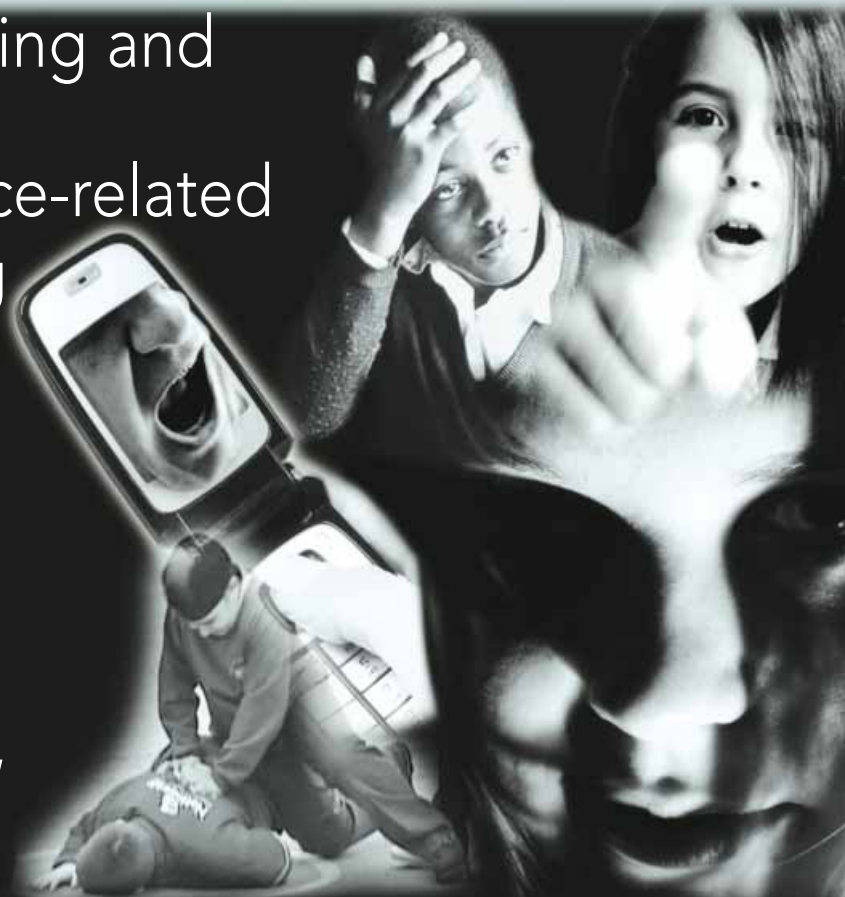




Preventing and tackling prejudice-related bullying



equality
matters

CONTENTS

Introduction	5
Defining the problem	5
Types of prejudice-related bullying	9
Cyberbullying – a tool of the bully	16
The legal context	17
Tackling prejudice-related bullying	21
The NASUWT's continuing campaign	25
Useful contacts	26

INTRODUCTION

The NASUWT has been at the forefront of the campaign to highlight the problem of prejudice-related bullying. The NASUWT believes that all children and young people and staff in Welsh schools have a right to learn and work in a safe and secure environment that is free from intimidation, harassment, abuse and fear, and where they feel valued and respected. That is why the NASUWT is committed to a zero-tolerance approach to bullying and to supporting schools in their efforts to tackle the problem.

The effects of bullying can last a lifetime. It is an invidious problem that seriously damages individual self-esteem, confidence, health and participation.

The NASUWT is committed to equality of opportunity for all pupils and staff and actively opposes all forms of unfair discrimination.

The NASUWT was the first union to launch a programme of work on prejudice-related bullying. Tackling prejudice-related bullying is a key part of the NASUWT equalities strategy.

DEFINING THE PROBLEM

Prejudice-related bullying is a social problem that has its roots within wider social discourses that seek to justify negative behaviours against particular groups within society.

Prejudice-related bullying is often characterised by abusive behaviour, intolerance or ostracism on the grounds of an individual's gender, gender identity, ethnicity, body image/size, sexuality, disability, age, religion or belief.

Prejudice-related bullying implies not only that individuals may be targeted by bullies on the grounds of their identity and social characteristics, but also that individual bullies form alliances with other individuals who they believe to have common interests and a common identity.

Given its roots, effective strategies to tackle prejudice-related bullying require concerted action across all spheres of society, as well as in schools, to create a climate in which difference and diversity are recognised, respected and celebrated.

Bullying that is prejudice related can include verbal and physical assaults, threats, offensive 'jokes' or language, mockery and ridicule, insulting or

abusive behaviour and gestures, graffiti, and theft and damage to property. It can also include the exclusion of others on the grounds of their identity or characteristics. In particular, it should be noted that prejudice-related bullying is based on irrational views, beliefs and fears, leading to dislike and hatred of different individuals and groups. This form of bullying seeks to exploit the most vulnerable. It attacks diversity and belonging within schools and society and cannot be tolerated or ignored.

Children and young people

It is difficult to gauge the precise extent of bullying of children and young people within schools, but a number of studies have attempted to quantify the problem and it is clear that bullying is a significant and severe problem in Welsh schools.

In 2010 the Welsh Government commissioned the People and Work Unit (PWU) to undertake a survey to provide baseline evidence of the 'incidence and prevalence of bullying' among compulsory school-aged pupils in Wales. This was so that the Assembly Government could 'measure future changes [in] the level of bullying in Wales'. 7,448 pupils from 167 schools and five pupil referral units took part in the survey and the proportions of pupils reporting being bullied within the last school year were: 47% in year 6; 44% in year 7; and 25% in year 10.

Other key findings include:

- between 5% and 10% of the pupil population experience 'severe' bullying;
- pupils in years 6, 7, and 10 who were bullied for 'about a year' tended to report a much higher frequency of bullying: they were at least seven times more likely to report being bullied 'several times a week';
- girls in all year groups were more likely than boys to report indirect forms of bullying, such as being excluded from activities on purpose. They were also more likely to be cyberbullied;
- boys in years 6, 7 and 10 were more likely to report homophobic bullying;
- between 12% of pupils in year 7, rising to over 20% of pupils in year 10, report seeing others being bullied due to their race or ethnicity;
- pupils reporting sexual bullying constituted 19% of pupils in year 6; 15% of pupils in year 7; and 10% of pupils in year 10;

- in year 6, 22% of pupils were bullied in a homophobic way, declining to 9% in year 10;
- the proportion of pupils reporting seeing others being bullied due to their disability was 20% for year 6 and 19% for year 7, increasing to 24% for year 10.

ChildLine monitors the types of calls received each year and the concerns raised by children and young people. For the last 12 years, bullying has been the number one reason that children call ChildLine.

Latest figures show that in the 2011/12 (at the time of going to press, 12/13 figures were unavailable) academic year there were 560 fixed-term exclusions and four exclusions for bullying in Wales. In addition, there were 22 permanent and 1,026 fixed-term exclusions for assault or violence towards staff and 18 and 3,136 fixed-term exclusions for assault or violence against pupils.

The impact of bullying should not be underestimated. Bullying is a damaging activity and the effects can last into adulthood. In the short term, bullying has an immediate impact on the wellbeing of the target, lessening confidence and lowering self-esteem, and this can lead to a fear of attending school. The health of the target is affected and symptoms are similar to those associated with stress: anxiety, panic, sleeplessness, headaches and mental distress.

There is some evidence that some victims and perpetrators suffer long-term effects. Prolonged bullying can lead to other illnesses and there are cases of children suffering conditions such as skin rashes and hair loss.

According to the Samaritans, there are about 24,000 cases of attempted suicide every year by young people aged 10-19 in Wales and England alone. This is one attempt every 20 minutes. Across the UK, for people aged 15-24, suicide is the second biggest cause of death after road accidents. In numerous cases of suicide amongst young people, bullying is cited as a factor.

Bullying on the grounds of prejudice can be particularly harmful to individuals, whether on the grounds of gender, gender identity, ethnicity, body image/size, sexuality, disability, age, religion or belief. These forms of bullying thrive on exploiting the differences between pupils and therefore often rely on targeting those who are minorities within a peer group or class, isolating them and exacerbating any fears they have of not fitting in.

In adult life, those who have been chronically victimised and bullied can have lower self-esteem and be prone to depression. Where bullying has been prejudice related, problems can be exacerbated by any further discrimination that individuals face in society.

The long-term outcomes for bullies can also be serious and, compared to their peers, numerous studies show that bullies are more likely to be involved in other forms of antisocial behaviour such as vandalism and drug abuse. There is also evidence to suggest that bullies are more likely to be convicted of crimes in adulthood.

Bullying must be recognised, understood and taken seriously. Bullying is too often dismissed as 'part of growing up' or just 'teasing and joking'. The phrase 'it was just a joke' has been used since time immemorial by perpetrators of bullying, victimisation and harassment to excuse and justify their behaviour.

Some schools claim that they do not have a problem with bullying. The NASUWT finds this difficult to accept. Often these schools either do not understand the issues or they believe that identifying the problem will harm the reputation of the school. The high-stakes accountability regime in which schools operate is a prime motivator for this latter reaction.

Teachers

Teachers face the issue of bullying on two levels. Firstly, as professionals they have to deal with the consequences of pupil-on-pupil bullying and, secondly, they can also be the victims of bullying.

How a school responds to the bullying and harassment of its staff will be indicative of how seriously and how effectively the bullying of pupils is tackled. A school that fails to tackle effectively bullying of its employees will find it more difficult to develop an effective and credible response to safeguarding pupils.

Prejudice-related bullying and harassment of teachers themselves regrettably appears to be widespread. In 2011, the NASUWT carried out a survey on prejudice-related bullying and harassment amongst teachers and headteachers in schools. It showed that a substantial proportion of teachers are victims of prejudice-related bullying. One third of respondents reported that they had been a victim of bullying/harassment in the last 12 months. Two thirds of teachers who had experienced prejudice-related bullying had been subject to it more than once. For one in five teachers, bullying was a consistent feature in their working life.

Age-related bullying/harassment was the most common type reported by teachers in 41% of cases. This was followed by bullying related to race/ethnicity (19%), body image (16%) and gender/sex/trans (14%). Comparing data collected from this survey with data in the 2007 NASUWT *Safe to Teach?* Report suggests that prejudice-related bullying may have increased, particularly with regard to age-related bullying/harassment.

Almost half of all cases reported in the 2011 survey were perpetrated by a person's immediate line manager (48%), just over a third were perpetrated by a colleague (36%) and around a quarter were perpetrated by pupils (25%).

Bullying must always be taken seriously, and swift and firm action should be taken, whoever is the victim. It should also be recognised that if pupils who are themselves victims of bullying see teachers being bullied with no action being taken, it will make their fear of reporting the bullies and their own isolation even worse.

TYPES OF PREJUDICE-RELATED BULLYING

Homophobic bullying

Homophobic bullying is increasingly recognised as a widespread problem in schools and is the second most prevalent reason for bullying of children and young people. Given the nature of this bullying, however, many individuals who are bullied may be unwilling to report the problem to parents, staff or colleagues since they may fear being further stigmatised and isolated. The problem of homophobia is often a hidden problem, because individuals may be unwilling to talk about it and may not feel safe in doing so.

ChildLine reports receiving an estimated 2,725 calls a year about sexual orientation, with boys accounting for 55% of these calls, even though they represent only 25% of all calls to the helpline. Specifically, over a quarter of these calls related to individuals who reported being bullied on the grounds of homophobia.

The language used by school children and the recent increased use of the word 'gay' to indicate something that is bad, 'uncool' or 'naff' have heightened these issues. BeatBullying has reported that 81% of primary-age children identify the use of the word 'gay' as a way of attacking or making fun of someone.

The School Report, published by Stonewall in 2012 and covering schools in Wales, asked more than 1,600 lesbian, gay and bisexual children a range of questions about school.

More than half (55%) reported that they had experienced homophobic bullying in schools. Of those who reported being bullied, over half had experienced verbal homophobic bullying and almost a quarter had experienced cyberbullying.

Sixteen per cent had experienced physical abuse and, alarmingly, 6% had received death threats. Almost a third of pupils who had experienced homophobic bullying said that they had changed their plans for future education because of it.

Only half of respondents reported that their schools say homophobic bullying is wrong, while almost two thirds in faith schools reported that their school did not say such bullying was wrong.

Complaints of homophobic bullying are often treated less seriously than some other forms of bullying and complainants are often urged not to raise or pursue the issues. According to Stonewall Cymru, only 6% of Welsh schools have specific policies for dealing with homophobic bullying. Of the remaining 94%, 75% of respondents said they had encountered homophobic bullying, 50% said they had been reluctant to go to school, another 50% had contemplated suicide, 40% had tried it, and 30% had tried it more than once.

Alarmingly, Stonewall's survey The Teachers' Report showed that nine in ten teachers and non-teaching staff at secondary and primary schools have never received any specific training on how to prevent and respond to homophobic bullying. More than a quarter of secondary school staff (28%) would not feel confident in supporting a pupil who decided to come out to them as lesbian, gay or bisexual. Two in five would not feel confident in providing pupils with information, advice and guidance on lesbian and gay issues. Half of secondary school teachers who are aware of homophobic bullying in their schools say the vast majority of incidents go unreported.

The NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers showed that teachers are also victims of homophobic bullying, with 7% of respondents reporting that they had been bullied or harassed on these grounds.

Racist bullying

Bullying and harassment on racist grounds is a persistent issue that affects schools, including those where there are relatively few pupils or staff from black and minority ethnic (BME) groups.

Racist bullying is distinct from bullying on the grounds of religion/belief and is often directed against individuals based on skin colour but might also include bullying against individuals because of their ethnic or national origin, including those from Traveller, gypsy or Roma communities, or based on their residential status, including asylum seekers and refugees.

In 2014, ChildLine received 1,400 calls from children suffering from racist bullying.

There has been a rise in racist bullying directed towards immigrants from Eastern Europe and it is important that schools do not simply see racist bullying in terms of a perspective based on notions of black pupils and white pupils.

The 2011 NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers showed that bullying on the basis of race or ethnicity was the second highest defined type of prejudice-related bullying experienced by teachers, with 19% of respondents reporting that they had been bullied or harassed on these grounds.

The survey also showed that schools in some areas are faced with organised racist or fascist activity. Fifteen per cent of respondents reported that they had been aware of organised racist or fascist activity inside or outside of the school. Eight per cent were aware of it inside the school and 9% outside the school. These schools may need additional support from local authorities, trade unions and other bodies to ensure that children, young people and staff are protected from these influences. Activities of racist and fascist groups can prompt bullying activities against BME pupils.

Faith-based bullying

Faith-based bullying is directed against individuals and groups on the grounds of their religious belief or affiliation. It may also include bullying behaviour directed against individuals who are of no faith.

The problem of faith-based bullying in schools has intensified in recent years, particularly in the case of Islamophobia. The term 'Islamophobia' refers to anti-Muslim prejudice and racism based upon an unfounded

hostility towards Islam. It is an issue for all schools, regardless of the number of Muslim pupils or staff within the establishment. Many BME children will have been caught up in the rise of Islamophobia since the events of September 2001 and July 2005, regardless of their actual faith.

The prejudice is not confined to the perceptions of being Muslim, and children within faith schools particularly can be singled out for not being part of, or being different from, the predominant groupings within a school.

There is some blurring of the lines between bullying on the grounds of faith and race. Whilst the two areas are inextricably linked, the manner in which these prejudices are manifested is often distinct and this should be tackled in different ways.

A report by BeatBullying (2008) indicates that of the 800 young people surveyed about interfaith bullying, 23% who practised any religion reported being bullied because of their faith, 13% said they had been bullied because of religious stereotyping and 9% because they wore religious symbols.

The 2011 NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers showed that 11% of respondents had experienced bullying on the grounds of religion or belief.

Ageist bullying

Ageist bullying is directed against individuals on the grounds of their age and may be targeted at children and young people and staff, often leading to exclusion from the social group or network. Pupil-on-pupil bullying in relation to age usually exists in the context of the hierarchies of power and seniority within schools of older children bullying younger children. This is the norm, but not exclusively the case.

The 2011 NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers showed that age-related bullying of teachers had increased rapidly since the Union's last survey, carried out in 2007. Worryingly, 41% of respondents reported being a victim of age-related bullying compared to 9% of teachers in 2007.

Disability bullying

Bullying on the grounds of disability, like other forms of prejudice-related bullying, is linked to irrational and unfounded beliefs, assumptions and stereotypes about the disabled person and her/his abilities. A lack of

positive portrayals of disabled people (particularly children) in the media has exacerbated this type of bullying.

A study by Mencap (2006) found that among 507 children and young people with a learning disability, 82% had experienced being bullied.

The 2011 NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers showed that 11% of respondents had experienced bullying on the grounds of disability.

The lack of specialist educational support is also a contributory factor to disability-based bullying. The NASUWT supports the 'make school make sense' campaign, organised by the National Autistic Society (NAS) Cymru, calling for improved provision for pupils with autism. In 2009, NAS Cymru sent 'make school make sense' autism-awareness packs for teachers to every school in Wales. A survey of 1,400 parents with autistic children carried out by NAS Cymru in 2006 found that two out of every five children with autism had experienced bullying.

The campaign from NAS Cymru calls for more in-school support for students, one of the key factors in helping to tackle the impact of this type of bullying. Forty per cent of children on the autistic spectrum are subjected to prejudice-related bullying and the experience of children from a BME background is consistently worse.

Sexist bullying

Sexist bullying is most commonly directed against girls and women and is often sexual in nature. Sexual bullying is a form of gender-based bullying. It includes behaviour with a sexual element that is harmful, non-consensual and repeated.

Typically, this could include sexual comments and name-calling; spreading of sexual rumours; use of technology to spread sexual gossip, comments or images; and non-consensual touch (for example, touching, pinching or slapping body parts, pulling bra straps and clothes, pulling down trousers, or lifting up skirts).

Girls are most likely to face sexual bullying, perpetrated by boys, but boys can also be subject to sexual bullying by girls and there can be sexual bullying between young people of the same sex.

In January 2009, the domestic violence charity Women's Aid released the results of a survey carried out in conjunction with Bliss, the teenage girls' magazine. The results showed that approximately one in five Bliss readers have been physically hurt by someone they were dating. For 16 year old girls, this goes up to one in four. The survey also showed that nearly a quarter of 14 year old girls have been forced to have sex or do something else sexual they did not want to do by someone they were dating.

In November 2010, a YouGov poll commissioned by the End Violence Against Women (EVAW) coalition found that close to one in three 16-18 year old girls say they have experienced unwanted touching at school, and 71% of 16-18 year olds say they have heard sexual name-calling such as 'slut' or 'slag' towards girls at schools daily or a few times a week.

Latest figures show that in the 2011/12 academic year there were 217 fixed-term exclusions from schools in Wales for racial or sexual harassment. These include incidents such as groping, using sexually insulting nicknames, daubing obscene graffiti, and serious sexual attacks.

Sexist and sexual bullying is not confined to pupils. The 2011 NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers showed that 13% of respondents had been bullied on the grounds of gender.

Transphobic bullying

Transphobic bullying occurs when people are bullied due to their gender identity or their perceived gender identity or because they don't conform to culturally conventional gender roles. 'Trans' is an umbrella term that describes people whose sense of gender or gender identity is seen as being different to typical gender norms.

Children of school age may experience gender variance, which could make them a target for bullying. According to figures provided by the Gender Identity Research and Education Service (GIREs), one in 1,000 school children suffer from gender dysphoria – roughly one pupil for every high school – though not all of them will seek gender reassignment surgery.

According to research by GIREs and the transgender pressure group Press For Change, most children who experience gender variance fail to complete their school education and, more seriously, around half of all transgender teenagers will make a suicide attempt before they turn 20. Trans teachers are also at risk of transphobic bullying.

Transphobic bullying is commonly underpinned by sexist attitudes. Men and women may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender. Transphobic bullying could include teasing due to a person's clothing or appearance, referring to a boy as 'she', or abusive graffiti or physical assault.

Gender variance is different to sexual orientation. Gender identity is different to sexual attraction. Trans people, just like everyone else, can be straight, lesbian, gay or bisexual. Therefore, transphobic bullying is different from homophobic bullying, although there are similarities.

Bullying on the grounds of body image/size

Bullying on the grounds of body image/size is one of the most prevalent forms of prejudice-related bullying.

Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity.

Research suggests that children who are perceived to be overweight are often considered to be inferior and less valued than others in educational and social terms. The media's constant reinforcement of concerns about body image/size and the trivialisation of these issues is a key factor related to this problem.

The Girlguiding UK Girls' Attitudes 2011 Survey Report showed that well over half (55%) of young women across the UK believe that the pressure to look like a celebrity causes them stress.

Similar findings in a poll carried out by Ipsos MORI found that 50% of women feel under pressure to look good at all times and 46% of women feel under pressure to lose weight.

And it is not just girls. A survey conducted by the YMCA and the Centre for Appearance Research (CAR) showed that one in ten boys said they would start taking steroids to build muscle if they were unhappy with the way they looked.

The 2011 NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers in schools showed that bullying on the basis of body image is a common form of prejudice-related bullying, with

16% of respondents reporting that they had been bullied or harassed on these grounds.

Examination of prejudice-related bullying demonstrates a hierarchy of bullying in which some forms of bullying are treated less seriously than others. Bullying on the grounds of body image/size emerges as often being considered the least important. It is too often trivialised and dismissed as 'part of growing up' or playground banter.

CYBERBULLYING – A TOOL OF THE BULLY

The NASUWT recognises that developments in the digital landscape provide positive and productive channels of communication and significantly improve support for learning and the working practices of teachers and other school staff.

However, the Union is concerned about the abuse of social media, internet sites and mobile phones and has a well-established campaign against cyberbullying in schools.

Advances in the use of information and communications technology (ICT) have provided new and sophisticated tools with which bullies are able to carry out their activities.

Cyberbullying may involve the abuse of e-mail, internet, social networking sites, virtual learning environments (VLEs), digital cameras and mobile phones and has emerged as a key challenge for schools affecting both pupils and staff.

These advances in technology mean cyberbullying can take place at any time. The bully often remains anonymous and can conduct their activities from the comfort of their homes while the bullied are no longer able to find any refuge in theirs. This type of bullying is often more damaging, as offensive and hurtful messages or images can be spread quickly and seen by many people.

Cyberbullying is also having a devastating effect on teachers' health, wellbeing, confidence, self-esteem and, in some cases, career progression as a result of employers trawling websites for information.

The NASUWT's long-standing campaign against cyberbullying has emanated from increased casework and reports from teachers and headteachers that showed they had fallen victim to bullying and harassment incidents, particularly from pupils. This abuse had not only

contributed to increased workload but also provided a vehicle for prejudice-related bullying and harassment of staff.

Of particular concern was the increased use of websites such as YouTube and RateMyTeachers by pupils to abuse staff and make malicious and false allegations against them.

During 2007, the NASUWT collated evidence from teachers and headteachers in order to identify the extent of the problem of cyberbullying. The response to the online survey was overwhelming. The evidence demonstrated that the abuse of these websites and mobile phones by pupils has caused physical and mental distress of many teachers and headteachers which was having a damaging effect on their health, wellbeing and career prospects.

In a survey carried out by the Union in 2012 on 'The Abuse of Social Media and Internet Sites', well over a third of respondents reported that they had an insulting comment, allegation of inappropriate behaviour with a pupil, comment on their performance or other comment posted about them online or on a social networking site.

The vast majority of cyberbullying of teachers had been carried out by pupils aged between 11 and 16 years of age. However, abuse had also been received from pupils as young as five years of age.

THE LEGAL CONTEXT

There are a number of statutory obligations on schools which establish clear responsibilities to respond to bullying.

School Standards and Framework Act 1998

Under Section 61 of the School Standards Framework Act 1998, headteachers in Wales have a legal obligation to ensure an anti-bullying policy is in place within their school.

This law applies to schools in Wales and the Government's Safeguarding Guidance 2006 states that 'all settings in which children are provided with services should have in place rigorously enforced anti-bullying strategies'.

The Equality Act 2010

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

A key provision is a single public sector equality duty, which came into force in April 2011. It replaces the three previous public sector equality duties for race, disability and gender with nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation. Schools are required to comply with the new equality duty.

The duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils and provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In Wales, the Act applies to all maintained and independent schools and maintained and non-maintained special schools.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

In April 2012 these Regulations augmented the requirements of the Equality Act 2010 by imposing specific public sector equality duties on relevant Welsh public authorities, including schools. Equality objectives should be published and an 'authority' must also publish a statement which sets out the steps it has taken, or intends to take, to achieve those equality objectives and a time frame for fulfilling each equality objective. Arrangements must be put in place to monitor progress in fulfilling each objective and monitoring the effectiveness of the steps taken to fulfil them.

In developing objectives, an authority:

- must involve people who represent the interests of people who share one or more of the protected characteristics and have an interest in the way the authority carries out its functions;
- may involve such other people as the authority considers appropriate;
- may consult such other people as the authority considers appropriate.

UN Convention on the Rights of the Child

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child. Although neither specifically mentions bullying, bullying behaviour does breach a number of the articles in both. Moreover, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour.

European Convention on Human Rights

Schools and colleges are public authorities and therefore bound not only by domestic legislation, but also by international human rights obligations to which the UK government is signatory. Article 2 of the First Protocol of the European Convention on Human Rights (ECHR) guarantees that no-one shall be denied the right to education. It could therefore be argued that young people are being denied this right if schools do not adequately protect them against bullying.

Article 13 of the ECHR guarantees that everyone whose convention rights are violated shall have access to an effective remedy.

Safeguarding children and young people

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue that has contributed to a child doing the bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence – for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication that conveys a message that is indecent or grossly offensive, a threat, or information that is false and known or believed to be false by the sender.

Bullying outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 applies to schools in Wales and Section 89 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Section 88 prescribes the responsibility of a governing body for discipline, including 88(1) which states: 'The governing body of a relevant school must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.'

Section 88(4)(b) states that: 'the governing body must have regard to any guidance given from time to time – in relation to Wales, by the Assembly.' This legislation does not apply to independent schools.

The power afforded to headteachers can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or the appropriate person who deals with antisocial behaviour in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

The Education Act 2011 brought in a number of reforms to the provision of education in Wales. Section 13 of the Act amends the Education Act 2002 and places reporting restrictions on alleged offences committed by teachers against pupils. This would include accusations of bullying. At the time of publication, the reporting restrictions are not yet in force in Wales but should become law in due course. The provisions are subject to limited exceptions and only apply up to the point at which a teacher is charged with an offence. The provisions are designed to protect teachers who have been erroneously and maliciously accused of offences against a pupil.

TACKLING PREJUDICE-RELATED BULLYING

The 2011 NASUWT survey on prejudice-related bullying and harassment amongst teachers and headteachers highlighted that schools still need to do a lot of work to eradicate prejudice-related bullying of both pupils and staff.

The survey showed that more than half of all prejudice-related bullying or harassment incidents are not reported – only 15% of victims reported every incident that occurred. There were three main reasons for this under-reporting. These were due to concern about the negative impact on future careers, because the victims did not think appropriate action would be taken, and fear of future reprisals as a direct result of reporting.

Half of all victims of bullying/harassment were not at all satisfied with the school/college response to bullying/harassment that had been reported. In 45% of cases, the victim was not aware of whether further action had been taken by the school/college.

The NASUWT believes that there should be a whole-school approach to preventing and tackling prejudice-related bullying. An effective anti-bullying strategy will involve all members of the school community, should be regularly monitored and must meet legal requirements.

The Welsh Government has produced 'Respecting Others', a series of anti-bullying materials that provides guidance and practical solutions on preventing and responding to incidents of bullying in schools. This guidance can be found in the education and skills section of the Welsh Government website at <http://gov.wales/topics/educationandskills/publications/circulars/antibullying/?lang=en>.

School policies

There should be a clear policy in place to deal with bullying and harassment of pupils and staff. School anti-bullying policies and procedures should

include specific reference to prejudice-related bullying in all its forms. The school policies should be developed in consultation with the NASUWT and other trade unions and parents, and should be communicated to all staff and pupils.

In addition, the NASUWT advocates the following:

- sanctions to be applied to incidents of bullying. The NASUWT believes in zero tolerance;
- in school policies, mobile phones should be treated as potentially offensive weapons and pupils' access to them prohibited during school sessions;
- school cultures and practices inhibit the reporting of prejudice-related bullying incidents and this problem needs to be rectified;
- steps should be undertaken to promote teachers' confidence in reporting prejudice-related bullying incidents and to address the fear of reprisal;
- there should be effective recording and reporting of all incidents of bullying/harassment as a basis for tackling the problem and adjusting strategies;
- school policies and procedures should neither require teachers nor encourage them to provide individual mobile phone or e-mail contact details to pupils;
- children and young people should be educated about bullying and healthy and respectful relationships, and the wider curriculum used to raise issues relating to bullying;
- comprehensive professional development should be provided for staff on how to:
 - spot the signs of bullying of staff and pupils and how to respond swiftly and sensitively;
 - create an environment and response structure where those who experience bullying feel confident in reporting incidents of bullying;
 - encourage those who witness bullying to speak up;
 - safeguard children;
 - assure the health, safety and welfare of staff.

Use and abuse of technology

Developments in technology have made significant improvements in support for learning and in the working practices of teachers and other members of the school workforce.

There is growing evidence of the abuse of technology, particularly mobile phones, e-mails and internet sites. They are not only contributing to increasing workload but also providing a vehicle for the prejudice-related bullying and harassment of staff and for false allegations to be made against them.

A variety of social networking sites are commonly used, e.g. Facebook, Twitter and YouTube. The NASUWT advises all teachers to carefully review all internet sites where they have recorded any personal information that could be accessed either by students or employers.

What teachers can do to protect themselves

- Check the school behaviour policy or procedures on acceptable use of technology to ensure that it covers school staff.
- Keep personal phone numbers private and do not use personal mobile phones to contact pupils or parents.
- Avoid 'friending' pupils or parents or adding them to personal contact lists. This may give them access to personal activity and information, allowing them to make inappropriate contact. They may also be giving teachers access to inappropriate information.
- Do not post information publicly that you wouldn't want employers, colleagues, pupils or parents to see.
- Keep passwords secret and protect access to personal computer accounts.
- Always restrict access to personal internet accounts and set privacy levels
- Avoid retaliating to or personally engaging with cyberbullying incidents.
- Inform the appropriate person in authority in the school of any incidents at the earliest opportunity.
- Keep a record of all incidents (with dates, times, witnesses, feelings experienced). Many of the incidents may appear trivial in isolation, so it is important to establish if there is a pattern over time.
- Contact the NASUWT for further advice if you become a target of cyberbullying.

What to do if you are a victim of prejudice-related bullying

The NASUWT provides advice and support for any individual who feels that they are the victim of bullying. All NASUWT members have a vital role to play in working with the Union to tackle workplace bullying within their workplaces.

There are a number of strategies that individual members can employ when experiencing bullying and to avoid it. The individual should remember that it is not their fault that they are being bullied.

They should:

- speak to an NASUWT Representative as soon as possible;
- keep a log of the bullying, including copies of memos and letters and a diary of events;
- speak to someone about the bullying, such as a family member, a counsellor or a trusted work colleague;
- where the bullying is having a detrimental effect on health, contact a GP;
- consider contacting the Teacher Support Network;
- find out whether there is an employee assistance scheme available;
- consider options such as assertiveness training and mediation;
- avoid going to meetings with the bully alone and consider whether it is possible to minimise contact with the bully.

THE NASUWT's CONTINUING CAMPAIGN

The NASUWT has been at the forefront of raising the problem of prejudice-related bullying.

The issue of prejudice-related bullying now has a much higher profile than ever before. However, there is still more to be done to raise awareness of its nature and effects to enable a coherent and comprehensive national framework for supporting schools in tackling bullying to be developed.

The NASUWT will continue to expose bullying where it occurs, supporting members to combat this by all appropriate means, including, where possible, legal redress.

The NASUWT will continue to issue advice highlighting the support available and on what to do if experiencing bullying. This is supplemented by the high-quality training provided for NASUWT Workplace Representatives on the skills of representation, handling grievances and specifically dealing with bullying.

The NASUWT will continue to tackle bullying through campaigns to raise awareness both of the problem of workplace bullying and the horrific impact that it can have on teachers and children and young people.

The NASUWT's campaign

The NASUWT will continue to campaign for:

- a curriculum that reflects and teaches about the racial, cultural and religious diversity of Wales, the UK and the wider world and tackles issues of stereotyping of gender roles and sexual orientation;
- heightened awareness of the use employers are making of the contents of social networking sites;
- the Health and Safety Executive's (HSE's) good practice guidance and workplace health and safety audits to include reference to the abuse of technology;
- greater protection in law for the victims of malicious and false allegations and cyberbullying.

Useful contacts

Anti-Bullying Alliance

www.anti-bullyingalliance.org.uk

Childnet International

www.childnet.com

UK Safer Internet Centre

Helpline and resources: www.saferinternet.org.uk

Teacher Support Network

www.teachersupport.info

Advice and support

NASUWT Cymru

Greenwood Close, Cardiff Gate Business Park, Cardiff CF23 8RD

Tel: 029 2054 6080

E-mail: rc-wales-cymru@mail.nasuwt.org.uk

Website: www.nasuwt.org.uk

Department for Education and Skills

Welsh Government

Cathays Park, Cardiff CF10 3NQ

Tel: 0300 0603300 or 0845 010 3300

Website: www.wales.gov.uk



E-mail: rc-wales-cymru@mail.nasuwt.org.uk
Website: www.nasuwt.org.uk



Atal a mynd i'r afael
â bwlio sy'n
gysylltiedig â
rhagfarn



mae cydraddo|deb
yn bwysig

CYNNWYS

Cyflwyniad	5
Diffinio'r broblem	5
Mathau o fwlio sy'n gysylltiedig â rhagfarn	10
Seiberfwlio – arf y bwli	17
Y cyd-destun cyfreithiol	18
Mynd i'r afael â bwlio sy'n gysylltiedig â rhagfarn	22
Ymgyrch barhaus NASUWT	26
Cysylltiadau defnyddiol	27

CYFLWYNIAD

Mae NASUWT wedi bod ar flaen y gad â'r ymgyrch i dynnu sylw at broblem bwlio sy'n gysylltiedig â rhagfarn. Mae'n credu bod gan bob plentyn a pherson ifanc sydd mewn ysgol yng Nghymru, a phob aelod o'r staff, hawl i ddysgu a gweithio mewn amgylchedd diogel, lle nad oes neb yn ei fygwth, yn aflonyddu arno, yn ei enllibio nac yn codi ofn arno, a lle mae'n teimlo ei fod yn cael ei werthfawrogi a'i barchu. Dyna pam y mae NASUWT wedi ymrwymo i beidio â goddef unrhyw fwlio ac i helpu ysgolion i geisio mynd i'r afael â'r broblem.

Gall effeithiau bwlio bara drwy gydol oes. Mae'n broblem anodd a all gael effaith ddifrifol ar hunan-dyb, hyder, iechyd a chyfranogiad unigolion.

Mae NASUWT wedi ymrwymo i sicrhau cyfle cyfartal i bob disgybl a phob aelod o'r staff ac mae'n gwrthwynebu pob math o wahaniaethu annheg.

NASUWT oedd yr undeb cyntaf i lansio rhaglen waith yn ymwneud â bwlio sy'n gysylltiedig â rhagfarn. Mae mynd i'r afael â bwlio sy'n gysylltiedig â rhagfarn yn rhan allweddol o strategaeth gydraddoldeb NASUWT.

DIFFINIO'R BROBLEM

Mae bwlio sy'n gysylltiedig â rhagfarn yn broblem gymdeithasol sydd â'i gwreiddiau mewn trafodaethau cymdeithasol ehangach sy'n ceisio cyfiawnhau ymddygiadau negyddol yn erbyn grwpiau penodol mewn cymdeithas.

Nodweddir bwlio sy'n gysylltiedig â rhagfarn yn aml gan ymddygiad difriol, anoddefgarwch neu ddiarddel unigolyn ar sail rhyw, hunaniaeth o ran rhywedd, ethnigrwydd, delwedd/maint corff, rhywioldeb, anabledd, oedran, crefydd neu gred.

Un elfen o fwlio sy'n gysylltiedig â rhagfarn yw bod unigolion yn gallu cael eu targedu gan fwlio ar sail eu hunaniaeth a'u nodweddion cymdeithasol, a hefyd bod bwlio unigol yn ffurfio cynghreiriau gydag unigolion eraill sydd mae'n debyg yn rhannu'r un diddordebau a hunaniaeth.

Oherwydd ei wreiddiau, mae angen i strategaethau effeithiol er mwyn mynd i'r afael â bwlio sy'n gysylltiedig â rhagfarn gael eu gweithredu ar y cyd ym mhob rhan o'r gymdeithas. Ni all ysgolion ddatrys y broblem ar eu pen eu hunain. Bydd cydweithio o'r fath yn creu hinsawdd lle mae gwahaniaeth ac amrywiaeth yn cael eu cydnabod, eu parchu a'u dathlu.

Gall bwllo sy'n gysylltiedig â rhagfarn gynnwys ymosodiadau geiriol a chorfforol, bygythiadau, 'jôcs' neu iaith sy'n peri tramgwydd, gwatwar a chwerthin am ben rhywun, ymddygiad ac ystumiau sarhaus neu ddifriol, graffiti, dwyn a pheri difrod i eiddo. Gall hefyd gynnwys cau pobl allan oherwydd eu hunaniaeth neu eu nodweddion. Yn fwyaf arbennig, dylid nodi bod bwllo sy'n gysylltiedig â rhagfarn yn seiliedig ar safbwyntiau, credoau ac ofnau afresymol, sy'n arwain at beidio â hoffi, a hyd yn oed at gasáu, gwahanol unigolion a grwpiau. Mae'r math hwn o fwlio yn ymgais i fanteisio ar yr unigolion mwyaf agored i niwed. Mae'n ymosod ar amrywiaeth ac ymdeimlad o berthyn mewn ysgolion a chymdeithas. Mae'n broblem na ddylai neb ei goddef, ac na ellir ei hanwybyddu.

Plant a phobl ifanc

Mae'n anodd dweud faint yn union o blant a phobl ifanc sy'n cael eu bwllo mewn ysgolion, ond mae nifer o astudiaethau wedi ceisio mesur y broblem ac mae'n amlwg bod bwllo'n broblem fawr a difrifol yn ysgolion Cymru.

Yn 2010 comisiynodd Llywodraeth Cymru yr Uned Pobl a Gwaith i wneud arolwg er mwyn darparu tystiolaeth sylfaenol o 'nifer a mynychder achosion o fwlio' ymysg disgyblion oedran ysgol gorfodol yng Nghymru. Pwrpas y gwaith hwn oedd caniatáu i Lywodraeth y Cynulliad 'fesur newidiadau yn y dyfodol i lefel bwllo yng Nghymru'. Cymerodd 7,448 o ddisgyblion o 167 o ysgolion a phum uned cyfeirio disgyblion ran yn yr arolwg, ac roedd cyfrannau'r disgyblion a ddywedodd eu bod wedi cael eu bwllo yn y flwyddyn ysgol ddiwethaf fel a ganlyn: 47% ym mlwyddyn 6; 44% ym mlwyddyn 7; a 25% ym mlwyddyn 10.

Mae'r canfyddiadau allweddol eraill yn cynnwys:

- rhwng 5% a 10% o boblogaeth y disgyblion yn profi bwllo 'difrifol';
- roedd y disgyblion ym mlynnyddoedd 6, 7 a 10 a gafodd eu bwllo am 'tua blwyddyn' yn dueddol o roi gwybod am amllder llawer uwch ar gyfer bwllo: roeddent o leiaf saith gwaith yn fwy tebygol o roi gwybod am gael eu bwllo 'sawl gwaith yr wythnos';
- roedd merched ym mhob grŵp blwyddyn yn fwy tebygol na bechgyn o roi gwybod am fathau anuniongyrchol o fwlio, fel cael eu cau allan o weithgareddau yn fwriadol. Roeddent hefyd yn fwy tebygol o wynebu seiberfwlio;
- roedd bechgyn ym mlynnyddoedd 6, 7 a 10 yn fwy tebygol o roi gwybod am fwlio homoffobaidd;

- dywedodd rhwng 12% o ddisgyblion ym mlwyddyn 7, yn codi i dros 20% o ddisgyblion ym mlwyddyn 10, iddynt weld eraill yn cael eu bwlio oherwydd eu hil neu eu hethnigrwydd;
- roedd cyfran y disgyblion a ddywedodd eu bod wedi cael eu bwlio ar sail rhywioldeb fel a ganlyn: 19% o ddisgyblion ym mlwyddyn 6; 15% o ddisgyblion ym mlwyddyn 7; a 10% o ddisgyblion ym mlwyddyn 10;
- ym mlwyddyn 6, roedd 22% o ddisgyblion wedi'u bwlio mewn ffordd homoffobaidd, gan ostwng i 9% ym mlwyddyn 10;
- roedd cyfran y disgyblion a ddywedodd iddynt weld eraill yn cael eu bwlio oherwydd eu hanabledd yn 20% ar gyfer blwyddyn 6 ac 19% ar gyfer blwyddyn 7, gan gynyddu i 24% ar gyfer blwyddyn 10.

Mae ChildLine yn monitro'r mathau o alwadau a dderbynnir bob blwyddyn a'r pryderon a fynegir gan blant a phobl ifanc. Yn ystod y 12 mlynedd diwethaf, bwlio yw'r prif reswm pam y mae plant yn ffonio ChildLine.

Mae'r ffigurau diweddaraf, ar gyfer blwyddyn academiaidd 2011/12 (nid oedd ffigurau 12/13 ar gael pan oedd y llyfryn hwn yn mynd i'r wasg), yn dangos bod 560 o ddisgyblion wedi cael eu gwahardd o'r ysgol am gyfnod penodedig am fwlio yng Nghymru, a bod pedwar o ddisgyblion wedi cael eu gwahardd yn barhaol. Yn ychwanegol at hyn, roedd 22 o waharddiadau parhaol a 1,026 o waharddiadau am gyfnod penodedig am ymosodiad neu drais yn erbyn staff, a 18 a 3,136 o waharddiadau am gyfnod penodedig am ymosodiad neu drais yn erbyn disgyblion.

Mae'n bwysig sylweddoli faint o effaith y mae bwlio'n ei gael. Mae bwlio'n weithgaredd niweidiol ac mae'n bosibl y bydd unigolion yn dal i deimlo ei effeithiau pan fyddant yn oedolion. Yn y tymor byr, mae bwlio'n cael effaith uniongyrchol ar les yr unigolyn sy'n cael ei dargedu, gan effeithio ar ei hyder a'i hunan-dyb, a gall hyn arwain at ofn mynd i'r ysgol. Mae'n effeithio ar iechyd yr unigolyn sy'n cael ei dargedu ac mae'r symptomau'n debyg i'r rhai sy'n gysylltiedig â straen: gorbryder, panig, methu cysgu, cur pen a phoen meddwl.

Mae rhywfaint o dystiolaeth bod rhai dioddefwyr a chyflawnwyr yn dioddef effeithiau hirdymor. Gall bwlio am gyfnod estynedig arwain at fath arall o salwch, ac mae achosion o blant yn dioddef cyflyrau fel brech ar y croen a cholli gwallt.

Yn ôl y Samariaid, mae tua 24,000 o bobl ifanc rhwng 10 ac 19 oed yn ceisio lladd eu hunain bob blwyddyn yng Nghymru a Lloegr yn unig. Mae

hyn yn cyfateb i un ymgais bob 20 munud. O ran pobl ifanc 15-24 oed ledled y Deyrnas Unedig, hunanladdiad yw'r achos marwolaeth mwyaf ond un, yn ail i ddamweiniau ffordd. Mae bwlio'n cael ei ddyfynnu fel ffactor mewn nifer o achosion o hunanladdiad ymhlith pobl ifanc.

Gall bwlio ar sail rhagfarn fod yn niweidiol iawn i unigolion, boed ar sail rhyw, hunaniaeth o ran rhywedd, ethnigrwydd, delwedd/maint corff, rhywioldeb, anabledd, oed, crefydd neu gred. Mae'r mathau hyn o fwlio'n seiliedig ar y gwahaniaethau rhwng disgyblion. Yn aml iawn felly, y rhai sy'n cael eu targedu yw'r rhai hynny sy'n lleiafrifoedd o fewn grŵp neu ddosbarth o gyfoedion. Mae hyn yn eu hynysu ac yn ychwanegu at unrhyw ofnau sydd ganddynt ynglŷn â pheidio â ffitio i mewn.

Pan fyddant yn oedolion, mae'n bosibl y bydd gan y rhai hynny sydd wedi cael eu herlid a'u bwlio'n ddrwg hunan-dyb isel, ac mae tuedd iddynt gael pyliau o iselder hefyd. Os yw'r bwlio wedi bod yn gysylltiedig â rhagfarn, gall unrhyw wahaniaethu pellach y mae unigolion yn ei wynebu mewn cymdeithas wneud problemau'n waeth.

Gall y canlyniadau hirdymor i fwlis fod yn ddifrifol hefyd ac mae nifer o astudiaethau'n dangos bod bwlis, o'u cymharu â'u cyfoedion, yn fwy tebygol o ymwneud â mathau eraill o ymddygiad gwrthgymdeithasol megis fandaliaeth a chamdddefnyddio cyffuriau. Mae yna hefyd dystiolaeth sy'n awgrymu bod bwlis yn fwy tebygol o gyflawni troseddau pan maent yn oedolion.

Mae'n rhaid i ni gydnabod bwlio, ei ddeall a'i gymryd o ddifrif. Yn rhy aml o'r hanner mae bwlio'n cael ei wfftio gan bobl sy'n dweud ei fod yn 'rhan o dyfu i fyny' neu'n ddim byd ond 'tynnu coes'. Mae'r ymadrodd 'dim ond tynnu coes o'n i' wedi cael ei ddefnyddio ers cyn cof gan rai sy'n bwlio, yn erlid ac yn aflonyddu i geisio esgusodi a chyfiawnhau eu hymddygiad.

Mae rhai ysgolion yn honni nad oes ganddynt broblem bwlio, ond mae NASUWT yn ei chael hi'n anodd i dderbyn hyn. Yn aml iawn nid yw'r ysgolion hyn yn deall y problemau, neu maent yn credu y bydd tynnu sylw at broblem bwlio yn effeithio ar enw da'r ysgol. Mae'r trefniadau atebolrwydd sy'n cael eu gweithredu mewn ysgolion, lle mae gan ysgolion lawer iawn i'w golli, yn un o'r prif ffactorau sy'n gyfrifol am ymateb o'r fath.

Athrawon

Mae athrawon yn dod i gysylltiad â bwlio ar ddwy lefel. Yn gyntaf, fel gweithwyr proffesiynol, maent yn gorfod ymdrin â chanlyniadau un disgybl yn bwlio disgybl arall, ac yn ail, gall athrawon hefyd gael eu bwlio.

Bydd y ffordd y mae ysgol yn ymateb i achosion o fwlio ac aflonyddu ar staff yn dangos pa mor ddifrifol a pha mor effeithiol y mae'n mynd i'r afael â bwlio disgyblion. Bydd ysgol nad yw'n mynd i'r afael yn effeithiol ag achosion o fwlio ei gweithwyr yn cael mwy o anhawster i ddatblygu ymateb effeithiol a chredadwy i ddiogelu disgyblion.

Yn anffodus, mae'n ymddangos bod achosion o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith yr athrawon eu hunain yn gyffredin. Yn 2011, cynhaliodd NASUWT arolwg o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid mewn ysgolion. Dangosodd yr arolwg fod cyfran sylweddol o athrawon wedi dioddef bwlio sy'n gysylltiedig â rhagfarn. Dywedodd un o bob tri o'r ymatebwyr fod rhywun wedi eu bwlio neu wedi aflonyddu arnynt yn ystod y 12 mis diwethaf. Roedd dau o bob tri athro neu athrawes a oedd wedi cael profiad o fwlio sy'n gysylltiedig â rhagfarn wedi cael y profiad fwy nag unwaith. Yn ôl un o bob pum athro roedd y bwlio'n digwydd yn gyson yn eu gwaith.

Bwlio/aflonyddu sy'n gysylltiedig ag oedran oedd y math mwyaf cyffredin y rhoddwyd gwybod amdano gan athrawon mewn 41% o achosion. Roedd hyn yn cael ei ddilyn gan fwlio sy'n gysylltiedig â hil/ethnigrwydd (19%), delwedd corff (16%) a rhywedd/rhyw/trawsrywedd (14%). Mae cymharu data a gasglwyd o'r arolwg hwn â data yn adroddiad Safe to Teach?, a gyhoeddwyd gan NASUWT yn 2007, yn awgrymu y gallai bwlio sy'n gysylltiedig â rhagfarn fod wedi cynyddu, yn enwedig bwlio/aflonyddu sy'n gysylltiedig ag oedran.

Cyflawnwyd bron i hanner yr holl achosion y rhoddwyd gwybod amdanynt yn arolwg 2011 gan reolwr llinell uniongyrchol yr unigolyn (48%), cyflawnwyd ychydig yn fwy na thraean o'r achosion gan gydweithiwr (36%) a chyflawnwyd tua chwarter yr achosion gan ddisgyblion (25%).

Rhaid cymryd bwlio o ddifrif bob amser, a dylid cymryd camau cyflym a phendant, pw y bynnag yw'r dioddefwr. Dylid cydnabod hefyd, os bydd disgyblion sy'n cael eu bwlio'n gweld athrawon yn cael eu bwlio, a'r ysgol yn gwneud dim, y bydd ganddynt fwy fyth o ofn rhoi gwybod am y bwlio ac y byddant yn teimlo hyd yn oed yn fwy unig.

MATHAU O FWLIO SY'N GYSYLLTIEDIG Â RHAGFARN

Bwllo homoffobaidd

Mae bwllo homoffobaidd yn cael ei gydnabod fwy a mwy fel problem eang mewn ysgolion, a dyma'r rheswm mwyaf cyffredin ond un dros fwlio plant a phobl ifanc. Oherwydd natur y bwllo hwn, fodd bynnag, efallai y bydd llawer o unigolion sy'n cael eu bwllo'n gyndyn o ddweud wrth rieni, staff neu gydweithwyr am y broblem gan fod arnynt ofn cael eu difrio a'u hynysu'n fwy fyth. Mae problem homoffobia yn aml yn broblem gudd, gan fod unigolion o bosibl yn gyndyn o siarad am y peth ac efallai'n teimlo nad yw'n ddiogel iddynt wneud hynny.

Mae ChildLine yn dweud eu bod yn derbyn tua 2,725 o alwadau y flwyddyn ynglŷn â chyfeiriadedd rhywiol. Mae 55% o'r galwadau hyn yn cael eu gwneud gan ferched, ond dim ond 25% ydynt o'r holl alwadau a dderbynnir gan y llinell gymorth. Roedd mwy na chwarter y galwadau hyn yn ymwneud yn benodol ag achosion lle'r oedd unigolion yn dweud eu bod yn cael eu bwllo ar sail homoffobia.

Mae'r iaith sy'n cael ei defnyddio gan blant ysgol, a'r cynnydd yn y defnydd o'r gair 'gay' yn ddiweddar i ddynodi rhywbeth sy'n ddrwg, ddim yn 'cwl' neu'n 'naff', wedi ychwanegu at y problemau hyn. Yn ôl BeatBullying dywedodd 81% o blant oed ysgol gynradd fod y gair 'gay' yn cael ei ddefnyddio fel ffordd o ymosod ar rywun neu wneud hwyl ar ei ben.

Gofynnodd The School Report, a gyhoeddwyd gan Stonewall yn 2012, ac sy'n ymdrin ag ysgolion yng Nghymru, gwestiynau ynglŷn â'r ysgol i fwy na 1,600 o blant lesbiaidd, hoyw a deurywiol.

Dywedodd mwy na hanner y plant hyn (55%) eu bod wedi cael profiad o fwlio homoffobaidd yn yr ysgol. O'r rhai hynny a ddywedodd eu bod wedi cael eu bwllo, roedd mwy na'u hanner wedi profi bwllo homoffobaidd geiriol ac roedd bron i'w chwarter wedi cael profiad o seiberfwlio.

Roedd un deg chwech y cant wedi cael profiad o gam-drin corfforol ac, yn frawychus iawn, dywedodd 6% fod rhywun wedi bygwth eu lladd. Dywedodd bron i draean y disgyblion a oedd wedi cael profiad o fwlio homoffobaidd eu bod wedi newid eu cynlluniau ar gyfer addysg yn y dyfodol oherwydd hyn.

Dim ond hanner yr ymatebwyr ddywedodd fod eu hysgolion yn dweud bod bwllo homoffobaidd yn annerbyniol, a dywedodd bron i ddau draean o'r

rhai a oedd mewn ysgolion ffydd nad oedd eu hysgol yn dweud bod bwlio o'r fath yn annerbyniol.

Yn aml iawn nid yw cwynion ynglŷn â bwlio homoffobaidd yn cael eu hystyried mor ddifrifol â rhai mathau eraill o fwlio, ac mae achwynwyr yn aml yn cael eu hannog i beidio â chodi materion o'r fath ac i beidio â mynd â hwy ymhellach. Yn ôl Stonewall Cymru, dim ond 6% o ysgolion Cymru sydd â pholisïau penodol ar gyfer ymdrin â bwlio homoffobaidd. O'r 94% sydd ar ôl, dywedodd 75% o'r ymatebwyr eu bod wedi profi bwlio homoffobaidd, dywedodd 50% eu bod wedi bod yn gyndyn o fynd i'r ysgol, roedd 50% arall wedi ystyried lladd eu hunain, roedd 40% wedi trio lladd eu hunain, ac roedd 30% wedi trio lladd eu hunain fwy nag unwaith.

Yn frawychus iawn, dangosodd arolwg Stonewall, The Teachers' Report, nad yw naw o bob deg athro/athrawes, a staff eraill mewn ysgolion uwchradd a chynradd, erioed wedi cael hyfforddiant penodol ynglŷn â sut i atal ac ymateb i fwlio homoffobaidd. Dywedodd mwy na chwarter staff ysgolion uwchradd (28%) na fyddent yn teimlo'n ddigon hyderus i gefnogi disgybl a fyddai'n penderfynu dweud wrtho/wrthi ei fod/ei bod yn lesbiaidd, hoyw neu ddeurywiol. Ni fyddai dau o bob pump yn teimlo'n ddigon hyderus i roi gwybodaeth, cyngor ac arweiniad i ddisgyblion ynglŷn â materion lesbiaidd a hoyw. Mae hanner yr athrawon ysgol uwchradd sy'n ymwybodol o fwlio homoffobaidd yn eu hysgolion yn dweud bod y rhan fwyaf o'r digwyddiadau'n rhai nad oes neb yn rhoi gwybod amdanynt.

Dangosodd arolwg NASUWT o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid fod athrawon hefyd yn dioddef bwlio homoffobaidd; dywedodd 7% o'r ymatebwyr fod rhywun wedi eu bwlio neu wedi aflonyddu arnynt am y rheswm hwn.

Bwlio hiliol

Mae bwlio ac aflonyddu ar sail hiliol yn broblem barhaus sy'n effeithio ar ysgolion, gan gynnwys yr ysgolion hynny lle nad oes llawer iawn o ddisgyblion neu staff o grwpiau du a lleiafrifoedd ethnig.

Mae bwlio hiliol yn wahanol i fwlio ar sail crefydd/cred ac mae unigolion yn cael eu targedu'n aml oherwydd lliw eu croen, ond gallai unigolion gael eu bwlio hefyd oherwydd eu gwreiddiau ethnig neu'r wlad y maen nhw'n hanu ohoni, gan gynnwys unigolion o gymunedau Teithwyr, sipsiwn a Roma, neu oherwydd eu statws preswyl, gan gynnwys ceiswyr lloches a ffoaduriaid.

Yn 2014, derbyniodd ChildLine 1,400 o alwadau gan blant a oedd yn dioddef bwlio hiliol.

Gwelwyd cynnydd mewn bwlio hiliol sydd wedi'i gyfeirio tuag at fewnfudwyr o Ddwyrain Ewrop, ac mae'n bwysig bod ysgolion yn sylweddoli nad yw bwlio hiliol wedi'i gyfyngu i safbwyntiau ynglŷn â disgyblion du a disgyblion gwyn yn unig.

Dangosodd arolwg NASUWT yn 2011 o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid mai bwlio ar sail hil neu ethnigrwydd oedd y math mwyaf cyffredin ond un o fwlio cysylltiedig â rhagfarn a brofwyd gan athrawon. Dywedodd 19% o'r ymatebwyr bod rhywun wedi eu bwlio neu wedi aflonyddu arnynt am y rheswm hwn.

Dangosodd yr arolwg hefyd fod ysgolion mewn rhai ardaloedd yn gweld achosion o weithgaredd hiliol neu ffasgaidd wedi'i drefnu. Dywedodd pymtheg y cant o'r ymatebwyr eu bod wedi bod yn ymwybodol o weithgaredd hiliol neu ffasgaidd wedi'i drefnu yn yr ysgol neu y tu allan i'r ysgol. Roedd wyth y cant yn ymwybodol ohono o fewn yr ysgol a 9% y tu allan i'r ysgol. Efallai y bydd ar yr ysgolion hyn angen cymorth ychwanegol gan awdurdodau lleol, undebau llafur a chyrrff eraill er mwyn sicrhau bod plant, pobl ifanc a staff yn cael eu diogelu rhag y dylanwadau hyn. Gall gweithgareddau grwpiau hiliol a ffasgaidd arwain at weithgareddau bwlio yn erbyn disgyblion o gefndiroedd du a lleiafrifoedd ethnig.

Bwlio ar sail ffydd

Mae bwlio ar sail ffydd yn cael ei gyfeirio tuag at unigolion a grwpiau oherwydd eu crefydd neu eu cysylltiad â chrefydd. Gall hefyd gynnwys ymddygiad bwlio sy'n cael ei gyfeirio tuag at unigolion nad ydynt yn perthyn i unrhyw ffydd.

Mae bwlio ar sail ffydd wedi gwaethygu mewn ysgolion yn ystod y blynyddoedd diwethaf, yn enwedig yng nghyswllt Islamoffobia. Mae'r term 'Islamoffobia' yn cyfeirio at ragfarn a hiliaeth gwrth-Fwslimaidd, sy'n seiliedig ar ragfarn ddi-sail tuag at Islam. Mae'n broblem i bob ysgol, faint bynnag o ddisgyblion neu staff Mwslimaidd sydd yn yr ysgol. Bydd llawer o blant o gefndiroedd du a lleiafrifoedd ethnig wedi cael eu dal yng nghanol y cynnydd mewn Islamoffobia ers digwyddiadau Medi 2001 a Gorffennaf 2005, beth bynnag yw eu gwir ffydd.

Nid yw'r rhagfarn wedi'i chyfyngu i agweddau tuag at Fwslimiaid. Gall plant mewn ysgolion ffydd gael eu targedu am nad ydynt yn rhan o'r prif grwpiau mewn ysgol, neu oherwydd eu bod yn wahanol iddynt.

Weithiau mae'n anodd gwahaniaethu rhwng bwlio ar sail ffydd a bwlio ar sail hil. Er bod cysylltiad annatod rhwng y ddau, mae'r ffordd y mae'r

rhagfarnau hyn yn cael eu hamlygu yn aml yn wahanol, a dylid mynd i'r afael â'r rhain mewn ffyrdd gwahanol.

Yn ôl adroddiad gan BeatBullying (2008), o'r 800 o bobl ifanc a gymerodd ran yn yr arolwg ynglŷn â bwlio rhyng-ffydd, dywedodd 23% o'r rhai a oedd yn dilyn unrhyw grefydd eu bod wedi cael eu bwlio oherwydd eu ffydd, dywedodd 13% eu bod wedi cael eu bwlio oherwydd stereoteipio crefyddol a 9% oherwydd eu bod yn gwisgo symbolau crefyddol.

Dangosodd arolwg NASUWT yn 2011 o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid fod 11% o'r ymatebwyr wedi cael profiad o fwlio ar sail crefydd neu gred.

Bwlio ar sail oedran

Mae bwlio ar sail oedran wedi'i gyfeirio tuag at unigolion ar sail eu hoedran. Gall plant a phobl ifanc a staff gael eu targedu, ac yn aml iawn mae'n arwain at gau rhywun allan o'r grŵp neu'r rhwydwaith cymdeithasol. Mae bwlio rhwng disgybl a disgybl mewn cysylltiad ag oedran fel arfer yn bodoli yng nghyd-destun hierarchaethau pŵer a hynafedd mewn ysgolion, lle mae plant hŷn yn bwlio plant iau. Dyma sy'n digwydd fel arfer, ond mae eithriadau hefyd.

Dangosodd arolwg NASUWT yn 2011 o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid fod bwlio athrawon mewn cysylltiad ag oedran wedi cynyddu'n gyflym ers arolwg diwethaf yr Undeb, a gynhaliwyd yn 2007. Mae lle i bryderu gan fod 41% o'r ymatebwyr wedi dweud eu bod wedi cael profiad o fwlio sy'n gysylltiedig ag oedran, o'i gymharu â 9% o'r athrawon yn 2007.

Bwlio ar sail anabledd

Mae bwlio ar sail anabledd, fel mathau eraill o fwlio sy'n gysylltiedig â rhagfarn, yn gysylltiedig â chredoau, tybiaethau a stereoteipiau afresymol a di-sail ynglŷn â'r person anabl a'i allu. Mae'r ffaith nad yw pobl anabl (yn enwedig plant) yn cael eu cyfleu mewn ffordd gadarnhaol yn y cyfryngau wedi ychwanegu at y math hwn o fwlio.

Dangosodd astudiaeth gan Mencap (2006) fod 82% o 507 o blant a phobl ifanc ag anabledd dysgu, wedi cael eu bwlio.

Dangosodd arolwg NASUWT yn 2011 o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid fod 11% o'r ymatebwyr wedi profi bwlio ar sail anabledd.

Mae diffyg cymorth addysgol arbenigol hefyd yn ffactor sy'n cyfrannu tuag at fwlio sy'n seiliedig ar anabledd. Mae NASUWT yn cefnogi'r ymgyrch 'gwneud i'r ysgol wneud synnwyr', a drefnwyd gan Gymdeithas Genedlaethol Awtistiaeth Cymru, ac a oedd yn galw am well darpariaeth i ddisgyblion sydd ag awtistiaeth. Yn 2009, anfonodd Cymdeithas Genedlaethol Awtistiaeth Cymru becynnau codi ymwybyddiaeth o awtistiaeth ar gyfer athrawon, 'gwneud i'r ysgol wneud synnwyr' i bob ysgol yng Nghymru. Canfu arolwg o 1,400 o rieni â phlant awtistig a gynhaliwyd gan Gymdeithas Genedlaethol Awtistiaeth Cymru yn 2006 fod dau o bob pum plentyn ag awtistiaeth wedi profi bwlio.

Mae ymgyrch Cymdeithas Genedlaethol Awtistiaeth Cymru yn galw am fwy o gefnogaeth yn yr ysgol i fyfyrwyr, un o'r ffactorau pwysicaf er mwyn helpu i fynd i'r afael ag effaith y math hwn o fwlio. Mae deugain y cant o'r plant sydd ar y sbectwm awtistig yn profi bwlio sy'n gysylltiedig â rhagfarn ac mae profiad plant o gefndiroedd du a lleiafrifoedd ethnig yn aml yn waeth.

Bwlio rhywiaethol

Merched sy'n wynebu bwlio rhywiaethol fel arfer, ac yn aml iawn mae'r bwlio hwn o natur rywiol. Mae bwlio rhywiol yn fath o fwlio sy'n seiliedig ar ryw. Mae'n cynnwys ymddygiad ag elfen rywiol sy'n niweidiol, sy'n groes i ewyllys y sawl sy'n dioddef ac sy'n digwydd dro ar ôl tro.

Gall hyn gynnwys gwneud sylwadau rhywiol a galw enwau; lledaenu sïon rhywiol; defnyddio technoleg i lledaenu clecs, sylwadau neu ddelweddau rhywiol; a chyffwrdd rhywun mewn ffordd nad yw eisiau cael ei gyffwrdd (er enghraifft, cyffwrdd, pinsio neu daro rhannau o'r corff, plycio strapiau bras a dillad eraill, tynnu trowsusau i lawr, neu godi sgertiau).

Merched yw'r rhai sydd fwyaf tebygol o wynebu bwlio rhywiol, ac mae'r bwllis fel arfer yn fechgyn, ond gall bechgyn hefyd gael eu bwlio'n rhywiol gan ferched, a cheir achosion o fwlio rhywiol rhwng pobl ifanc o'r un ryw.

Yn Ionawr 2009, rhyddhaodd yr elusen trais domestig, Cymorth i Fenywod, ganlyniadau arolwg a gynhaliwyd ar y cyd â Bliss, y cylchgrawn i ferched ifanc yn eu harddegau. Roedd y canlyniadau'n dangos bod tua un o bob pump o ddarllenwyr Bliss wedi cael niwed corfforol gan rywun roeddent yn mynd allan gydag ef. Yn achos merched 16 oed, mae'r nifer yn codi i un o bob pedair. Roedd yr arolwg hefyd yn dangos bod bron i chwarter y merched 14 oed wedi cael eu gorfodi i gael rhyw neu wneud rhywbeth arall rhywiol nad oeddent eisiau ei wneud gan rywun roeddent yn mynd allan gydag ef.

Yn Nhachwedd 2010, canfu arolwg barn YouGov, a gomisiynwyd gan y gynghrair Rhoi Terfyn ar Drais yn erbyn Menywod, fod bron i un o bob tair merch rhwng 16 a 18 oed yn dweud eu bod wedi cael profiad o rywun yn eu cyffwrdd yn erbyn eu hewyllys yn yr ysgol, ac mae 71% o'r rhai 16-18 oed yn dweud eu bod wedi clywed merched yn cael eu galw'n 'slwt' neu 'slag' mewn ysgolion yn ddyddiol neu sawl gwaith mewn wythnos.

Mae'r ffigurau diweddaraf, ar gyfer blwyddyn academiaidd 2011/12, yn dangos bod 217 o ddisgyblion wedi cael eu gwahardd o'r ysgol am gyfnod penodedig yng Nghymru am aflonyddu ar rywun arall yn hiliol neu'n rhywiol. Mae'r achosion hyn yn cynnwys digwyddiadau fel rhoi dwylo ar rannau o gorff unigolyn yn groes i'w ewyllys, defnyddio llysenwau sarhaus o natur rywiol, peintio graffiti anweddus, ac ymosodiadau rhywiol difrifol.

Nid yw bwllo rhywiaethol a rhywiol wedi'i gyfyngu i ddisgyblion. Dangosodd arolwg NASUWT yn 2011 o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid fod 13% o'r ymatebwyr wedi cael eu bwllo ar sail eu rhyw.

Bwllo trawsffobaidd

Mae bwllo trawsffobaidd yn digwydd pan mae pobl yn cael eu bwllo oherwydd eu hunaniaeth o ran rhywedd, neu eu hunaniaeth o ran rhywedd ymddangosiadol, neu oherwydd nad ydynt yn cydymffurfio â rolau rhywedd confensiynol o safbwynt diwylliannol. Mae 'traws' yn derm ymbarél sy'n disgrifio pobl y mae eu hymdeimlad o rywedd neu hunaniaeth o ran rhywedd yn cael ei weld yn wahanol i normau rhywedd arferol.

Efallai y bydd plant o oed ysgol yn profi amrywiant rhyweddol, a allai eu gwneud yn darged ar gyfer bwllo. Yn ôl ffigurau a ddarparwyd gan y Gymdeithas Ymchwil ac Addysg Hunaniaeth o ran Rhywedd (GIRES), mae un o bob 1,000 o blant ysgol yn pryderu am eu rhywedd – tua un disgybl ar gyfer pob ysgol uwchradd – er na fydd pob un ohonynt yn ystyried llawdriniaeth i ailbennu rhywedd.

Yn ôl ymchwil gan GIRES a'r grŵp dwyn pwysau ar faterion trawsryweddol, Press For Change, mae'r rhan fwyaf o'r plant sy'n profi amrywiant rhyweddol yn methu â chwblhau eu haddysg yn yr ysgol ac, yn fwy difrifol, bydd tua hanner yr holl bobl ifanc drawsryweddol sydd yn eu harddegau yn trio lladd eu hunain cyn iddynt gyrraedd 20 oed. Gallai athrawon trawsryweddol hefyd wynebu bwllo trawsffobaidd.

Mae bwllo trawsffobaidd yn aml iawn yn seiliedig ar agweddau rhywiaethol. Gall effeithio ar ddynion a merched fel ei gilydd. Gall unigolyn brofi bwllo trawsffobaidd hefyd o ganlyniad i ganfyddiadau bod rhiant, perthynas neu unigolyn arwyddocaol arall yn arddangos 'amrywiant' rhyweddol neu'n drawsrywiol. Gallai bwllo trawsffobaidd gynnwys herian oherwydd dillad neu edrychiad unigolyn, cyfeirio at fachgen fel 'hi', neu graffiti difriol neu ymosodiad corfforol.

Mae amrywiant rhyweddol yn wahanol i gyfeiriadedd rhywiol. Mae hunaniaeth o ran rhywedd yn wahanol i atyniad rhywiol. Gall pobl drawsryweddol, fel pawb arall, fod yn strê, yn lesbiaidd, yn hoyw neu'n ddeurywiol. Felly, mae bwllo trawsffobaidd yn wahanol i fwlio homoffobaidd, er bod rhai elfennau tebyg.

Bwllo ar sail delwedd/maint corff

Bwllo ar sail delwedd/maint corff yw un o'r mathau mwyaf cyffredin o fwlio sy'n gysylltiedig â rhagfarn.

Mae bwllo o'r fath wedi cynyddu yn ddiweddar o ganlyniad i'r pryder cenedlaethol bod gordewdra ar gynydd.

Mae gwaith ymchwil yn awgrymu bod plant y credir eu bod dros eu pwysau yn aml yn cael eu hystyried yn israddol o safbwynt addysgol a chymdeithasol, a hefyd nad ydynt yn cael eu gwerthfawrogi gymaint. Mae'r modd y mae'r cyfryngau'n ategu pryderon ynglŷn â delwedd/maint corff o hyd ac o hyd ac yn bychanu'r materion hyn yn ffactor allweddol sy'n gysylltiedig â'r broblem hon.

Dangosodd Adroddiad Arolwg Agweddau Merched Geidiaid y DU 2011 fod mwy na hanner (55%) y merched ifanc ledled y Deyrnas Unedig yn credu bod y pwysau i edrych fel rhywun enwog yn achosi straen iddynt.

Dangosodd canfyddiadau tebyg mewn arolwg a gynhaliwyd gan Ipsos MORI fod 50% o ferched yn teimlo dan bwysau i edrych yn dda bob amser a bod 46% o ferched yn teimlo dan bwysau i golli pwysau.

Ac nid merched yn unig sy'n cael eu heffeithio. Dangosodd arolwg a gynhaliwyd gan y YMCA a'r Ganolfan Ymchwil i Edrychiad fod un o bob deg bachgen yn dweud y byddent yn dechrau cymryd steroidau i gael cyhyrau mwy pe baent yn anhapus â'u hedrychiad.

Dangosodd arolwg NASUWT yn 2011 o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid mewn ysgolion fod bwllo ar sail

delwedd corff yn fath cyffredin o fwlio sy'n gysylltiedig â rhagfarn. Dywedodd 16% o'r ymatebwyr fod rhywun wedi bod yn eu bwlio neu'n aflonyddu arnynt oherwydd hyn.

Mae archwiliad o fwlio sy'n gysylltiedig â rhagfarn yn dangos hierarchaeth bwlio lle mae rhai mathau o fwlio'n cael eu trin yn llai difrifol nag eraill. Mae bwlio ar sail delwedd/maint corff yn aml yn cael ei ystyried fel y math lleiaf pwysig. Yn rhy aml o'r hanner mae'n cael ei drin yn wamal a'i wfftio fel 'rhan o dyfu i fyny' neu ychydig o sbort ar fuarth yr ysgol.

SEIBERFWLIO – ARF Y BWLI

Mae NASUWT yn cydnabod bod datblygiadau digidol yn darparu sianeli cyfathrebu cadarnhaol a chynhyrchiol ac yn gwella'r cymorth dysgu ac arferion gweithio athrawon a staff eraill mewn ysgolion yn sylweddol.

Er hyn, mae'r Undeb yn bryderus ynglŷn â chamddefnyddio cyfryngau cymdeithasol, safleoedd rhyngrwyd a ffonau symudol ac mae wedi sefydlu ymgyrch yn erbyn seiberfwlio mewn ysgolion.

Mae datblygiadau yn y defnydd a wneir o dechnoleg gwybodaeth a chyfathrebu (TGCh) wedi darparu arfau newydd a soffistigedig y gall bwllis eu defnyddio i gyflawni eu gweithgareddau.

Gall seiberfwlio gynnwys camddefnyddio ebost, rhyngrwyd, safleoedd rhwydweithio cymdeithasol, rhith-amgylcheddau dysgu, camerâu digidol a ffonau symudol. Mae'n dipyn o her i ysgolion ac mae'n effeithio ar ddisgyblion a staff fel ei gilydd.

Mae'r datblygiadau hyn mewn technoleg yn golygu y gall seiberfwlio ddigwydd unrhyw bryd. Yn aml iawn mae'r bwli'n ddiennw, a thra mae'r bwli'n gallu gwneud beth bynnag y mae am ei wneud o ddiogelwch ei gartref, dyw'r sawl sy'n cael ei fwlio ddim yn gallu teimlo'n ddiogel hyd yn oed yn ei gartref ei hun. Mae'r math hwn o fwlio'n aml yn fwy niweidiol, gan fod negeseuon neu ddelweddau creulon sy'n peri tramgwydd yn gallu cael eu lledaenu'n gyflym iawn ac yn cael eu gweld gan lawer o bobl.

Mae seiberfwlio hefyd yn cael effaith ddifrifol ar iechyd, lles, hyder a hunan-dyb athrawon ac, mewn rhai achosion, ar eu datblygiad gyrfael gan fod cyflogwyr yn mynd drwy wefannau i chwilio am wybodaeth.

Datblygodd ymgyrch NASUWT yn erbyn seiberfwlio, sy'n bodoli ers tipyn erbyn hyn, yn dilyn cynnydd mewn gwaith achos ac adroddiadau gan

athrawon a phenaethiaid a oedd yn dangos eu bod yn profi digwyddiadau bwlio ac aflonyddu, yn fwyaf arbennig gan ddisgyblion. Yn ogystal â chynyddu'r llwyth gwaith roedd hyn hefyd wedi darparu cyfrwng ar gyfer bwlio sy'n gysylltiedig â rhagfarn ac aflonyddu ar staff.

Un agwedd a oedd yn peri pryder penodol oedd y defnydd cynyddol o wefannau fel YouTube a RateMyTeachers gan ddisgyblion i sarhau staff a gwneud honiadau maleisus yn eu herbyn nad oeddent yn wir.

Yn ystod 2007, casglodd NASUWT dystiolaeth gan athrawon a phenaethiaid er mwyn gweld faint o broblem oedd seiberfwlio. Roedd yr ymateb i'r arolwg ar-lein yn syfrdanol. Dangosodd y dystiolaeth fod disgyblion sy'n camddefnyddio'r gwefannau hyn a ffonau symudol wedi achosi poen corfforol a meddyliol i lawer o athrawon a phenaethiaid ac wedi cael effaith niweidiol ar eu hiechyd a'u lles a'u rhagolygon gyrfaol.

Mewn arolwg a gynhaliwyd gan yr Undeb yn 2012, dan y teitl 'The Abuse of Social Media and Internet Sites', dywedodd mwy na thraean yr ymatebwyr bod sylw dilornus, honiad o ymddygiad amhriodol â disgybl, sylw ynglŷn â'u perfformiad neu sylw arall amdanynt wedi cael ei roi ar-lein neu ar safle rhwydweithio cymdeithasol.

Disgyblion rhwng 11 ac 16 oed oedd yn gyfrifol am y rhan fwyaf o'r achosion o seiberfwlio athrawon. Er hyn, roedd sylwadau sarhaus wedi'u derbyn hefyd gan ddisgyblion mor ifanc â phum mlwydd oed.

Y CYD-DESTUN CYFREITHIOL

Mae gan ysgolion nifer o rwymedigaethau statudol sy'n sefydlu cyfrifoldebau clir i ymateb i fwlio.

Deddf Safonau a Fframwaith Ysgolion 1998

O dan Adran 61 o Ddeddf Safonau a Fframwaith Ysgolion 1998, mae gan benaethiaid yng Nghymru ddyletswydd gyfreithiol i sicrhau bod gan eu hysgol bolisi gwrth-fwlio.

Mae'r gyfraith hon yn berthnasol i ysgolion yng Nghymru ac mae Canllawiau Diogelwch 2006 y Llywodraeth yn nodi y 'dylai pob lleoliad lle darperir gwasanaethau i blant sicrhau bod eu strategaethau gwrth-fwlio yn cael eu gorfodi'n llym'.

Deddf Cydraddoldeb 2010

Roedd Deddf Cydraddoldeb 2010 yn cyflwyno un Ddeddf yn lle'r deddfau gwrth-wahaniaethu blaenorol.

Un o'r prif ddarpariaethau yw un ddyletswydd cydraddoldeb ar gyfer y sector cyhoeddus, a ddaeth i rym yn Ebrill 2011. Mae'n disodli tair dyletswydd cydraddoldeb flaenorol y sector cyhoeddus ar gyfer hil, anabledd a rhyw â naw o nodweddion gwarchodedig: oed, anabledd, ailbennu rhywedd, priodas a phartneriaeth sifil, beichiogrwydd a mamolaeth, hil, crefydd a chred, rhyw, a chyfeiriadedd rhywiol. Mae'n ofynnol i ysgolion gydymffurfio â'r ddyletswydd gydraddoldeb newydd.

Mae gan y ddyletswydd dair nod. Mae'n ei gwneud yn ofynnol i gyrff cyhoeddus roi sylw dyledus i'r angen i:

- ddileu gwahaniaethu, aflonyddu ac erlyn anghyfreithlon ac unrhyw ymddygiad arall sydd wedi'i wahardd o dan y Ddeddf;
- hybu cyfle cyfartal rhwng pobl sy'n rhannu nodwedd warchodedig a phobl nad ydynt yn ei rhannu;
- hybu cysylltiadau da rhwng pobl sy'n rhannu nodwedd warchodedig a phobl nad ydynt yn ei rhannu.

Mae'r Ddeddf hefyd yn ei gwneud yn anghyfreithlon i gorff sy'n gyfrifol am ysgol wahaniaethu yn erbyn, aflonyddu neu erlyn disgybl neu ddarpar ddisgybl mewn perthynas â derbyniadau, y ffordd y mae'n darparu addysg i ddisgyblion ac yn darparu mynediad i ddisgyblion at unrhyw fudd, cyfleuster neu wasanaeth, neu drwy wahardd disgybl neu ei roi dan anfantais mewn unrhyw ffordd arall. Yng Nghymru, mae'r Ddeddf yn berthnasol i bob ysgol a gynhelir ac i bob ysgol annibynnol, i ysgolion arbennig a gynhelir ac ysgolion arbennig nas cynhelir.

Rheoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Statudol) (Cymru) 2011

Yn Ebrill 2012 ychwanegodd y Rheoliadau hyn at ofynion Deddf Cydraddoldeb 2010 drwy osod dyletswyddau cydraddoldeb sector cyhoeddus penodol ar awdurdodau cyhoeddus Cymreig perthnasol, gan gynnwys ysgolion. Dylid cyhoeddi amcanion cydraddoldeb a rhaid i 'awdurdod' hefyd gyhoeddi datganiad sy'n nodi'r camau y mae wedi'u cymryd, neu y mae'n bwriadu eu cymryd, er mwyn cyflawni'r amcanion cydraddoldeb hynny a ffrâm amser ar gyfer cyflawni pob amcan cydraddoldeb. Rhaid gwneud trefniadau i fonitro cynnydd wrth gyflawni pob amcan a monitro effeithiolrwydd y camau a gymerwyd i'w cyflawni.

Wrth ddatblygu amcanion:

- rhaid i awdurdod gynnwys pobl sy'n cynrychioli buddiannau pobl sy'n rhannu un neu ragor o'r nodweddion gwarchodedig ac sydd â diddordeb yn y ffordd y mae'r awdurdod yn cyflawni ei swyddogaethau;
- gall awdurdod gynnwys pobl eraill y mae o'r farn eu bod yn briodol;
- gall awdurdod ymgynghori â phobl eraill y mae o'r farn eu bod yn briodol.

Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn

Er bod plant a phobl ifanc yn dod dan Ddeddf Hawliau Dynol 1998, mae eu hawliau wedi'u nodi'n gliriach o dan Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn. Er nad oes cyfeiriad penodol at fwlio yn y naill na'r llall, mae bwlio yn mynd yn groes i nifer o'r erthyglau sydd yn y ddau. Yn ychwanegol at hyn, mae'r ddau'n amlinellu cyfrifoldebau oedolion i amddiffyn a diogelu plant a phobl ifanc rhag ymddygiad sy'n bwlio.

Y Confensiwn Ewropeaidd ar Hawliau Dynol

Mae ysgolion a cholegau yn awdurdodau cyhoeddus ac, o ganlyniad, maent wedi'u rhwymo gan ddeddfwriaeth ddomestig, a hefyd gan ddyletswyddau hawliau dynol rhyngwladol y mae llywodraeth y Deyrnas Unedig wedi ymrwymo iddynt. Mae Erthygl 2 o Brotocol Cyntaf y Confensiwn Ewropeaidd ar Hawliau Dynol yn gwarantu na fydd neb yn cael ei amddifadu o'r hawl i addysg. Gellid dadlau felly bod pobl ifanc yn cael eu hamddifadu o'r hawl hon os nad yw ysgolion yn eu hamddiffyn yn ddigonol rhag bwlio.

Mae Erthygl 13 o'r Confensiwn Ewropeaidd ar Hawliau Dynol yn gwarantu y bydd cywiriad effeithiol ar gael i unrhyw un y mae ei hawliau o dan y confensiwn yn cael eu treisio.

Diogelu plant a phobl ifanc

O dan Ddeddf Plant 1989, dylid trin digwyddiad lle mae plentyn yn cael ei fwlio fel mater amddiffyn plant os oes 'lle rhesymol i amau bod plentyn yn dioddef, neu'n debygol o ddioddef, niwed sylweddol'. Mewn achos o'r fath, dylai staff yr ysgol ddwyn eu pryder i sylw'r awdurdod lleol.

Hyd yn oed pan nad yw diogelu'n cael ei ystyried yn broblem, efallai y bydd angen i ysgolion ddefnyddio gwasanaethau allanol amrywiol i gefnogi'r disgybl sy'n cael ei fwlio neu i fynd i'r afael ag unrhyw fater sylfaenol sydd wedi achosi i blentyn gyflawni'r bwlio.

Cyfraith trosedd

Er nad yw bwllo ynddo'i hun yn drosedd benodol yn y Deyrnas Unedig mae'n bwysig cadw mewn cof y gallai rhai mathau o aflonyddu neu ymddygiad neu gyfathrebu bygythiol fod yn drosedd - er enghraifft, o dan Ddeddf Diogelwch rhag Aflonyddu 1997, Deddf Cyfathrebu Maleisus 1988, Deddf Cyfathrebu 2003 a Deddf Trefn Gyhoeddus 1986.

Os yw staff ysgol yn teimlo y gallai trosedd fod wedi'i chyflawni, dylent ofyn i'r heddlu am gymorth. Er enghraifft, o dan Ddeddf Cyfathrebu Maleisus 1988, mae'n drosedd i rywun anfon cyfathrebiad electronig at rywun arall â'r bwriad o achosi gofid neu bryder, neu i anfon cyfathrebiad electronig sy'n cyfleu neges sy'n anweddus neu'n hynod sarhaus, bygythiad, neu wybodaeth nad yw'n wir a bod y sawl sy'n ei hanfon yn gwybod neu'n credu nad yw'n wir.

Bwllo y tu allan i dir yr ysgol

Mae gan benaethiaid bŵer statudol penodol i ddisgyblu disgyblion am ymddygiad gwael hyd yn oed os nad ydynt ar dir yr ysgol. Mae Adran 89(5) o Ddeddf Addysg ac Arolygiadau 2006 yn berthnasol i ysgolion yng Nghymru ac mae Adran 89 yn rhoi'r pŵer i benaethiaid reoleiddio ymddygiad disgyblion pan nad ydynt ar dir yr ysgol a phan nad ydynt dan reolaeth neu ofal cyfreithiol aelod o staff yr ysgol. Mae Adran 88 yn nodi cyfrifoldeb corff llywodraethu am ddisgyblaeth, gan gynnwys Adran 88(1) sy'n nodi: 'Rhaid i gorff llywodraethu ysgol berthnasol sicrhau bod polisiau a luniwyd er mwyn hybu ymddygiad da a disgyblaeth ar ran ei ddisgyblion yn cael eu dilyn yn yr ysgol.'

Mae Adran 88(4)(b) yn nodi bod yn 'rhaid i'r corff llywodraethu roi sylw i unrhyw ganllawiau a roddir o bryd i'w gilydd – mewn perthynas â Chymru, gan y Cynulliad.' Nid yw'r ddeddfwriaeth hon yn berthnasol i ysgolion annibynnol.

Gall y pŵer a roddwyd i benaethiaid fod yn berthnasol i unrhyw fwlio sy'n digwydd yn unrhyw le heb fod ar dir yr ysgol, er enghraifft ar gludiant i'r ysgol neu gludiant cyhoeddus, y tu allan i'r siopau lleol, neu yng nghanol tref neu bentref.

Pan fydd bwllo y tu allan i'r ysgol yn cael ei ddwyn i sylw staff ysgol, dylid ymchwilio iddo a gweithredu. Dylai'r pennaeth hefyd ystyried a yw'n briodol hysbysu'r heddlu neu'r person priodol sy'n ymdrin ag ymddygiad gwrthgymdeithasol yn eu hawdurdod lleol ynglŷn â'r camau a gymerwyd yn

erbyn disgybl. Os gallai'r camymddwyn fod yn drosedd neu os yw'n achosi bygythiad difrifol i aelod o'r cyhoedd, dylid hysbysu'r heddlu bob amser.

Daeth Deddf Addysg 2011 â nifer o ddiwygiadau i'r ddarpariaeth addysg yng Nghymru. Mae Adran 13 o'r Ddeddf yn diwygio Deddf Addysg 2002 ac yn rhoi cyfyngiadau adrodd ar droseddau honedig a gyflawnwyd gan athrawon yn erbyn disgyblion. Byddai hyn yn cynnwys cyhuddiadau o fwlio. Ar adeg cyhoeddi'r llyfryn hwn, nid yw'r cyfyngiadau adrodd wedi dod i rym yng Nghymru eto, ond dylent ddod yn gyfraith maes o law. Mae ychydig o eithriadau ar gyfer y darpariaethau ac maent yn berthnasol dim ond hyd at y pwynt y mae athro/athrawes yn cael ei gyhuddo o drosedd. Lluniwyd y darpariaethau er mwyn amddiffyn athrawon sydd wedi cael eu cyhuddo ar gam ac yn faleisus o droseddau yn erbyn disgybl.

MYND I'R AFAEL Â BWLIO SY'N GYSYLLTIEDIG Â RHAGFARN

Dangosodd arolwg NASUWT yn 2011 o fwlio ac aflonyddu sy'n gysylltiedig â rhagfarn ymhlith athrawon a phenaethiaid fod angen i ysgolion wneud llawer mwy o waith o hyd er mwyn dileu bwllo sy'n gysylltiedig â rhagfarn ymhlith disgyblion a staff.

Dangosodd yr arolwg nad yw mwy na hanner y digwyddiadau bwllo neu aflonyddu sy'n gysylltiedig â rhagfarn yn cael eu dwyn i sylw rywun – dim ond 15% o'r dioddefwyr oedd yn rhoi gwybod am bob digwyddiad. Roedd tri phrif reswm am beidio â rhoi gwybod am ddigwyddiadau. Roedd y rhain yn ymwneud â phryder ynglŷn â'r effaith negyddol ar yrfa oedd yn y dyfodol, gan nad oedd y dioddefwyr yn credu y byddai camau priodol yn cael eu cymryd, a chan fod ganddynt ofn y byddai rhywun yn dial arnynt yn y dyfodol o ganlyniad i roi gwybod am y digwyddiad.

Roedd hanner yr holl ddioddefwyr bwllo/aflonyddu yn gwbl anfonlon ag ymateb yr ysgol/coleg i fwlio/aflonyddu a oedd wedi cael ei ddwyn i'w sylw. Mewn 45% o'r achosion, nid oedd y dioddefwr yn gwybod a oedd yr ysgol/coleg wedi cymryd camau pellach.

Cred NASUWT y dylid cael agwedd ysgol-gyfan at atal a mynd i'r afael â bwllo sy'n gysylltiedig â rhagfarn. Bydd strategaeth wrth-fwlio effeithiol yn cynnwys holl aelodau cymuned yr ysgol, dylai gael ei monitro'n rheolaidd a rhaid iddi fodloni gofynion cyfreithiol.

Mae Llywodraeth Cymru wedi cynhyrchu 'Parchu Eraill', cyfres o ddeunyddiau gwrth-fwlio sy'n darparu canllawiau ac atebion ymarferol yn ymwneud ag atal ac ymateb i achosion o fwlio mewn ysgolion. Mae'r

canllawiau hyn i'w gweld yn yr adran addysg a sgiliau ar wefan Llywodraeth Cymru yn <http://llyw.cymru/topics/educationandskills/publications/circulars/antibullying/?lang=cy>

Polisïau ysgolion

Dylid cael polisi clir i ymdrin â bwllo ac aflonyddu ar ddisgyblion a staff. Dylai polisïau a gweithdrefnau gwrth-fwlio ysgolion gynnwys cyfeiriad penodol at fwlio sy'n gysylltiedig â rhagfarn yn ei holl ffurfiau. Dylid datblygu polisïau'r ysgol drwy ymgynghori â NASUWT ac undebau llafur eraill a rhieni, a dylid sicrhau bod yr holl staff a'r disgyblion yn ymwybodol ohonynt.

Yn ychwanegol at hyn, mae NASUWT yn cefnogi'r canlynol:

- defnyddio cosbau ar gyfer achosion o fwlio. Mae NASUWT yn credu na ddylid goddef bwllo ar unrhyw gyfrif;
- mewn polisïau ysgolion, dylai ffonau symudol gael eu trin fel arfau a allai beri tramgwydd a dylid gwahardd disgyblion rhag eu defnyddio yn ystod sesiynau ysgol;
- mae diwylliannau ac arferion ysgolion yn atal unigolion rhag rhoi gwybod am achosion o fwlio sy'n gysylltiedig â rhagfarn ac mae angen cywiro'r broblem hon;
- dylid cymryd camau er mwyn rhoi mwy o hyder i athrawon roi gwybod am achosion o fwlio sy'n gysylltiedig â rhagfarn a rhoi sylw i'r ofn y bydd rhywun yn dial;
- dylid cael system effeithiol i gadw cofnod a rhoi gwybod am bob achos o fwlio fel sail i fynd i'r afael â'r broblem ac addasu strategaethau;
- ni ddylai polisïau a gweithdrefnau ysgol ei gwneud yn ofynnol i athrawon, nac annog athrawon, i roi rhif ffôn symudol neu gyfeiriad ebost unigol i ddisgyblion;
- dylid addysgu plant a phobl ifanc ynglŷn â bwllo a pherthnasoedd iach sy'n dangos parch at bobl eraill, a dylid defnyddio'r cwricwlwm ehangach i godi materion sy'n ymwneud â bwllo;
- dylid darparu datblygiad proffesiynol cynhwysfawr i staff er mwyn eu galluogi i:
 - adnabod arwyddion bwllo staff a disgyblion a gwybod sut i ymateb yn gyflym ac yn sensitif;

- creu amgylchedd a strwythur ymateb lle mae'r rhai sy'n profi bwlio'n teimlo'n ddigon hyderus i roi gwybod am achosion o fwlio;
- annog y rhai sy'n gweld bwlio i roi gwybod am hynny;
- diogelu plant;
- sicrhau iechyd, diogelwch a lles staff.

Defnyddio a chamddefnyddio technoleg

Mae datblygiadau mewn technoleg wedi arwain at welliannau sylweddol o ran cymorth i ddysgu, ac yn arferion gweithio athrawon ac aelodau eraill o weithlu'r ysgol.

Gwelir tystiolaeth gynyddol o gamddefnyddio technoleg, yn enwedig ffonau symudol, ebost a safleoedd rhyngrwyd. Maent yn arwain at fwy o lwyth gwaith ac yn darparu cyfrwng ar gyfer bwlio sy'n gysylltiedig â rhagfarn ac aflonyddu ar staff, ac ar gyfer gwneud honiadau nad ydynt yn wir yn eu herbyn.

Mae nifer o wahanol safleoedd rhwydweithio cymdeithasol yn cael eu defnyddio, e.e. Facebook, Twitter a YouTube. Mae NASUWT yn cynghori pob athro/athrawes i edrych yn ofalus ar bob safle rhyngrwyd lle maent wedi cofnodi unrhyw wybodaeth bersonol a allai gael ei gweld gan fyfyrwyr neu gan gyflogwyr.

Beth all athrawon ei wneud i'w hamddiffyn eu hunain

- Edrychwch ar bolisi neu weithdrefnau'r ysgol ar ddefnydd derbynol o dechnoleg er mwyn gwneud yn siŵr eu bod yn diogelu staff yr ysgol.
- Cadwch rifau ffôn personol yn breifat a pheidiwch â defnyddio ffonau symudol personol i gysylltu â disgyblion neu rieni.
- Peidiwch â derbyn ceisiadau 'ffrind' gan ddisgyblion na rhieni na'u hychwanegu at restrau cysylltiadau personol. Gallai hyn olygu eu bod yn gallu gweld gweithgaredd a gwybodaeth bersonol, a gallai eu galluogi i gysylltu'n amhriodol. Efallai hefyd y byddant yn rhoi mynediad i athrawon at wybodaeth amhriodol.
- Peidiwch â rhannu'n gyhoeddus unrhyw wybodaeth na fydddech eisiau i gyflogwyr, cydweithwyr, disgyblion neu rieni ei gweld.
- Cadwch eich cyfrineiriau'n gyfrinachol a gwnewch yn siŵr na all neb arall gael mynediad at gyfrifon cyfrifiadurol personol.
- Gwnewch yn siŵr bob amser eich bod yn cyfyngu mynediad at gyfrifon rhyngrwyd personol ac yn gosod lefelau preifatrwydd.

- Peidiwch â dial nac ymgysylltu'n bersonol ag achosion o seiberfwlio.
- Rhowch wybod am unrhyw achosion cyn gynted ag y bo modd i'r person priodol mewn awdurdod yn yr ysgol.
- Cadwch gofnod o bob digwyddiad (ynghyd â dyddiadau, amseroedd, tystion, teimladau a gafwyd). Efallai y bydd llawer o'r digwyddiadau'n ymddangos yn ddibwys ar eu pen eu hunain, felly mae'n bwysig canfod a oes patrwm dros gyfnod.
- Cysylltwch â NASUWT i gael rhagor o gyngor os ydych yn dod yn darged seiberfwlio.

Beth i'w wneud os byddwch yn dioddef bwlio sy'n gysylltiedig â rhagfarn

Mae NASUWT yn darparu cyngor a chefnogaeth i unrhyw unigolyn sy'n teimlo ei fod yn cael ei fwlio. Mae gan bob aelod o NASUWT ran bwysig i'w chwarae drwy weithio gyda'r Undeb er mwyn mynd i'r afael â bwlio yn eu gweithleoedd.

Mae nifer o strategaethau y gall aelodau unigol eu defnyddio pan fyddant yn cael eu bwlio ac er mwyn ei osgoi. Dylai'r unigolyn gofio nad arno ef mae'r bai ei fod yn cael ei fwlio.

Dylai:

- siarad â Chynrychiolydd NASUWT cyn gynted ag y bo modd;
- cadw cofnod o'r bwlio, gan gynnwys copiâu o femos a llythyrau a dyddiadur o'r digwyddiadau;
- siarad â rhywun am y bwlio, er enghraifft aelod o'r teulu, cynghorydd neu rywun y gall yr unigolyn ymddiried ynddo yn y gwaith;
- cysylltu â'r meddyg teulu os yw'r bwlio'n cael effaith niweidiol ar iechyd;
- ystyried cysylltu â'r Rhwydwaith Cymorth i Athrawon;
- darganfod a oes cynllun cymorth i weithwyr ar gael;
- ystyried dewisiadau megis hyfforddiant pendantrwydd a chyfryngu;
- peidio â mynd i gyfarfodydd gyda'r bwli ar eich pen eich hun ac ystyried a oes modd cael llai o gysylltiad â'r bwli.

YMGYRCH BARHAUS NASUWT

Mae NASUWT wedi bod ar flaen y gad wrth geisio tynnu sylw at broblem bwlio sy'n gysylltiedig â rhagfarn.

Mae proffil bwlio sy'n gysylltiedig â rhagfarn yn llawer uwch nawr nag y mae wedi bod erioed. Ond mae rhagor o waith i'w wneud eto er mwyn codi ymwybyddiaeth o'i natur a'i effeithiau fel bod modd datblygu fframwaith cenedlaethol cydlynol a chynhwysfawr i helpu ysgolion i fynd i'r afael â bwlio.

Bydd NASUWT yn dal i dynnu sylw at fwlio lle mae'n digwydd, gan gynorthwyo ei aelodau i fynd i'r afael â bwlio ym mhob ffordd briodol, gan gynnwys iawndal cyfreithiol os yw'n bosibl.

Bydd NASUWT yn dal i gyhoeddi cyngor sy'n tynnu sylw at y gefnogaeth sydd ar gael a beth i'w wneud os byddwch yn cael eich bwlio. Cefnogir hyn gan yr hyfforddiant o safon uchel sy'n cael ei ddarparu i Gynrychiolwyr NASUWT yn y Gweithle ar sgiliau cynrychioli, ymdrin â chwynion ac ymdrin â bwlio'n benodol.

Bydd NASUWT yn dal i fynd i'r afael â bwlio drwy ymgyrchoedd i godi ymwybyddiaeth o broblem bwlio yn y gweithle a'r effaith ddychrynlyd y gall bwlio ei gael ar athrawon ac ar blant a phobl ifanc.

Ymgyrch NASUWT

Bydd NASUWT yn dal i ymgyrchu dros:

- gwricwlwm sy'n adlewyrchu ac yn dysgu ynglŷn ag amrywiaeth hiliol, ddiwylliannol a chrefyddol Cymru, y Deyrnas Unedig a'r byd ac yn mynd i'r afael â materion stereoteipio rolau rhywedd a chyfeiriadedd rhywiol;
- mwy o ymwybyddiaeth o'r ffordd y mae cyflogwyr yn defnyddio cynnwys safleoedd rhwydweithio cymdeithasol;
- canllawiau arferion da'r Awdurdod Gweithredol Iechyd a Diogelwch ac archwiliadau iechyd a diogelwch gweithleoedd i gynnwys cyfeiriadau at gamddefnyddio technoleg;
- mwy o amddiffyniad yn y gyfraith i ddioddefwyr honiadau maleisus ac anwir a seiberfwlio.

Cysylltiadau defnyddiol

Y Gynghrai Gwrth-Fwlio

www.anti-bullyingalliance.org.uk

Childnet International

www.childnet.com

Canolfan y DU ar Ddefnyddio'r Rhyngrwyd yn Fwy Diogel (UK Safer Internet Centre)

Llinell gymorth ac adnoddau: www.saferinternet.org.uk

Rhwydwaith Cymorth i Athrawon

www.teachersupport.info

Cyngor a chefnogaeth

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Ebost: rc-wales-cymru@mail.nasuwat.org.uk

Gwefan: www.nasuwat.org.uk

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