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## School principal's strategy in managing a child-friendly school: Bullying cases

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### Abstract

This research aimed to analyze the effect of the principal's strategy in the Child-Friendly School Program (SRA) on bullying cases. This research used a quantitative approach with a population of 411 students and a sample of 80 students. Data were collected through questionnaires and analyzed using instrument tests, partial tests, normality tests, and hypothesis tests. The research framework was based on George Edward III's theory for variable X (principal's strategy in SRA) and Migliaccio and Raskauskas' theory for variable Y (bullying cases). The results showed that the school principal's strategy in the SRA Program had an influence of 20.2% on bullying cases, while other factors outside this research influenced the remaining 78.9%. In conclusion, although the principal's strategy in the SRA program contributes to reducing bullying cases, other factors also influence it. This research underlines the importance of the school principal's role in creating a safe and supportive school environment for students' development.

### Keywords

Bullying cases, child-friendly school, school principal's strategy.

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## Introduction

Schools are vital institutions in shaping the future of generations. Beyond merely focusing on academic achievements, they are responsible for creating engaging, meaningful, and sustainable student learning experiences. According to Sunoto (2021), schools are formal educational institutions that methodically plan teaching, training, and guidance programs to help students realize their full potential across various dimensions—moral, spiritual, intellectual, emotional, and social. In this context, schools serve as essential environments where children can grow and explore their identities. However, the diversity of learners' personalities and cultural backgrounds presents significant challenges for schools, particularly in fostering an environment that promotes holistic development. School principals, as leaders within this educational ecosystem, play a crucial role in managing resources and protecting students from various forms of violence, including bullying.

The strategies implemented by school principals are instrumental in creating a child-friendly educational environment where every child feels safe, valued, and protected from harm. According to Kusen et al. (2019), strategy encompasses a comprehensive approach that involves implementation, conceptualization, and organizational activities over a defined period. Therefore, school principals must design effective and efficient strategies for implementing child-friendly school programs to prevent bullying and foster a supportive atmosphere for all students. To achieve this, it is essential for school leaders to engage in continuous professional development, collaborate with teachers, and involve parents and the wider community. By fostering open communication and building strong relationships among all stakeholders, principals can create a cohesive approach to address the diverse needs of students. Integrating social-emotional learning into the curriculum can further enhance students' resilience and empathy, empowering them to thrive in a multicultural environment.

The proactive efforts of school principals in crafting and executing comprehensive strategies mitigate bullying and contribute significantly to the overall well-being and development of students. Schools can become nurturing grounds where every child can flourish by prioritizing a child-friendly atmosphere. The Child-Friendly School (SRA) program is key to building a safe, clean, healthy, caring, and cultured school environment. The program aims to protect children's rights, prevent all forms of physical and verbal violence, and promote students' active participation in various aspects of education. Child-friendly schools are expected to protect students from violence, discrimination, and other inappropriate treatment (Dewi & Sholeh, 2021).

The government has emphasized the importance of child protection through the law, yet cases of violence against children in the school environment remain prevalent. The Indonesian Child Protection Commission reported 1800 cases of violence against children by 2023, with most incidents occurring in an environment close to children, including schools. Violence that occurs in schools often takes the form of bullying, which can cause deep trauma to victims and hinder their learning process. The unpleasant and troubling phenomenon is called bullying. This violent behavior occurs in young or weak students and includes both physical and verbal bullying. In schools, a culture of seniority still often occurs, such as 1) teasing with profanity, 2) hitting, 3) threatening, 4) instigating, or 5) depriving someone of something done by one or more people to the victim. Perpetrators of harassment usually seek

power, popularity, personal problems, revenge, family problems, loneliness, lack of tolerance, and fear of not being accepted by society (Visty, 2021).

It is strictly forbidden in Islam to hurt others because it is an attitude of a lack of brotherhood. Allah SWT explains in Surah Al-Hujurat verse 11:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرُ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ ۚ وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا تَنَابَزُوا بِاللِّغَابِ ۚ بِئْسَ الْأَسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ ۚ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ

Translation: O you who have believed, let not one people make fun of another people (for) it may be that they (the made fun of) are better than they (the made fun of) and let not women (make fun of) other women (for) it may be that they (the made fun of) are better than they (the made fun of). Do not revile one another and call one another by bad names. The worst of calls is that of the wicked after faith. Those who do not repent are the wrongdoers.

The verse provides profound guidance on the ethics of interaction within social life. Allah explicitly forbids His followers from insulting, reproaching, or assigning derogatory names to one another, regardless of gender. Allah deems such behavior inappropriate, as the individual receiving the insult may have greater merit than the one delivering it. Moreover, resorting to negative nicknames reflects poor character, particularly in those who have embraced faith. Allah emphasizes the necessity of repenting from such actions, warning that those who fail are considered wrongdoers, akin to those who transgress His limits. This verse illustrates the importance of safeguarding one's speech, respecting others, and avoiding feelings of superiority.

This ethical framework is particularly relevant in the context of the increasing prevalence of bullying among students in Indonesia. The author recognizes the urgency of conducting a deeper analysis to describe and monitor the impact of the school principal's strategies within the Child-Friendly School program on bullying incidents. Understanding the effectiveness of government initiatives designed to protect students from violence in educational settings is essential.

By examining the relationship between ethical behavior and bullying, we can understand how the principles outlined in the verse can be integrated into school policies and practices. This analysis aims to illuminate how fostering mutual respect, and understanding can create a safer, more inclusive environment for all students. Ultimately, the goal is to assess how effectively these programs mitigate bullying and promote a culture of kindness and empathy within schools.

## Literature Review

Child-friendly schools (CFS) are designed to provide a safe, inclusive, and supportive environment that nurtures the holistic development of every child, ensuring their rights to protection, participation, and quality education are upheld. These schools emphasize academic achievement and students' social and emotional well-being, fostering a culture of respect, empathy, and cooperation among all school community members. Despite these noble goals, bullying continues to pose a significant challenge within CFS settings, undermining the sense

of safety and belonging essential for effective learning and personal growth. Bullying, in its various forms—physical, verbal, social, or cyber—can lead to serious negative consequences for victims, including emotional distress, decreased academic performance, and long-term psychological effects. In response, school principals play a pivotal role as leaders and change agents, implementing comprehensive strategies that align with the principles of child-friendly education to prevent, address, and manage bullying cases.

### ***Understanding bullying in schools***

Bullying is defined as a repeated pattern of aggressive behavior that occurs within a context of power imbalance, where the perpetrator exerts control over the victim. This behavior can manifest in various forms, including physical aggression (such as hitting or pushing), verbal harassment (such as name-calling or threats), and relational aggression (such as social exclusion or spreading rumours). Research has consistently shown that bullying can have severe and lasting detrimental effects on students, impacting their mental health by leading to increased anxiety, depression, and feelings of isolation. Additionally, victims of bullying often experience declines in academic performance because the stress and emotional turmoil hinder their ability to concentrate and engage in schoolwork. The pervasive nature of bullying affects individual students and creates a hostile school environment, undermining the overall well-being and safety of the entire student body (Espelage & Swearer, 2003; Olweus, 1993).

### ***Role of school leadership***

The principal plays a crucial role in establishing a positive school climate. Leadership styles play a significant role in addressing bullying. Transformational leadership, characterized by inspiration and motivation, has been linked to fewer bullying rates (Leithwood & Jantzi, 2006). Principals who actively engage with students, staff, and parents create a culture of trust and open communication.

### ***Strategies for managing bullying***

*Policy development*, effective anti-bullying policies are essential. Research suggests that schools with clear, well-communicated policies experience fewer bullying incidents (Elsea & Smith, 1998). Policies should include definitions of bullying, reporting procedures, and consequences for offenders.

*Awareness and training programs*, training staff and students on recognizing and addressing bullying is vital. Programs that educate on empathy, conflict resolution, and peer support can reduce bullying behaviors (Rigby, 2002). Regular workshops and seminars reinforce these values.

*Creating a supportive environment*, a supportive school environment encourages students to report bullying. Anonymous reporting systems and peer support groups can empower students to speak out without fear of retaliation (Salmivalli, 2010). Additionally, promoting inclusivity through diverse activities can help build strong peer relationships.

*Involvement of parents and community*, engaging parents and the community in anti-bullying efforts enhances the effectiveness of interventions. Schools that involve parents in discussions about bullying and promote community-wide initiatives create a united front against bullying (Holt et al., 2008).

*Monitoring and evaluation*, regularly monitoring bullying incidents and thoroughly evaluating the implemented strategies is crucial for guaranteeing continuous improvement and effectiveness in creating a safe school environment. Schools should systematically collect comprehensive data on bullying cases, including the frequency, types, locations, and involved parties. This data collection enables schools to analyze patterns and emerging trends over time, giving them invaluable knowledge about the dynamics of bullying within their community.

Based on this analysis, schools can make informed decisions to adjust, refine, or expand their prevention and intervention strategies to better address their students' specific needs. As Farrington and Ttofi (2009) emphasized, ongoing evaluation helps measure existing programs' success and identifies gaps and areas that require additional focus our resources. Moreover, involving stakeholders such as teachers, students, parents, and counselors in the monitoring and evaluation fosters a collaborative approach, enhancing commitment and accountability.

Incorporating regular feedback mechanisms and transparent reporting further strengthens the school's ability to respond proactively to bullying incidents, ensuring that strategies remain relevant and impactful. A robust monitoring and evaluation system is indispensable for sustaining a child-friendly school climate where every student feels safe, respected, and supported.

Managing bullying in child-friendly schools requires a multifaceted approach encompassing several critical components. First and foremost, effective leadership is essential; school principals must be proactive in setting a tone of respect and inclusivity, demonstrating a commitment to creating an environment where all students feel safe and valued. This involves establishing clear anti-bullying policies that are well-communicated and understood by students, staff, and parents alike.

In addition to policy development, awareness programs play a vital role in educating the entire school community about the implications of bullying and the importance of empathy and support. These programs should foster open dialogue and encourage students to speak out against bullying. Furthermore, active community involvement is crucial; engaging parents and local organizations in anti-bullying initiatives creates a united front and reinforces the message that bullying will not be tolerated.

Ongoing evaluation of these strategies is equally important, as it allows schools to monitor the effectiveness of their interventions and make necessary adjustments based on feedback and data. By systematically implementing these strategies, principals can cultivate a safer and more supportive learning environment, ultimately promoting every student's well-being and academic success within the school community.

## Methodology

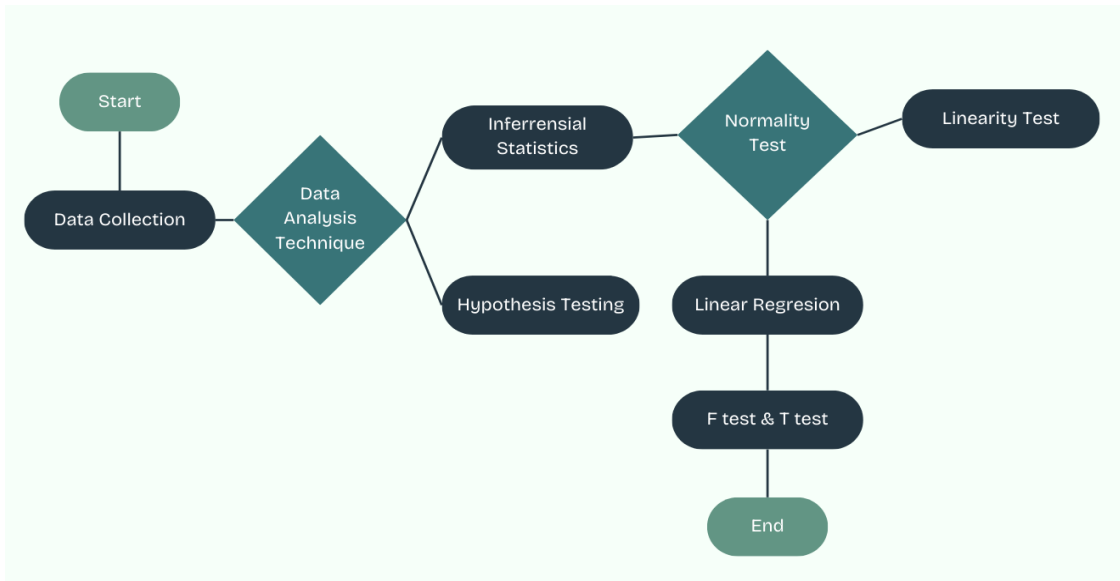
Quantitative research allows researchers to test theories using instruments such as questionnaires and process data based on numbers or statistical calculations. This approach allows for deductive reasoning, moving from general to specific conclusions. Sugiyono (2016)

stated that quantitative research is based on the philosophy of positivism. It is used to study specific populations or samples with random sampling. Research instruments are used to collect data and perform data analysis. The objective of this analysis is to test hypotheses.

This research applied the ex post facto method, which is specifically designed to identify causal relationships that result in changes in behavior, symptoms, or phenomena due to prior events or actions. The ex post facto approach concentrates on independent variables that have already occurred, allowing for an analysis of their effects on the dependent variable (Lubis, 2018). This research was conducted with SMP Negeri 1 Nagreg students and aimed to examine the effect of the school principal's strategy in implementing the child-friendly school program on bullying incidents. The child-friendly school program served as the independent variable (X), while cases of bullying were the dependent variable (Y).

The data analysis techniques employed included inferential statistical analysis, involving prerequisite tests. These tests included checking if the data was normally distributed and seeing if there was a straight-line relationship between the independent and dependent variables. The researchers conducted hypothesis testing using simple linear regression analysis to examine the effect of the independent variable on the dependent variable. Additionally, the researchers utilized the F-test and t-test to determine the significance of the influence of these variables.

Figure 1. Data analysis technique



## Findings

This research hypothesis testing involved various stages of validity and reliability tests and statistical analysis. These tests measured the effect of the school principal's strategy in the Child-Friendly School Program on bullying cases. The validity test results indicated that all items in variable X (School Principal's Strategy in Child-Friendly School Program) and variable Y (Bullying Cases) were valid, and that the value of r-count exceeded the r-table (0.3044). Thus,

all statements in variable X can be used to determine the effect of the school principal's strategy in the child-friendly school program on bullying cases.

The reliability test showed that both variables were also reliable, with a Cronbach's Alpha value for variable X of 0.761 and variable Y of 0.725. In the partial test, variable X showed that the school principal's strategy had adequate performance, with an average of 3.28 (fair/good), and indicators that had a high average are in the communication dimension, with an average of 3.38. In contrast, variable Y showed the handling of bullying cases, which was 3.29 at the 'moderate' level, and indicators that had a high average are in the physical bullying dimension, with an average of 3.38. Data that are normally distributed shows a significance value greater than 0.05. However, if the sig value is less than 0.05, it is not normally distributed.

**Table 1.** Normality test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			80
Normal Parameters <sup>a,b</sup>	Mean		,0000000
	Std. Deviation		3,52780550
Most Extreme Differences	Absolute		,081
	Positive		,081
	Negative		-,076
Test Statistic			,081
Asymp. Sig. (2-tailed)			,200 <sup>c,d</sup>
Monte Carlo Sig. (2-tailed)	Sig.		,646 <sup>e</sup>
	99% Confidence Interval	Lower Bound	,634
		Upper Bound	,659

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Based on 10000 sampled tables with starting seed 2000000.

The table above presents the normality test results, revealing a significance value (2-tailed) of 0.548, which is greater than the threshold of 0.05. This indicates that the residual values, with a mean of 0.659, also exceed 0.05, confirming that the data follows a normal distribution. Furthermore, a linear relationship between the variables is suggested when the significance value exceeds 0.05. A linearity test was conducted using SPSS version 25 to explore this relationship further, giving another perspective on the nature and strength of the associations among the variables under investigation. The results will help understand the underlying patterns and ensure the validity of subsequent analyses.

**Table 2.** *Linearity test*

			ANOVA				
			Sum of squares	df	Mean square	F	Sig.
School principal's strategy in a child-friendly school program	Between groups	(Combined)	161.720	13	12.440	0.971	0.488
		Linearity	24.012	1	24.012	1.874	0.176
		deviation from linearity	137.707	12	11.476	0.896	0.556
Within groups			845.480	62	12.810		
Total			10007.200	9			

The results of the linearity test, as presented in Table 2, indicate that the analysis of variance (ANOVA) reveals a significance value of 0.556. This value suggests a linear correlation between the independent variable, the principal's strategy in child-friendly school programs, and the dependent variable. Specifically, the F-statistic of 0.971 for the combined groups and the linearity component (F = 1.874) further supports a linear relationship between the variables X and Y.

Additionally, to assess the presence of heterogeneity in the data, the research employed the Glejser test. According to this test, a significance value greater than 0.05 indicates no heterogeneity among the groups, while a value less than 0.05 would suggest the presence of heterogeneity. These findings are crucial for understanding the stability and reliability of the relationships under investigation, ensuring that the results can be interpreted accurately in the context of child-friendly school strategies.

**Table 2.** *Heterogeneity test*

		Coefficients				
Model		Unstandardized coefficient	Standardized coefficients	T	Sig.	
1 (Constant)	B	Std. Error	Beta			
	3.603	2.142		1.682	0.097	
Bullying cases	-0.024	-0.064	-0.042	-0.374	0.709	

The table above shows that the heterogeneity test with a sig value of 0.709 indicates no heterogeneity problem in the regression model. This significance test was used to evaluate the significance level or linearity of the regression test results based on decision-making. If the sig value is <0.05, it indicates that variable X (principal's strategy in a child-friendly school program) affected variable Y (bullying cases). Otherwise, if the sig value exceeds 0.05, variable Y (bullying cases) did not affect variable X (school principal's strategy in a child-friendly school

program). The results of the simple linear regression analysis using SPSS version 25 are shown below:

**Table 3.** *Linear regression analysis*

Model Summary <sup>b</sup>				
Model	R	R-square	Adjusted R-square	Std. Error of the estimate
1	0.449	0.202	0.192	3.284
a. Predictors: (Constant), school principal's strategy in child-friendly school program				
b. Dependent variable: Bullying cases				

The results of the linear regression analysis, as illustrated in Table 3, indicate an R-value of 0.449, which reflects a moderate positive correlation between the independent variable (X) and the dependent variable (Y). The R-squared value of 0.202 indicates that variable X can explain approximately 20.2% of the variability in variable Y. This suggests that while there is a meaningful relationship between the two variables, a significant portion (79.8%) of the variation in Y remains unexplained by X. Understanding this relationship is essential for identifying potential factors that may influence Y and for developing effective strategies to enhance outcomes related to the variables under study.

**Table 4.** *F-test*

ANOVA <sup>a</sup>						
Model		Sum of square	df	Mean square	F	Sig.
1	Regression	212.713	1	212.713	19.724	.000 <sup>b</sup>
	Residual	841.175	78	10.784		
	Total	1053.888	79			
a. Dependent variable: Bullying cases						
b. Predictors: (Constant), school principal's strategy in child friendly school program						

The F-test results showed a calculated F-value of 19.724, significantly higher than the F-table value of 3.963. This finding supports the acceptance of the alternative hypothesis, which confirms a significant influence of the principal's strategies in the Child-Friendly Schools (SRA) Program and bullying cases in schools. This indicates that the strategies implemented by the principal impact bullying reduction and reflect the SRA program's overall effectiveness. In other words, the principal's approach to managing a child-friendly school environment has tangible and positive consequences for student behavior. Therefore, schools must continue developing and implementing proven effective strategies to create a safe and supportive learning environment for all students.

Table 5. *Determination coefficient test*

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R square	Std. Error of the estimate
1	.449 <sup>a</sup>	.202	.192	3.284
Predictors: (Constant), school principal's strategy in child-friendly school program				
Dependent variable: Bullying cases				

The results of the coefficient of determination test were conducted using SPSS version 2, revealing that the correlation coefficient (R) value was 0.449. This indicates a positive relationship between the school principal's strategies in implementing the child-friendly school program (variable X) and the occurrence of bullying cases (variable Y). While there is a relationship between these two variables, it is not particularly strong.

Based on the data, the coefficient of determination (R-squared) is 0.202, indicating that variable X accounts for 20.2% of the variance in variable Y. Other factors unrelated to this variable affected as much as 79.8% of the total. The determination value of 20.2% was in the 17%-49% category, namely in the category with a 'fairly strong' influence based on the guidelines for interpreting the coefficient of determination.

## Discussions

This research examined how the school principal's strategy in the Child-Friendly School program impacts bullying cases. Based on the analysis, the following is a summary and interpretation of the research results:

*Dimensions of communication*, research findings show that relatively excellent communication between principals, teachers, students, and parents can be linked to the transformational leadership theory, which has been gaining ground since 2015. According to Bass and Riggio (2016), transformational leadership emphasizes the importance of open, inspiring, and participatory communication to create an inclusive and supportive school culture. This effective communication contributes to increased engagement of all stakeholders in anti-bullying programs, as supported by recent research by Leithwood et al. (2020), which asserts that strategic communication is key to building a favorable school climate and reducing bullying behavior.

Furthermore, the updated Social-Ecological Model theory by Espelage and Hong (2017) emphasized the importance of cross-system communication (e.g., between schools, families, and communities) to create a socially and emotionally safe environment for students. Therefore, improving the quality of communication within the Child-Friendly School program is a strategic step in line with this holistic approach.

*Dimensions of resources*, successful resource management in supporting anti-bullying programs can be linked to organizational capacity theory, which has received increasing attention in the educational context since 2015. According to Spillane and Coldren (2018),

organizational capacity—including human, material, and policy resources—is critical in successfully implementing school programs, such as the Child-Friendly School program.

Furthermore, the Positive Organizational Scholarship (POS) theory demonstrates the value of resources that support the well-being and psychological safety of organizational members, including students (Cameron & Dutton, 2015). Resources such as counseling, supportive physical facilities, and teacher training programs strengthen anti-bullying programs and foster a positive school culture.

The success of principals' strategies in the Child-Friendly School program depends heavily on a communicative and participatory leadership approach and effective resource management. These two aspects are key pillars in creating a safe, inclusive school environment that supports the well-being of all students, as supported by recent literature since 2015.

*Dimensions of disposition (attitude)*, positive attitudes within the school community demonstrate positive results, with an average score of 3.21. Mutual respect and support among school members contribute to creating a child-friendly environment. However, further attention is needed to improve the quality of attitudes among all school members to achieve more optimal results.

In this context, the Social-Emotional Learning (SEL) theory, developed in 2015, can serve as an essential foundation. Durlak et al. (2011) stated that SEL programs improve students' social and emotional skills and create a positive school culture. Emphasis on empathy, emotional management, and social skills can strengthen mutual respect among students, teachers, and staff. Furthermore, the Transformational Leadership Theory introduced by Bass and Riggio (2016) is also relevant. This theory emphasizes the importance of leaders who inspire and motivate team members to achieve shared goals. Principals who apply transformational leadership principles can create an atmosphere encouraging positive attitudes and collaboration among all parties. By integrating SEL principles and transformational leadership, schools can focus on developing deeper positive attitudes, improving relationships among school community members, and creating a more inclusive and supportive environment for all students.

*Dimensions of bureaucratic structure*, the average score of 3.27 indicates that the school's bureaucratic structure is adequate to support implementing the Child-Friendly School (SRA) program. Assigning specific roles to teachers and regular monitoring are crucial elements in creating a conducive environment for program success. However, there is a need to improve bureaucratic efficiency and effectiveness to optimize program implementation. According to Mintzberg (2015), an effective bureaucratic structure must provide clear roles, strong coordination, and efficient oversight mechanisms to ensure organizational performance meets its objectives. In this context, strengthening the school bureaucratic structure with clear roles and a consistent monitoring system can increase responsiveness to bullying cases and ensure the systematic sustainability of the anti-bullying program.

The strategies implemented by principals in the Child-Friendly Schools program have demonstrated a positive impact in reducing bullying cases. Programs such as anti-bullying campaigns, teacher training, and student education have raised awareness and concern about bullying. This aligns with transformational leadership theory (Bass & Riggio, 2016), which emphasizes the role of leaders in inspiring, motivating, and empowering organizational members to achieve positive behavioral change. As transformational leaders, principals have

successfully built a school culture that supports anti-bullying through structured and participatory strategies.

*Physical bullying*, a mean score of 3.38 indicates that the frequency of physical bullying is under control, although some incidents still occur. Prevention and response programs, such as close supervision and anti-bullying campaigns, have yielded positive results. Routine Activity Theory (Cohen & Felson, 2015) explains that increased supervision can reduce the opportunity for disruptive behavior, in this case, physical bullying. Therefore, increased supervision and additional training for teachers and staff are crucial to reducing further incidents of physical bullying.

*Verbal bullying*, the frequency of verbal bullying still exists, but its frequency is relatively controlled, with a score of 3.30. Measures such as anti-bullying outreach and teacher training are effective. Social Learning Theory emphasized the importance of social learning processes, where bullying behavior can be reduced through positive behavioral modeling and the reinforcement of anti-bullying norms (Bandura, 2018). Therefore, ongoing efforts to raise awareness and education regarding verbal bullying are essential to minimize this behavior effectively.

*Psychological bullying*, the mean score of 3.30 indicated that psychological bullying is moderately controlled by the counseling and emotional control training programs. Although the results were positive, further attention to psychological cases is still needed.

*Cyberbullying*, a mean score of 3.29 indicated that cyberbullying is in the 'moderate' category. Education on safe internet use and digital etiquette training has resulted in positive results, but there is still room for improvement in addressing these cases.

### **Conclusion and Recommendations/Implications**

The results of this research demonstrate that the principal's strategy in implementing the Child-Friendly School (SRA) program is highly effective in reducing bullying cases. These findings highlight the principal's crucial role as a leader focusing on academics and creating a safe and supportive environment for all students. The implications of this research include several key points:

*Improving communication quality:* Improved communication methods are necessary to ensure that all stakeholders clearly understand information regarding anti-bullying programs and policies, and communication methods are required. This includes using various communication channels, such as face-to-face meetings, social media, and other digital platforms, to reach the entire school community.

*Resource management and structural efficiency:* Optimizing resource management is crucial to support the implementation of the SRA program. This includes appropriate resource allocation, provision of adequate facilities, and training for teachers and staff to ensure they are prepared to handle bullying situations.

*Reinforcing positive attitudes:* Building mutual respect and support among school community members is key to creating a child-friendly environment. Social and emotional development programs, which focus on empathy and interpersonal skills, can help improve the quality of relationships between students and staff.

*Sustained efforts to prevent bullying:* Sustained efforts to prevent and address all forms of bullying, including cyberbullying, are crucial. Educational programs that focus on awareness of the impact of bullying and how to report it should continue.

Overall, the strategies implemented by the principal have significantly contributed to improving the school environment. An emphasis on ongoing policy development and the active participation of all stakeholders, including students, parents, and the community, is crucial to the success of the Child-Friendly Schools program. With collaboration and shared commitment, we can create safe schools that support each student's holistic development so they can learn and grow without fear of violence or intimidation.

### **Disclosure Statement**

The authors declared no potential conflicts of interest.

### **Use of AI Statement**

The authors declared that they had not used any AI tools in their manuscript preparation and submission.

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