefwr, mae hyn yn anghywir, gan nad oes unrhyw siawns i'r dioddefwr wneud ffrindiau, yn hytrach, dylai'r bwli gael eu hynysu neu eu gwahardd.*

## 5.0 Cynllun Gweithredu

Gweithredu	Meini prawf llwyddiant	Dyddiad cwblhau	Cyfrifoldeb	Cynnydd o ran y Gweithredu
<b>Codi ymwybyddiaeth o weithgarwch gwrth-fwlio</b>				
Lansio a gweithredu Strategaeth Gwrth-fwlio Bro Morgannwg	<ul style="list-style-type: none"> <li>• Strategaeth wedi'i Chyhoeddi a'i mabwysiadu</li> </ul>	Rhagfyr 2010	Grŵp aml-asiantaeth	
Cynllunio a threfnu digwyddiadau ar gyfer yr wythnos gwrth-fwlio flynyddol	<ul style="list-style-type: none"> <li>• Digwyddiad/au wedi'u trefnu</li> <li>• Nodi cyllid er mwyn cynnal digwyddiad</li> <li>• Cynnwys y broses o gyflwyno syniadau</li> </ul>	Bob blwyddyn ym mis Tachwedd	Grŵp aml-asiantaeth	
Gweithredu cynnydd y strategaeth gwrth-fwlio a diwygio camau gweithredu	<ul style="list-style-type: none"> <li>• Nodi blaenoriaethau sy'n ymddangos yn dilyn adolygiad o'r strategaeth</li> </ul>	Bob 6 mis	Grŵp aml-asiantaeth	
<b>Gwrth-fwlio yn y Gymuned ac mewn ysgolion</b>				
Sefydlu rhwydwaith proffesiynol ar gyfer ysgolion, partneriaid perthnasol ac asiantaethau eraill er mwyn lledaenu arfer da a gwybodaeth sy'n ymwneud gyda materion gwrth-fwlio; ac ymchwilio i weithio a chyllido ar y cyd.	<ul style="list-style-type: none"> <li>• Nodi'r angen am rwydwaith / Fforwm Gwrth-fwlio Bro Morgannwg.</li> <li>• Nodi aelodau perthnasol</li> <li>• Pennu "Cylch Gorchwyl"</li> <li>• Ystyried rôl Swyddog Arweiniol gwrth-fwlio</li> </ul>	Rhagfyr 2010	Grŵp aml-asiantaeth	
Nodi Swyddog Arweiniol gwrth-fwlio	<ul style="list-style-type: none"> <li>• Swyddog arweiniol wedi'i enwi a dyletswyddau wedi'u</li> </ul>	Rhagfyr 2010	Grŵp aml-asiantaeth	

	cytuno ar eu cyfer			
Datblygu cylchlythyr a gwefan er mwyn rhannu gwybodaeth	<ul style="list-style-type: none"> <li>Lledaenu cylchlythyr rheolaidd i bob disgybl/ rhiant</li> <li>Gwefan sy'n cynnwys y wybodaeth ddiweddaraf</li> </ul>	Parhaus I gychwyn ar ôl sefydlu'r grŵp aml-asiantaeth	Grŵp aml-asiantaeth	
Datblygu rhaglen hyfforddiant a datblygiad gwrth-fwlio wedi'i seilio ar anghenion budd-ddeiliaid allweddol a nodwyd (Cyswllt gyda datblygu'r gweithlu)	<ul style="list-style-type: none"> <li>Rhaglen hyfforddi wedi'i sefydlu ac yn cael ei diweddarau'n rheolaidd</li> </ul>	Yn unol â gweithgarwch datblygu'r gweithlu	Grŵp aml-asiantaeth	
Nodi cyfleoedd er mwyn cynnig hyfforddiant ymwybyddiaeth bwlio i blant, pobl ifanc a'u teuluoedd  (cyswllt gyda'r strategaeth Deuluoedd)	<ul style="list-style-type: none"> <li>Peilota rhaglen hyfforddi ac adrodd ynghylch y cynnydd</li> </ul>	Parhaus, i'w adolygu bob blwyddyn	Grŵp aml-asiantaeth	
Nodi rhwydweithiau cymorth ar gyfer gweithwyr proffesiynol, plant, pobl ifanc, a'u teuluoedd	<ul style="list-style-type: none"> <li>Rhwydweithiau cymorth wedi'u nodi</li> <li>Creu mecanwaith adrodd sy'n adlewyrchu'r dulliau a ddefnyddir gan blant a phobl ifanc er mwyn cyfathrebu</li> </ul>	Parhaus, i'w adolygu bob blwyddyn	Grŵp aml-asiantaeth	
Pob partner i fabwysiadu prosesau a mecanweithiau er mwyn cofnodi digwyddiadau bwlio sy'n cael eu riportio	<ul style="list-style-type: none"> <li>Mecanweithiau yn bodoli a data meincnodi wedi'i bennu</li> </ul>	Parhaus, i'w adolygu bob blwyddyn	Grŵp aml-asiantaeth	
<b>Gwrth-fwlio mewn ysgolion</b>				
Pob ysgol i nodi swyddog arweiniol dros weithgarwch gwrth-fwlio	<ul style="list-style-type: none"> <li>Person wedi'i enwi yn bodoli</li> </ul>	Rhagfyr 2010	Pob ysgol	

	<ul style="list-style-type: none"> <li>• Sefydlu rôl y swyddog arweiniol</li> </ul>			
Pob ysgol i fabwysiadu un proses er mwyn cofnodi digwyddiadau bwlio wedi'u riportio trwy gyfrwng y grŵp Gofal a Strategaeth, er mwyn datblygu mecanweithiau.	<ul style="list-style-type: none"> <li>• Mecanweithiau yn bodoli a data meincnodi wedi'i bennu</li> </ul>	Rhagfyr 2012	Grŵp Gofal a Strategaeth	
Codi ymwybyddiaeth o werth y data a gasglwyd gan arolwg gwrth-fwlio Viewpoint fel sail dystiolaeth er mwyn dylanwadu ar bolisiâu, strategaethau a chynlluniau gweithredu	<ul style="list-style-type: none"> <li>• Parhau i gyflwyno arolwg viewpoint mewn ysgolion</li> <li>• Ysgolion sy'n cymryd rhan i ailadrodd ac i adolygu'r canfyddiadau o leiaf unwaith bob dwy flynedd</li> <li>• Lledaenu canfyddiadau plant a phobl ifanc er mwyn dylanwadu ar bolisiâu a strategaethau</li> </ul>	Parhaus	Grŵp aml-asiantaeth  Partneriaeth Plant a Phobl Ifanc	
I weithio gydag ysgolion er mwyn gweithredu a datblygu strategaethau gwrth-fwlio effeithiol wedi'u seilio ar dystiolaeth.	<ul style="list-style-type: none"> <li>• Strategaethau yn cael eu gweithredu a'u hadolygu bob dwy flynedd</li> </ul>	Rhagfyr 2012	Grŵp aml-asiantaeth	
Sefydlu fforwm gwrth-fwlio ar gyfer ysgolion, a fydd yn cynnwys cynrychiolaeth ar fforwm gwrth-fwlio Bro Morgannwg	<ul style="list-style-type: none"> <li>• Fforwm wedi'i sefydlu</li> <li>• Cynrychiolydd/cynrychiolwyr wedi'u nodi ar gyfer rhwydwaith/Fforwm gwrth-fwlio Bro Morgannwg</li> </ul>	Mawrth 2011	Grŵp aml-asiantaeth	