

INCREASING CHILD PROTECTION AT SCHOOLS

by:

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Bullying occurs everywhere, even within the highest-performing schools, and it's hurtful to everyone involved, from the targets of bullying to the witnesses – and even to oppressors themselves. Bullies feel self-confident about using violence, expect optimistic outcomes for aggression, view aggression as an acknowledged way of acting, and have an overall positive view on the employment of violence (Toblin, Schwartz, Gorman, & Abou-ezzeddine, 2005).

A recent meta-analysis (Gini, Pozzoli, & Hymel, 2014) provides empirical evidence of bullies using several moral disengagement mechanisms to self-justify their negative behavior. Most bullying prevention programs focus on raising awareness of the matter and administering consequences. There's evidence that better application loyalty is expounded to higher outcomes (such as greater drops in students' experiences of being bullied, see Haataja, Boulton, Voeten, & Salmivalli, 2014). But programs that depend on punishment and nil tolerance haven't been shown to be effective.

School climate are often difficult to define, though possible to measure. It is the "felt sense" of being in an exceedingly school, which could arise from a greeting, the way an argument is resolved, or how people work together; it is a school's "heart and soul," its "quality and character."

Schools with a positive climate foster healthy development, while a negative school climate is speculated to have higher rates of student bullying, aggression, victimization, and feeling unsafe. School leaders are dedicated to promoting all children's positive emotional health, and must enforce punishment for their misconduct. We educators are

empathic to our learners, and we value our children's feelings. Teachers prepared to handle bullying themselves, or show commitment in encouraging learners suffering from absenteeism who are bullied.

However, reforming school climate should involve all stakeholders. Intensifying the roles of the Child Protection Committee in schools is one of the effective ways in eradicating bullying in our school systems. School climate assessments must be regularly evaluated to trace the impact of school interventions. Ultimately, we wish a substantial shift in our outlooks about the importance of values. Children are more likely to thrive after we nurture their humanity, and offer them language and techniques and values to help them identify, express, and, thus, regulate their feelings.

References:

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