



**Sacred Heart School – Ateneo de Cebu**  
*H. Abellana St., Canduman, Mandaue City*

**ANTI-BULLYING POLICY**

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB (National Educational Welfare Board), the Sacred Heart School - Ateneo de Cebu Administrative Council has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
  
2. The Sacred Heart School - Ateneo de Cebu Administrative Council recognizes the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - A positive school culture and climate which
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

"It (further) refers to any severe or repeated use by one or more students of a written, verbal or electronic expression, or physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially disrupting the education process or the orderly operation of a school." (*IRR of RA 10627, Rule II, Section 3*)

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

-Child Protection Committee. The committee shall be composed of the following:

1. School President – Chairperson
2. Director, Discipline Office and Student Services (DOSS) [for bullying cases under RA 10627] and/or Director, Human Resources Management Office (HRMO) [for any other cases involving child abuse under RA 7610, PD 603 as amended, DepEd Order # 40 series of 2012] - Vice Chairperson
3. Principal and/or Asst. Principal
4. DOSS Character Prefect
5. Class Adviser
6. Guidance Counselor
7. Representative of the Teacher as designated by the Faculty Club
8. Representative of the parents as designated by the Parents-Teachers Association
9. Representative of students, except in kindergarten, as designated by the Supreme Student Council

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

1. Orientation Program to students which includes the introduction and awareness to the school's Rules and Procedures, the Anti-Bullying Program and Policy, spearheaded by the Discipline Office and Student Services (DOSS) and in collaboration with the Guidance and Campus Ministry Offices
2. Empowerment of students to speak about possible bullying cases through diverse opportunities, activities and avenues
3. Empowerment of Teachers in dealing with bullying cases through capability building In-Service Trainings
4. Implementation of the school's Code of Discipline against bullying through corrective and preventive measures
5. Engagement of family support system, professional referrals and referrals to pertinent government agencies to work together with the school as mechanisms for intervention in cases of bullying
6. Periodic assessment and monitoring of bullying behaviors
7. Periodic review of the school's Code of Discipline in relation to bullying
8. Orientation Program to Parents spearheaded by the Guidance Office
9. Group and Individual Counseling Program
10. Supervision of Students during lunch and recess by the Character Prefects and Guidance Counselors
11. Reminders on Character Development during Departmental Assemblies
12. Seniors' Assembly and Conversations with the Administration

6. The school's procedures for investigation, follow-up and recording of bullying behaviour used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

1. A written report is submitted to the DOSS (Discipline Office and Student Services). All other pertinent details that may be used as evidence must be included in the report. The DOSS examines the case and corresponds with all pertinent parties (alleged bully and alleged victim) for an investigation. The DOSS also makes immediate clinic referrals in case physical injuries are present in any of the parties involved. Any information relating to the identity and personal circumstances of the parties involved shall be dealt with utmost confidentiality in accordance with section 11 of the IRR of RA 10627.
2. The concerned parties will be called together or separately, depending on the necessary circumstances, for an investigation. During the investigation, the student concerned (alleged bully) is informed of his or her offense and is accorded the opportunity to explain his or her side in writing and present evidences in his defense in the presence and with the assistance of his/her parents, or legal guardian, or counsel. The alleged victim will also be given the opportunity to present his/her case and evidences in the presence and with the assistance of his/her parents, or legal guardian, or counsel. Both students will be referred to the Guidance Counselor.
3. The DOSS Director and/or Character Prefect/s present the case to the Child Protection Committee for deliberation and recommendation of pertinent actions/decision to the School President. The School President, then, approves a final decision.
4. The parents or legal guardian of the alleged bully are informed, in writing, of the decision. Feedback is also given to the alleged victim either in writing or through a conference.
5. The DOSS implements pertinent sanction/s if present in the decision.
6. The student or his/her parents or guardian may appeal in writing to the Division Office, as provided in existing rules of the Department of Education.
7. The Child Protection Committee closely monitors the school's intervention programs for the bully and the victim such as referral to the Guidance Counselors, to the Character Prefects, to the Campus Minister, to the Class Adviser, to professionals when necessary and to the parents/ legal guardians for follow-up. The committee will also make sure that the victim, if and when, he or she has sustained some injury will be provided with proper health care or any other intervention as prescribed by the Child Protection Committee.

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Sacred Heart School – Ateneo de Cebu's seven core values (7 C's: Christ-Centerdness, Competence, Conscience, Character, Community, Compassion, Culture) anchors its anti-bullying policy. These core values serve as the elaboration of its vision and mission as a Catholic, Jesuit, Chinese-Filipino educational community.

The Catholic identity and Jesuit trait of Sacred Heart School-Ateneo de Cebu make character formation an essential element of its mission. Both in classroom instruction and in the larger context of School order, procedures, and rules, SHS-AdC demands that each student learn to make informed and responsible decisions and accept the consequences of that decision. At SHS-AdC, we call each student to grow in self-discipline, as manifested in one's desire to maximize one's talents and gifts in order to praise, serve, and revere God.

Integral to Character Formation is a Discipline Program that aims to develop self-control in our students' growth towards becoming the person that God calls them to be. It includes setting limits, enabling responsibility, enhancing self-esteem, upholding human dignity and developing good judgment.

Our school stresses the importance of bringing all stakeholders of the school – Jesuits, lay teachers and staff, parents, alumni, benefactors, and of course, the students themselves – into a community whose members promote CURA PERSONALIS (care for the person). It is our School's deepest desire to establish a culture of caring, respect, kindness and empathy. Setting order in our school revolves around the commitment to personally care for each other and to be more and do more, all for God's greater glory.

It is with this view that SHS-AdC does not tolerate nor condone any form of bullying. Furthermore, the school acknowledges that given the diversity and imbalance of power among its students, bullying is a problem that should be constantly addressed. Sacred Heart School-Ateneo de Cebu observes an anti-bullying policy and sets up campaigns and intervention programs to help children deal with it through the joint and complementary efforts and follow-up of the DOSS, Guidance, Campus Ministry, Class Advisers, administration, faculty and staff. These joint and complementary efforts maintain and strengthen the Anti-Bullying Program and Campaign of the School to protect all students as well as to empower them in speaking up and standing against bullying.

## 8. Supervision and Monitoring of Pupils

The Sacred Heart School - Ateneo de Cebu Administrative Council confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## 9. Prevention of Harassment

The Sacred Heart School - Ateneo de Cebu Administrative Council confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Sacred Heart School - Ateneo de Cebu Administrative Council on July 17, 2014.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Sacred Heart School - Ateneo de Cebu Administrative Council once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:

**MR. ROBERTO A. GALVAN**

High School Acting Principal

Date: \_\_\_\_\_

**MRS. ANNIE F. ABUCAY**

Grade School Acting Principal

Date: \_\_\_\_\_

**FR. MANUEL A. UY, S.J.**

School President &

Chairperson of SHS-ADC Administrative Council

Date: \_\_\_\_\_