

# Anti- Bullying Preventive Measures in the Private Schools of Santa Lucia Ilocos Sur

**Cindy June V. Fernandez**

Master of Arts in Education, Ilocos Sur Polytechnic State Colleges

## **ABSTRACT**

This study aimed to determine the extent of implementation of anti-bullying preventive measures in the private schools of Santa Lucia. Specifically, it aimed to determine the profile of the respondents in terms of gender, age, civil status, educational attainment, employment status, length of service, and trainings and seminars attended. It further determined the extent of implementation on the anti-bullying preventive measures in the Catholic Schools in terms of parental involvement, guidance counseling, school policies and anti-bullying campaigns. Finally, it identified the significant relationship between the profile of the respondents and the perceived extent of implementation and the best practices in anti-bullying preventive measures to come up with an improvement plan.

This study utilized mixed-method approach. Specifically, it's for complementarity in which this study used different methods to explore various facets of research problem, where the findings from one method gives an enhanced understanding and comprehensive view about the problem. It quantitatively describes and analyzes the profiles of sixty (60) teacher-respondents and the extent of anti-bullying measures. Whereas, it qualitatively explores and describe their best practices in anti-bullying, providing context and depth to the findings.

The study revealed that the profile of the respondents indicates a predominantly female, married, college-educated workforce with a majority holding contractual employment status and having 1-3 years of service. The data also showed a high participation in international training and seminars, suggesting a commitment to continuous professional development and global perspectives among the respondents. The extent of implementation of parental involvement, guidance and counseling, school policies, and anti-bullying campaigns in the anti-bullying preventive measures is significant, with a strong emphasis on creating a collaborative and supportive environment involving parents, providing emotional support for students, enforcing clear policies, and raising awareness through campaigns. There exists a notable correlation between the profile of respondents and their perceived extent of implementation of anti-bullying preventive measures, indicating that factors such as educational attainment, employment status, and training attendance influence their approach towards addressing bullying in schools. There are varied best practices which are being utilized by the teacher-respondents namely Comprehensive Training and Education Enhanced Reporting and Monitoring Systems Parental and Community Involvement. The proposed improvement plan emphasizes the need for targeted interventions, such as enhancing parental involvement, expanding guidance and counseling services, revising school policies, and intensifying anti-bullying campaigns.

Based on the findings of the study, the following recommendations are forwarded: targeted training programs should be developed to address the diverse needs of teachers with varying backgrounds and experience levels, focusing on practical strategies for parental involvement, guidance and counseling, and effective implementation of school policies and anti-bullying campaigns; and a comprehensive training opportunities should be provided to enhance teachers' understanding of best practices and promote inclusive school environments. The improvement plan could be utilized to increase parental engagement, strengthen guidance and counseling support, and refine school policies to effectively combat bullying. Further studies could be conducted on anti-bullying preventive measures.

**Keywords:** anti-bullying, preventive measures, best practices, improvement plan

## INTRODUCTION

Schools have always sought to create a safe learning environment in which all children can learn. Instances of harassment, intimidation, and bullying function to directly impede progress within the classroom. It is therefore important to know which individual and contextual features play a role in how teachers can identify and intervene in bullying effectively. To date, an overarching framework is missing in research on teachers' contribution in relation to bullying (Oldenburg et al., 2015; Yoon & Baunman, 2014), but it would contribute to the development of more effective and tailored coaching and support for teachers. This study aimed to fill the gap by focusing on the implementation of teachers and school in preventing, and reducing bullying in secondary school.

Throughout the years, bullying has proven to be an increasing issue amongst schools across the nation. Research indicates that bullying is the most prevalent form of aggressive or violent behavior that occurs in schools. Thus, it has become necessary for schools to search for bully prevention programs and strategies that can prevent these negative harmful and consequences. In this study, the researcher finds the teacher's role and implementations of anti-bullying preventive measures in the school of Santa Lucia Catholic School and Santa Lucia Academy, Santa Lucia Ilocos Sur. Learners optimum development can only be attained through quality education and the learning environment in which a particular school offers. The learners could be just comfortable and satisfied with their needs if they are free from school destructions like bullying.

## METHODOLOGY

This study utilized a quantitative and qualitative method or mixed method approach. According to Engkizar et al. (2018); Eriyanti et al. (2020); Maputra et al. (2020) this method is appropriate when a researcher wants to explore a problem in depth. Meanwhile, Denzin & Lincoln (1994) and Bungin (2003) stated that research designs like this can help researchers understand deep and complex problems. For the quantitative part of the study, the profile of the respondents in terms of sex, age, civil status, educational attainment, employment status, length of service, trainings and seminars attended was determined. It also included the extent of implementation on the anti-bullying preventive measures in the Private Schools of Santa Lucia along parental involvement, guidance counselling, school policies and anti-bullying campaigns. Then, the significant relationship between the profile and the perceived extent of implementation of the anti-bullying preventive measures of the respondents was also identified. Whereas, the qualitative part included the best practices on

the preventive measures of anti-bullying. Finally, an Anti-Bullying Improvement Plan is proposed as output of the study. The data of this study were gathered at Santa Lucia Catholic School Incorporated and Lucia Academy Incorporated. It made use of a total enumeration sampling to identify the respondents of the study. A total of sixty (60) high school teachers were included as respondents, fourteen (14) from Santa Lucia Catholic School Incorporated and forty-six (46) from Santa Lucia Academy Incorporated. To gather the needed data, a questionnaire with three parts was developed by the researcher. Some of the items were based on DEPED Memo No. 55 series of 2013 and from the experiences encountered by the teachers to the students involved on bullying.

For the pilot testing, it was administered through google form, it is where they answer the survey questionnaire. The researcher made a letter addressed to the Principal of Pascual Rivera Pimentel Memorial Academy before conducting the pilot testing. The data collected from google form and the first and second part have already tallied. While the third part, the semi-structured interview was used in gathering the data wherein responses were recorded, transcribed, translated and underwent thematic analysis. The interviewing technique ensured that subjects shared important issues regarding the teacher's best practices in the implementation of anti-bullying measures. Participation in this study was dealt with utmost confidentiality and high ethical consideration. Part I gathered the profile of the respondents of terms of gender, age, civil status, educational attainment, employment status, length of service, trainings and seminars attended. Part II included 30-item about extent of implementation on the anti-bullying preventive measures in terms of parental involvement, guidance counselling, school policies, and anti-bullying campaigns. Part III involved 11 questions connected to best practices on the implementation of anti-bullying preventive measures.

The questionnaire was validated by five (5) experts with a computed mean of 4.69, described as "Very Much Valid". This was also pilot tested resulting to a reliability coefficient of 0.8815. Hence, the instrument is deemed valid and reliable.

Before the survey was administered, the researcher made a letter addressed to the Schools Division Superintendent requesting permission to conduct the study. Upon approval, the researcher asked permission to the respective teachers at Santa Lucia Catholic School Incorporated and Santa Lucia Academy Incorporated. Consent form was secured before floating the questionnaire and conduct of the interview.

The researcher collected the data from the accomplished questionnaire and comprehensive interviews. The answers for the first two parts of the questionnaire were tallied, analyzed and interpreted. The semi-structured interview was used in gathering the data wherein responses were recorded, transcribed, translated and underwent thematic analysis. The interviewing technique ensured that subjects shared important issues regarding the teacher's best practices in the implementation of anti-bullying measures. Participation in this study was dealt with utmost confidentiality and high ethical consideration.

### **Theme 1: Fostering Holistic Student Development through Integrated Learning Approaches**

This study delves into the comprehensive development of students by integrating various aspects of learning, including cognitive, emotional, and social growth. Since academic content is combined with life skills and emotional intelligence, teachers are seen as facilitators who nurture students' overall development, preparing them for real-world challenges. This holistic approach aims to create well-rounded individuals who are not only academically competent but also emotionally resilient and socially responsible. The study emphasizes

the significance of teaching methods that go beyond academics to prepare students for real-world challenges (Zykova, 2024). This study shows how educational institutions can help students develop balanced growth and become more resourceful and adaptive in a variety of real-world scenarios

### **Sub-theme: Integrating Life Skills in Academic Curriculum**

This study focuses on the integration of life skills within the academic curriculum, highlighting the importance of equipping students with practical skills needed for everyday life. In order to prepare students for the challenges they may encounter outside of the classroom, the study demonstrates how teachers incorporate lessons on problem-solving, communication, and critical thinking into traditional subjects. In doing so, educators assist students in developing a sense of responsibility, decision-making abilities, and the capacity to navigate complex social situations. It is suggested that the inclusion of life skills in the classroom is essential to students' success in both their personal and academic lives (Pujati, 2024).

### **Balancing Cognitive and Emotional Growth**

According to Ramesh (2022), in order to create a conducive learning environment, it is important to address both intellectual development and emotional well-being. Teachers use techniques like mindfulness practices, emotional regulation exercises, and reflective activities to help students manage stress and build emotional resilience. This study looks at how teachers balance students' cognitive and emotional development. Research shows that while academic learning improves student performance, developing students' emotional intelligence also benefits their general mental health and interpersonal relationships.

### **Student Autonomy and Decision-Making**

This study demonstrates that when students are given the freedom to choose their projects, set their goals, and assess their progress, they become more engaged and motivated in their studies. This sub-theme explores the role of student autonomy in the learning process, focusing on how teachers encourage self-directed learning and decision-making. In addition to helping students acquire critical thinking abilities, self-discipline, and a sense of ownership over their education, educators can help students develop a lifelong love of learning by fostering student autonomy, which has been shown to result in more meaningful and personalized learning experiences (Stefanou et al., 2004).

### **Collaborative Learning and Peer Support**

This study highlights the significance of collaborative learning and peer support in the classroom. The findings of the study demonstrate that peer teaching and group work not only improve academic performance but also help students develop social skills and a feeling of community by giving them the chance to collaborate on projects, exchange knowledge, and encourage one another on their learning paths (Cronise, 2016). According to research, collaborative learning environments foster a supportive school climate where students experience a sense of belonging and value, which enhances academic performance and lowers bullying and social isolation.

### **Developing Resilience and Adaptability**

This sub-theme centers on the significance of fostering in students resilience and adaptability, especially when confronted with obstacles and changes. The research illustrates how educators integrate lessons on stress management, flexible thinking, and coping strategies into their curricula. Resilience and adaptability are critical qualities that help students persevere through difficulties, bounce back from setbacks, and approach new situations with confidence and creativity. The research emphasizes that these skills are essential for

students to navigate the uncertainties of life, whether it be academic pressures, personal issues, or future career challenges (Barnová et al., 2023).

## **Theme 2: Teacher Adaptability and Continuous Professional Development**

According to Nebelenchuk et al., (2024) the necessity for educators to be flexible in their teaching approaches, adapting to the diverse needs of their students and the evolving demands of the education system. This theme explores the critical role of teacher adaptability and the importance of continuous professional development in enhancing teaching effectiveness. The research also addresses the difficulties teachers encounter in striking a balance between their professional development and their daily responsibilities and the support they need to accomplish this balance. It emphasizes the importance of continuous learning and professional growth for teachers to stay up to date with educational trends, technologies, and methodologies.

### **Sub-theme: Adapting Teaching Methods to Diverse Learners**

This study discusses the strategies teachers use to adapt their teaching methods to cater to the diverse learning needs of their students. As a result of adapting lessons to meet individual needs, teachers can provide more inclusive and equitable education. The research suggests that such adaptability not only enhances student engagement and understanding but also helps bridge achievement gaps among students with varying academic capabilities. The study emphasizes the importance of differentiated instruction, where educators modify their approaches based on students' abilities, learning styles, and cultural backgrounds (Mutsoli & Kikechi, 2024).

### **Professional Growth through Continuous Learning**

This study emphasizes the significance of ongoing professional development for teachers. The study shows that continuous learning opportunities, such as workshops, seminars, and collaborative learning communities, are crucial for educators to refine their skills and stay updated with the latest educational practices. The dynamic process of professional growth is described as involving self-reflection, experimentation, and an openness to new ideas. Research indicates that teachers who are actively engaged in lifelong learning are better able to motivate and challenge their students, which in turn produces better teaching outcomes (Joseph & Uzundu, 2024).

### **Reflection and Feedback for Professional Improvement**

This study explores the role of reflection and feedback in teacher professional development. The study reveals that self-reflection allows teachers to critically assess their teaching practices, identify areas for improvement, and make informed adjustments. This research indicates that constructive feedback, when combined with reflective practice, fosters a culture of continuous improvement and helps teachers develop greater self-awareness, ultimately enhancing their teaching effectiveness. Feedback from peers, students, and supervisors is also highlighted as a valuable tool for professional growth (Thomas et al., 2024).

### **Technology Integration in Teaching**

According to Meng, (2024) the integrating technology into the classroom can improve teaching and learning. The study demonstrates how digital tools and resources, like educational apps, online learning platforms, and interactive whiteboards, give teachers new ways to engage students and tailor their instruction. When used effectively, technology can enhance student learning experiences, foster creativity, and prepare students for a digital future. However, the research also addresses the challenges teachers face when incorporating technology into their lessons, including the need for adequate training and support.

## **Work-Life Balance and Teacher Well-being**

This study focuses on the importance of work-life balance for teachers and its impact on their well-being and professional performance. The research indicates that when teachers prioritize their well-being, they are more resilient, motivated, and capable of providing high-quality education, ultimately benefiting both themselves and their students. Some strategies for achieving work-life balance, such as time management, setting boundaries, and seeking support, are discussed. The study highlights the pressures teachers face, including heavy workloads, emotional demands, and the challenge of maintaining personal well-being (Giarto & Sarajar, 2024).

## **Theme 3: Building a Positive School Culture through Stakeholder Collaboration**

This theme examines the role of collaboration among various stakeholders—teachers, students, parents, and the community—in building a positive school culture. In order to support student success, improve school climate, and address issues like bullying and behavioral issues, the study highlights the significance of fostering an inclusive and supportive environment where all members of the school community feel valued and engaged. Collaboration is also highlighted as a critical component of these efforts (Weist et al., 2023). The study looks at how schools can use community resources, build strong relationships with parents, and motivate involvement from all parties involved to create a positive learning environment.

### **Involving Parents and Guardians in Educational Processes**

This sub-theme explores the impact of parental involvement in the educational process and its role in student success. According to the study, students typically perform better academically, behave well, and are more motivated when their parents are actively involved in their education. There is a discussion of strategies that involve parents, including collaborative decision-making, parent-teacher conferences, and regular communication. According to research, schools that prioritize parental involvement foster a more connected and supportive learning environment where students feel supported and encouraged at home as well as at school (Mendes et al., 2024).

### **Teacher-Student Relationships as a Foundation for Learning**

This study highlights the importance of strong teacher-student relationships in fostering a positive school culture and enhancing learning outcomes. Positive teacher-student relationships have been linked to better student engagement, higher academic achievement, and improved behavior. The study indicates that teachers who prioritize relationship-building are more effective in motivating students, meeting their individual needs, and fostering a sense of belonging in the classroom. Teachers who cultivate trust, respect, and rapport with their students foster a safe and supportive learning environment (Malikebu et al., 2023).

### **Community Partnerships for Enhanced Learning Opportunities**

This sub-theme examines the role of community partnerships in enriching the educational experience and providing students with real-world learning opportunities. The study looks at how local businesses, organizations, and professionals work with schools to provide students with practical learning opportunities, internships, and mentorship programs. These collaborations have been demonstrated to improve students' comprehension of different career pathways, cultivate their practical skills, and link classroom instruction to real-world applications. Studies indicate that community service broadens students' perspectives and fortifies the school's relationship with the local community, which benefits both parties (Eden et al., 2024).

## **Promoting Inclusivity and Diversity in School Practices**

The study underlines the necessity for schools to adopt practices that respect and celebrate the diverse backgrounds, cultures, and identities of all students. Strategies like culturally responsive teaching, inclusive curricula, and anti-discrimination policies are explored. This sub-theme addresses the significance of promoting inclusivity and diversity within the school environment (Eden et al., 2024a). In addition, inclusive schools foster a friendly environment where all students, regardless of differences, feel appreciated, valued, and empowered to succeed.

## **Celebrating Successes and Recognizing Achievements**

This study focuses on the role of recognition and celebration in fostering a positive school culture. The study shows that acknowledging students' achievements, whether academic, extracurricular, or personal, boosts their self-esteem, motivation, and sense of accomplishment. Celebration of accomplishments fosters a positive and supportive school culture that motivates students to pursue excellence. According to research, there are many ways to show appreciation for accomplishments, from awards and certificates to public acknowledgements and celebrations (Zoughi, 2016).

## **Theme 4: Challenges and Solutions in Implementing School Policies**

This theme explores the challenges schools face in implementing policies effectively and the solutions they develop to address these challenges. The study reveals that while policies are essential for maintaining order and promoting a positive school climate, their implementation can be hindered by factors such as inconsistent enforcement, lack of communication, and resistance from students or staff. The research emphasizes the importance of clear communication, consistent application, and stakeholder involvement in ensuring that school policies achieve their intended outcomes. The study also highlights the need for regular policy evaluation and adaptation to meet the evolving needs of the school community.

### **Understanding and Communicating School Policies**

This sub-theme focuses on the importance of clear understanding and communication of school policies among all stakeholders. The study shows that when policies are well-communicated and understood by teachers, students, and parents, they are more likely to be followed and respected. Effective communication strategies, such as informational meetings, policy handbooks, and regular updates, are discussed. The research suggests that schools need to ensure that their policies are accessible, transparent, and communicated in a way that resonates with the entire school community, leading to better compliance and a more harmonious school environment.

### **Consistency in Policy Enforcement**

This sub-theme examines the challenges of maintaining consistency in the enforcement of school policies. The study reveals that inconsistencies in how rules are applied can lead to confusion, frustration, and perceptions of unfairness among students and staff. The research highlights the importance of training for teachers and administrators to ensure that policies are enforced uniformly and fairly across the board. By maintaining consistency, schools can build trust and respect among students, reduce incidents of misbehavior, and create a more predictable and stable learning environment.

### **Student Perceptions of School Policies**

This sub-theme explores how students perceive school policies and their impact on student behavior and atti-

tudes. The study shows that students' views on policies can significantly influence their willingness to comply and their overall school experience. When students feel that policies are fair, reasonable, and in their best interest, they are more likely to adhere to them. The research suggests that involving students in the policy-making process, seeking their feedback, and explaining the rationale behind rules can help align student perceptions with the school's objectives, leading to better outcomes.

### **Teacher Autonomy in Policy Implementation**

This sub-theme discusses the degree of autonomy teachers have in interpreting and implementing school policies in their classrooms. The study reveals that while some flexibility is necessary to accommodate the unique dynamics of each classroom, too much autonomy can lead to inconsistencies and confusion. The research highlights the need for a balanced approach, where teachers are empowered to adapt policies to their specific context but within a framework that ensures overall consistency and alignment with the school's goals. The findings suggest that clear guidelines, coupled with professional development, can help teachers implement policies effectively while maintaining their professional judgment.

### **Evaluating the Effectiveness of School Policies**

This sub-theme focuses on the importance of regularly evaluating the effectiveness of school policies to ensure they meet their intended goals. The study shows that policies need to be reviewed and updated periodically based on feedback from teachers, students, and parents, as well as changes in the school environment. The research suggests that schools should establish mechanisms for ongoing policy evaluation, such as surveys, focus groups, and data analysis, to identify areas for improvement. By doing so, schools can ensure that their policies remain relevant, effective, and responsive to the needs of the school community.

## **Theme 5: Embracing Innovation in Teaching and Learning**

This theme explores the role of innovation in transforming teaching and learning practices in schools. The study highlights how embracing new ideas, technologies, and methodologies can enhance student engagement, improve learning outcomes, and prepare students for the future. Teachers are encouraged to experiment with innovative approaches, such as project-based learning, flipped classrooms, and personalized instruction, to make learning more dynamic and relevant. The research underscores the need for a supportive school culture that values creativity, risk-taking, and continuous improvement, allowing both teachers and students to thrive in an ever-changing educational landscape.

### **Innovative Teaching Techniques and Pedagogies**

This sub-theme examines the impact of innovative teaching techniques and pedagogies on student learning. The study shows that approaches such as inquiry-based learning, experiential education, and blended learning can make lessons more engaging and effective. Teachers who adopt these methods are able to cater to different learning styles, encourage critical thinking, and make learning more interactive and enjoyable. The research suggests that schools should provide opportunities for teachers to explore and implement innovative techniques, fostering a culture of experimentation and creativity in the classroom.

### **Project-Based Learning and Real-World Applications**

This sub-theme explores the benefits of project-based learning (PBL) and its focus on real-world applications. The study reveals that PBL allows students to work on meaningful projects that connect classroom content to real-life situations, enhancing their problem-solving and collaboration skills. By engaging in projects that

address real-world challenges, students are able to see the relevance of their education and take ownership of their learning. The research suggests that project-based learning not only improves academic outcomes but also prepares students for future careers by developing their ability to apply knowledge in practical contexts.

### **Encouraging Critical Thinking and Problem-Solving**

This sub-theme highlights the importance of fostering critical thinking and problem-solving skills in students. The study shows that when teachers design activities that challenge students to analyze information, evaluate different perspectives, and develop solutions, they enhance students' cognitive abilities and prepare them for complex decision-making in the future. Strategies such as debates, case studies, and open-ended questions are discussed as effective ways to promote critical thinking. The research suggests that schools should prioritize these skills in their curricula to equip students with the tools they need to navigate an increasingly complex world.

### **Use of Data and Analytics in Personalized Learning**

This sub-theme focuses on the use of data and analytics to personalize learning experiences for students. The study reveals that by analyzing student performance data, teachers can identify individual strengths and weaknesses, tailor instruction to meet specific needs, and track progress over time. The research highlights the potential of data-driven approaches to improve student outcomes by providing targeted support and interventions. However, the study also addresses the challenges of implementing personalized learning, including the need for adequate training and resources. The findings suggest that when used effectively, data and analytics can enhance the personalization of education, making it more responsive to each student's unique learning journey.

### **Fostering a Growth Mindset in Students and Teachers**

This sub-theme explores the concept of a growth mindset and its role in promoting a positive learning environment. The study shows that when students and teachers believe that abilities can be developed through effort and learning, they are more likely to embrace challenges, persist through difficulties, and view failures as opportunities for growth. Strategies for fostering a growth mindset, such as praising effort over innate ability and encouraging reflective practices, are discussed. The research suggests that cultivating a growth mindset can lead to greater resilience, motivation, and academic success, as well as a more supportive and collaborative school culture.

## **RESULTS AND DISCUSSION**

### **CONCLUSIONS**

1. The profile of teachers in anti-bullying preventive measures is multifaceted, encompassing their influence, knowledge, proactive intervention, and collaborative efforts. By equipping teachers with the necessary training and support, schools can empower them to effectively promote safe and inclusive learning environment for all students.
2. To understand how well these schools are fully implemented the various preventive measures designed to combat bullying.
3. It demonstrated a strong commitment to creating a safe and inclusive learning environment. This high level of implementation likely reflects the values and beliefs of the teachers involved, suggesting a positive correlation between the teacher respondent profile and the successful implementation of anti-bullying

measures.

4. In conclusion, the findings from the study emphasizes several key insights into the different nature of bullying prevention and intervention in schools. It demonstrated that a proactive and comprehensive approach, coupled with a strong commitment from the school and its community, can effectively prevent bullying and create a positive learning environment for all students.
5. By implementing these, sustainability plan, schools can enhance their antibullying efforts, create a safer and more inclusive school environment, and empower students to stand up against bullying behavior effectively.

### **RECOMMENDATIONS**

1. Since the research suggests that teachers who possess certain characteristics are more likely to effectively prevent and address bullying in their classrooms. Based on the findings, schools should prioritize teachers with experience working with diverse students and provide them with ongoing training on anti-bullying best practices, including identification, intervention, reporting, and support strategies. Additionally, teachers should demonstrate a strong commitment to creating a safe and inclusive environment, possess empathy and understanding, and be willing to work collaboratively with other stakeholders to address bullying concerns.
2. Ensuring effective anti-bullying measures, schools should strive in full implementation of a comprehensive set of preventive strategies, addressing all forms of bullying and encompassing awareness campaigns, clear policies, reporting mechanisms, and support services. Regular monitoring and evaluation of these measures are crucial to identify areas for improvement and ensure that they remain effective in creating a safe and inclusive learning environment. to create a culture of respect, inclusivity, and safety for all students.
3. Ensuring effective anti-bullying measures, schools should strive for full implementation of a comprehensive set of preventive strategies, addressing all forms of bullying and encompassing awareness campaigns, clear policies, reporting mechanisms, and support services. Regular monitoring and evaluation of these measures are crucial to identify areas for improvement and ensure that they remain effective in creating a safe and inclusive learning environment.
4. The school adopt a comprehensive approach to anti-bullying prevention, encompassing awareness campaigns, clear policies, reporting mechanisms, and support services for victims and bystanders. Active engagement from all stakeholders, including teachers, students, parents, and the community, is essential for fostering a culture of respect and inclusivity, ensuring that these measures are effective in preventing bullying and creating a positive learning environment
5. It aimed to establish effective anti-bullying policies and procedures, raise awareness among school personnel, parents, and visitors, and ensure the rights of children are upheld. The plan includes a variety of activities and strategies, such as consultations with students, information drives, and open forums, to achieve these objectives.