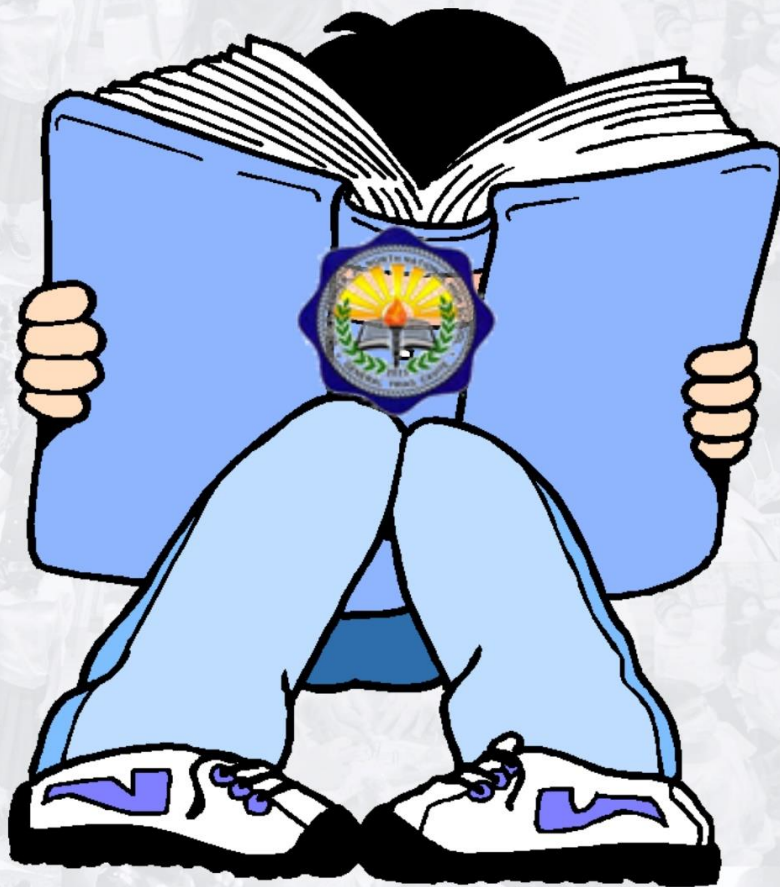




Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
DIVISION OF GENERAL TRIAS CITY
LUIS Y. FERRER JR. NORTH NATIONAL HIGH SCHOOL

STUDENTS'S HANDBOOK



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• *Nurture* • *Optimize* • *Reconstitute* • *Transform* • *Hearten*

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HISTORICAL BACKGROUND

Luis Y. Ferrer Jr. North National High School serves as a cradle of young minds and hearts and a living edifice of holistic, quality and innovative education.

Confident for what the government can do to its peoples' self-reliance and initiative, the town and barangay officials paved the way for the establishment of locally funded General Trias Municipal High School.

In 1996, with fast increasing population, the school sought for land donation from Doña Martina Sarayba Vda. De Ferrer whom they fondly called "Lola Tinang" and transferred to its present site in 1980. By virtue of Batas Pambansa No. 587 in 1983, the school is funded nationally and took the name Governor Ferrer Memorial National High School.

More than a decade after, Governor Ferrer Memorial National High School gave birth to its youngest annex, GFMNHS-Marycris Annex located at Pasong Camachile II, General Trias Cavite, thru the combined initiative of Filipino Chines Chambers of Commerce and Industry Inc., headed by Engr. Orlando Bonggat and the Local Government Unit with the combined efforts of Mayor Antonio Ferrer and Council and Brgy Captain Jessie Fauni.

The school started with four classrooms during its first year of operation, school year 2013-2014. The school is former annex of Governor Ferrer Memorial National High school and through the initiative of Mrs. Agnes D. Camutin, Head Teacher VI/OIC, that the school be separated from mother school in compliance to the Local Government Code of 1991, Sec. 13 (e) and the DepEd Order No. 40 series of 2014 together with the combined efforts of Sangguniang Bayan, Vice Mayor Maurito Sison and Councilor Jonas Glyn P. Labuguen who authored the Resolution No. 14-227 led to the birth of its new name LUIS Y FERRE JR. NORTH NATIONAL HIGH SCHOOL. It is situated at Phase 6 Wellington Place, Pasong Camachile II, Gen Trias City, Cavite.

DEPED VISION

**To protect and promote the right of every
Filipinos**

**to quality, equitable, culture-based, and
complete basic education where:**

- Students learn in a child-friendly, gender-sensitive, safe and motivating environment**
- Teachers facilitate learning and constantly nurture every learner**
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen**
- Family, Community, and other stakeholders are actively engaged and shared responsibility for developing life-long learners**

DEPED MISSION

We dream of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve as its stakeholders.

DEPED CORE VALUES

**MAKATAO
MAKA-DIYOS
MAKAKALIKASAN
MAKABANSA**

TRUSTS, PROGRAMS & PROJECTS

Remedial Instructions

- The remedial program has been put up to address the problems of the school children with difficulty in the different learning areas.

- Mathematics, Science, English Filipino, Araling Panlipunan, Edukasyon sa Pagpapakatao, Technology and Livelihood Education and MAPEH (Physical Education, Music Education, Arts Education and Health Education)

Performing Groups

- Student life is Golden Life. It is generally considered that students' life is "golden life" because it is the most crucial part of the life of an individual. A center that develops talents, skills, and abilities of learners in the different areas like School Choir, Supreme Student Government, Sports, Athletics, etc. Learner participants report on opposite sessions and on scheduled rehearsal or practice.

Feeding Program

- The school feeding program attends to the malnourished learners in school throughout the year. There are learners who are the recipients from the School Canteen Feeding Program. Every year, school-based feeding programs continue their service to solve and overcome the problem in the BMI report.

About the K-12 Program

- Luis Y. Ferrer, Jr., North National High School's teacher, students and parents fully embrace the K-12 Program of the Department of Education and truly commit themselves to the implementation of its policies, guidelines, goals, and objectives. They believe that the program addresses the Millennium Development Goals of the Government, 2013 to present.

English Proficiency Program and Reading Program

- A program that aims to improve competence and proficiency of teachers and school children using the English Language effectively in speaking and writing.

Project BASIC (Basic Arithmetic Skills in Computation)

- A program that aims to help students to upskill themselves in terms of numeracy skills.

School Wellness Program

- A program that gives information about awareness and wellness on one's health. The major goal of this program is to strengthen the immune system, which may aid the body in fighting illnesses.

Project DREAMS

- This program resulted to great performance of students when it comes to physical skills. This program is also designed to maximize the capacity of the student-athletes and is envisioned to help in the continuous over-all development of the athletes and the school.

Project 3R Plus (Reading, 'Riting and 'Rhithmetic)

- This programs aims to develop learners b y the guidance of teachers and their parents for the learners development for their reading, writing and arithmetic skills.

- The 3RS PLUS (Reading, 'Riting and 'Rhithmetic) was implemented by the Division of General Trias City as the Project Sinulid (School's Initiative in Numeracy and Literacy Development).

Project FACES (Ferrerian Automated / Computerized E-Election System

- Pursuant to DepEd Order (DO) No. 47, s. 2014 entitled Constitution and By-Laws of the Supreme Pupil Government (SPG) and Supreme Student Government (SSG) in Elementary and Secondary Schools, the organization of a student government (SG) aims to establish a representative body that fosters leadership and promote learners welfare and excellence for all.

REGULATIONS DIRECTLY AFFECTING STUDENTS

I. General Guidelines

Enrolment / Admission / Readmission

1. No Filipino students shall be refused admission by reason of sex, creed, socio-economic status, racial or ethnic origin, political and other affiliation.
2. Zero Collection Policy except for authorized voluntary contributions in Boy/Girl Scouts, Red Cross and Anti-TB etc.

II. Admission Requirements

A. GRADE 7 to 10

Birth Certificate (PSA and Photocopy)

Barangay Clearance

Form 138 / Report Card

Bring paper and pencil for assessment of the learner (optional)

III. Transfers

Grounds for Transferring

1. Displacement of families arising out of natural and non-made calamities.
2. Change of residence
3. Health problems and other compelling valid reasons such as threat to life.
4. Transfer of Filipino school children from abroad.
5. Displacement due to difficult circumstances

Example:

*Transfer of parents workplace; termination of parent contract and the like



KASUNDUAN NG PAARALAN, MAGULANG AT MAG-AARAL

Ako si _____, nasa baitang _____ pangkat _____ na pinapag-aral nina G. at Gng. _____ na aking mga magulang / tagapangalaga na naninirahan sa _____ ay handang tumupad at managot sa mga sumusunod na alituntunin ng Luis Y. Ferrer Jr. North National High School, School ID 307823.

A. Kaayusan

1. Pagpasok sa paaralan na nakauniporme araw-araw ayon sa itinakda ng paaralan.
2. Paglalagay ng I.D. na may sariling larawan na nakasabit sa kaliwang dibdib.
3. Pagpapanatili ng maikli ang buhok sa mga lalake at para sa mga babae, kinakailangang nakatali/naka-ayos kung ang buhok ay mahaba.
4. Kinakailangang maging malinis at maayos sa pananamit at pangangatawan.

B. Pag-uugali

1. Pagpasok sa paaralan araw-araw sa ganap _____ ng umaga at _____ ng tanghali.
2. Paggalang sa watawat, Pambansang Awit, mga guro, kapwa mag-aaral, lahat ng bumubuo ng pangasiwaan ng paaralan kasama ang mga dyanitor.
3. Paglabas lamang sa oras ng klase kung may mahigpit na pangangailangan sa pahintulot ng guro at tagapatnubay.
4. Pagpaalam at pagsangguni sa guro o sa tagapatnubay ang anumang gusot o suliranin na kinasangkutan at kinahaharap.
5. Paggawa ng takdang aralin at mga proyekto na ipinagawa ng guro.
6. Pagpapanatili ng kalinisan ng loob at labas ng paaralan at susundin ang kasabihan **"Clean as you Go" at "Kalat ko, Linis ko"**.
7. Pagsauli ng lahat ng aklat na hiniram at pagbabayad sa mga pananagutang pinansiyal kapag huminto ng pag-aaral o lumipat sa ibang paaralan.
8. Pagbibigay alam sa paaralan ang dahilan ng pagliban sa pamamagitan ng sulat o pagsadya ng magulang / tagapangalaga. Kung ang magulang / tagapangalaga ay magsadya, sundin ang oras na maaring pumasok sa paaralan. Pagsunod sa **"Call Slip"** na binigay ng guro.

Mga Gawaing Ipinagbabawal

1. Pagsusulat, pagguhit, pag-uukit at paninira sa mga aklat, upuan, mesa, dingding, pader, at iba pang pag-aari ng paaralan.
2. Pagkakat ng papel, pinagkainan o ano mang basura sa loob at labas ng paaralan.
3. Pangigikil, pakikipag-away, panggugulo, pananakot at panloloko sa kapwa at mag-aaral.
4. Pagbibisyo sa droga, pagsusugal, paninigarilyo, pagnanakaw at pagdadala ng mga nakakalasing na inumin, malalawang babasahin, mga matatalas at matutuli na bagay na hindi kailangan sa paaralan, mga bagay na ginagamitan ng pulbura.
5. Pag-anib sa mga samahang hindi kinikilala ng paaralan tulad ng fraternity at iba pa.

6. Cutting Classes, paglilibot, paglalaro at paglabas-pasok sa silid paaralan sa oras ng klase.
7. Pagmumura sa kapwa, paghiyaw at paggawa ng ingay sa silid-aralan sa oras ng klase.
8. Paninira at pagbubunot ng mga halaman na nakatanim sa paligid ng paaralan.

D. Karapatan ng Paaralan

1. Magsaliksik at magkumpiska ng mga gamit o bagay na ipinagbabawal sa paaralan katulad ng mga gamit na nakamamatay.
2. Panagutin ang mga mag-aaral sa pamamagitan ng pagbabayad o pagpapalit sa anumang aklat, bagay o ari-arian ng paaralan na nawala o nasira.
3. Tawagin ang mga magulang / tagapangalaga kapag lumabag ang mag-aaral sa mga alituntunin ng paaralan.
4. Magpatawa o magrekomenda ng mga sumusunod na kaukulang kahihinatnan:
 - a. Gugulan ang sinumang nasaktan o anumang nasira
 - b. Mababang grado / marka sa Edukasyon sa Pagpapakatao.
 - c. Pagsuspende na naaayon sa **“DepEd Book of Rules and Procedures”**

Kusang loob akong lumalagda bilang pagsang-ayon sa mga itinakdang patakaran at alituntunin ng paaralan sa panuruan taon 2024-2025.

Lagda ng Mag-aaral

Lagda ng Magulang/Tagapangalaga

Petsa ng Paglagda

Petsa ng Paglagda

Gurong Tagapayo

Pinagtibay ni:

NANETH P. SALVADOR, EdD
Punong-guro

IV. SCHOOL DISCIPLINE

A. Authority to Maintain School Discipline

1. Imposition of Disciplinary Action

School officials and teachers shall have the right to impose appropriate and reasonable disciplinary measures in case of minor offenses on infraction of good discipline.

2. Suspension

1st and other offenses which are not very serious in nature, a suspension of 3 days may be authorized by the principal without prior approval of the Division Superintendent.

Readmission

A written promise of future exemplary conduct signed by the pupils and countersigned by his parent or guardian is required.

3. Imposition of Disciplinary Action

- Cheating, stealing, assaulting a teacher or any other school authority or his agents or students
- Smoking inside the school, vandalism, writing on or destroying school property like chairs, tables, windows, books, laboratory equipment and other, gambling of any sort, drinking intoxicants and liquors, carrying and concealing deadly weapons.
- Extortion or asking money from others, fighting, causing injury to others using possessing and selling prohibited drugs, hazing in any form or manner whether inside or outside the school premises, immorality / sexual harassment, instigating, leading or participating in concerted activities leading to stoppage of classes, preventing, threatening students from discharging their duties or from attending classes or entering school premises, forging or tampering with school records or transfer forms.

4. Attendance and Punctuality

- Regularity of attendance and punctuality are required in all classes. A pupil who has been absent or has cut classes is required to present a letter of explanation from him / her parents or guardian or to bring them to school for a short conference with the section adviser or guidance counselor as the case may be.
- Attendance of pupils in special holidays activities relative to their religions, e.g. Ramadan, shall be allowed provided permission of the school head is sought.
- A pupil who incurs absences of more than twenty percent (20%) of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credit for the course or subject.
- Habitual Tardiness especially during the first period in the morning and in the afternoon shall not be allowed. Teacher/s concerned shall call for the parents of the student concerned or visit him at home.

V. RIGHTS

A. Rights of Students

1. The right to receive, primarily competent instruction, relevant quality education in line with national goals and conducive to their full development as persons with dignity.;
2. The right to avail of good guidance and counseling service toward making decisions and in selecting alternative fields of school work;

3. The right to have access to their own school records, which shall be maintained and preserved in a confidential manner by the school;
4. The right to expeditious action not exceeding thirty (30) days from receipt of request by the school, to the issuance of official school certificates, diplomas, transcripts of records, grades, transfer credentials, and similar school documents or records;
5. The right to publish a student newspaper and similar publications, and to invite resource persons during assemblies, symposia and other activities of similar nature;
6. The right to have a free expression of opinions and suggestions, and to avail of effective channels of communication with the appropriate academic and administrative bodies of the school;
7. The right to form, establish, join and participate in organizations and societies, for purposes not contrary to law;
8. The right to be free from involuntary contributions, except those approved to their own organizations or societies.

B. Child Protection Policy

The Department of Education (DepEd) issues the enclosed copy of the Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse entitle "**DepEd Child Protection Policy.**" Ref. DO 40 s.2012.



Republic of the Philippines
Department of Education

OME- 2/15/12

MAY 14 2012

DepEd O R D E R
 No. **40** . s. 2012

DEPED CHILD PROTECTION POLICY

To: Undersecretaries
 Assistant Secretaries
 Bureau Directors
 Directors of Services, Centers and Heads of Unit
 Regional Secretary, ARMM
 Regional Directors
 Schools Division/City Superintendents
 Chiefs of Divisions
 Heads, Public and Private Elementary and Secondary Schools
 All Others Concerned

1. For the information and guidance of all concerned, the Department of Education (DepEd) issues the enclosed copy of the Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse entitled "**DepEd Child Protection Policy.**"
2. Pursuant to Section 26 thereof, this DepEd Order shall take effect immediately upon issuance.
3. All Orders, Memoranda and other related issuances inconsistent with these policy and guidelines are deemed amended accordingly upon its effectivity.
4. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
 Secretary

Encl.: As stated
 Reference: DepEd Memorandum No. 297, s. 2006
 To be indicated in the Perpetual Index
 under the following subjects:

LEGISLATIONS	RULES & REGULATIONS
POLICY	STUDENTS
PUPILS	TEACHERS

SMA, DO DepEd Child Protection Policy
 1190 April 23, 2012

DEPARTMENT OF EDUCATION

Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse

I. GENERAL PROVISIONS

Section 1. Short Title

This Department Order shall be known as the "DepEd Child Protection Policy."

Section 2. – Statement of Policy

Pursuant to the 1987 Constitution, the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3 [2]).

The Constitution further provides that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. (Article XIV, Section 3 [2]).

The Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges the government to take measures to encourage regular attendance in school and reduce drop-out rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child's human dignity, and in conformity with the CRC.

Towards this end, the Department of Education (DepEd), in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of children. The best interest of the child shall be the paramount consideration in all decisions and actions involving children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children, as enunciated in the CRC. Teachers and learning facilitators especially in learning centers are their substitute parents, and are expected to discharge their functions and duties with this in mind. In this connection, the Family Code empowers the school, its administrators and teachers, or the individual, entity or institution engaged in child care to exercise the special parental authority and responsibility over the child, while under their supervision, instruction or custody.

The Department recognizes that cases of abuse may arise as a result of the difficult situations faced by teachers and other officials within and outside school.

DepEd has adopted the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation.

Furthermore, this Department aims to ensure such special protection from all forms of abuse and exploitation and care as is necessary for the child's well-being, taking into account the primary rights and duties of parents, legal guardians, or other individuals who are legally responsible and exercise custody over the child. DepEd recognizes the participatory rights of the child in the formulation and implementation of policies, and in all proceedings affecting them, whether they be victims or aggressors, either directly, or through a representative.

Accordingly, this Department reiterates a zero tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse, and hereby promulgates this Department Order.

Section 3. – Definition of Terms

- A. “Child”** – refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty,

exploitation or discrimination because of a physical or mental disability or condition; (RA 7610). For purposes of this Department Order, the term also includes pupils or students who may be eighteen (18) years of age or older but are in school.

- B. “Children in School”** – refers to bona fide pupils, students or learners who are enrolled in the basic education system, whether regular, irregular, transferee or repeater, including those who have been temporarily out of school, who are in the school or learning centers premises or participating in school-sanctioned activities.
- C. “Pupil, Student or Learner”** – means a child who regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.
- D. “School Personnel”** – means the persons, singly or collectively, working in a public or private school. They are classified as follows:
- a. **“School Head”** refers to the chief executive officer or administrator of a public or private school or learning center.
 - b. **“Other School Officials”** include other school officers, including teachers, who are occupying supervisory positions or positions of responsibility, and are involved in policy formulation or implementation in a school.
 - c. **“Academic Personnel”** includes all school personnel who are formally engaged in actual teaching service or in research assignments, either on a full-time or a part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers, and other similar persons. They may include school officials who are responsible for academic matters, and other school officials.
 - d. **“Other Personnel”** includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment.
- E. “Child Protection”** - refers to programs, services, procedures and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination and violence.

- F. **“Parents”** – refers to biological parents, step-parents, adoptive parents and the common-law spouse or partner of the parent;
- G. **“Guardians or Custodians”** – refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.
- H. **“School Visitor or Guest”** – refers to any person who visits the school and has any official business with the school, and any person who does not have any official business but is found within the premises of the school. This may include those who are within the school premises for certain reasons, e.g. student teachers, catechists, service providers, suppliers, bidders, parents and guardians of other children.
- I. **“Child Abuse”** – refers to the maltreatment of a child, whether habitual or not, which includes any of the following:
- 1) psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment;
 - 2) any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;
 - 3) unreasonable deprivation of the child’s basic needs for survival, such as food and shelter; or
 - 4) failure to immediately give medical treatment to an injured child resulting in serious impairment of his or her growth and development or in the child’s permanent incapacity or death (Sec. 3 [b], RA 7610).
- J. **“Discrimination against children”** – refers to an act of exclusion, distinction, restriction or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

K. **“Child exploitation”** - refers to the use of children for someone else’s advantage, gratification or profit often resulting in an unjust, cruel and harmful treatment of the child. These activities disrupt the child’s normal physical or mental health, education, moral or social emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

There are two (2) main forms of child exploitation that are recognized:

1. **Sexual exploitation** – refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes. It includes, but it is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim’s vulnerability.
2. **Economic exploitation** – refers to the use of the child in work or other activities for the benefit of others. Economic exploitation involves a certain gain or profit through the production, distribution and consumption of goods and services. This includes, but is not limited to, illegal child labor, as defined in RA 9231.

L. **“Violence against children committed in schools”** - refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty. It includes, but is not limited to, the following acts:

1. *Physical violence* refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.
2. *Sexual violence* refers to acts that are sexual in nature. It includes, but is not limited to:

- a) rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body;
 - b) forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and
 - c) acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.
3. *Psychological violence* refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.
4. *Other acts of violence* of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.

M. “Bullying or Peer Abuse” – refers to willful aggressive behavior that is directed, towards a particular victim who may be out-numbered, younger, weak, with disability, less confident, or otherwise vulnerable. More particularly:

1. Bullying – is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:

a. Threats to inflict a wrong upon the person, honor or property of the person or on his or her family;

b. Stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention;

c. Taking of property;

d. Public humiliation, or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt;

e. Deliberate destruction or defacement of, or damage to the child's property;

f. Physical violence committed upon a student, which may or may not result to harm or injury, with or without the aid of a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;

g. Demanding or requiring sexual or monetary favors, or exacting money or property, from a pupil or student; and

h. Restraining the liberty and freedom of a pupil or student.

2. Cyber-bullying - is any conduct defined in the preceding paragraph, as resulting in harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites or other platforms or formats.

N. "Other acts of abuse by a pupil, student or learner" – refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, not falling under the definition of 'bullying' in the preceding provisions, including but not limited to acts of a physical, sexual or psychological nature.

O. "Corporal Punishment" - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried

out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline. It includes physical, humiliating or degrading punishment, including, but not limited to the following:

- 1) Blows such as, but not limited to, beating, kicking, hitting, slapping, or lashing, of any part of a child's body, with or without the use of an instrument such as, but not limited to a cane, broom, stick, whip or belt;
- 2) Striking of a child's face or head, such being declared as a "no contact zone";
- 3) Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;
- 4) Forcing a child to perform physically painful or damaging acts such as, but not limited to, holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects;
- 5) Deprivation of a child's physical needs as a form of punishment;
- 6) Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials that can cause discomfort or threaten the child's health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;
- 7) Tying up a child;
- 8) Confinement, imprisonment or depriving the liberty of a child;
- 9) Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;
- 10) Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;

- 11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and
- 12) Other analogous acts.

P. “Positive and Non-Violent Discipline of Children” –is a way of thinking and a holistic, constructive and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impacts that teachers want to have on their students’ adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.

II. DUTIES AND RESPONSIBILITIES

Section 4. Central Office

The DepEd Central Office shall have the following duties and responsibilities:

A. Develop a policy and guidelines for the prevention of violence against children in schools and make these available to all schools;

B. Conduct a nationwide information dissemination and campaign on violence prevention programs for children and research-based best practices for teachers, which are intended to promote new techniques, methodologies and research related to teaching, classroom management, child development, positive and non-violent discipline;

C. Devise programs, campaigns and activities through the Offices of the Undersecretary for Programs and Projects and Regional Operations, to raise consciousness, mobilize and educate the students, parents, teachers, community, local government units and other stakeholders in addressing child abuse, exploitation, violence, discrimination and bullying; and

D. Formulate a system of standard reporting, prescribe standards and procedures for monitoring and evaluation, and maintain the central repository of Regional Reports (Annex "A") on incidents and cases of child abuse, exploitation, violence, discrimination, bullying and other acts of abuse, through the Office of the Undersecretary for Legal and Legislative Affairs.

The data on the number and types of reports made under these guidelines, the results of investigations undertaken to verify the details made in the complaints, the sanctions imposed, the action taken and the interventions adopted, are to be maintained on an annual aggregated basis.

E. The Secretary shall exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations.

Section 5. Regional Offices

The Regional Offices shall have the following duties and responsibilities:

A. Encourage and support advocacy campaigns and capability building activities on the prevention of child abuse, violence, exploitation, discrimination, bullying and other forms of abuse, promotion of positive and non-violent discipline, conflict resolution and peer mediation;

B. Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report (Annex "A") to the Undersecretary for Legal and Legislative Affairs;

C. Monitor and evaluate the implementation and enforcement of this Department Order by the Schools Division Offices and such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;

D. Exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of Education in Administrative Cases and other existing laws, rules and regulations; and

E. Give recommendations to the Central Office on the policies, programs, and services, to address and prevent cases of child

abuse, exploitation, violence and discrimination, bullying and other acts of abuses, consistent with this Department Order.

Section 6. Division Offices

The Division Offices shall have the following duties and responsibilities:

A. Conduct the information-dissemination activities and in-service training for teachers on the protection of children in school from abuse, violence, exploitation, discrimination, bullying or peer abuse and other related cases;

B. Undertake advocacy campaigns and capability building activities to enable the schools to do the following:

- Apply positive and non-violent discipline,
- Formulate and implement guidelines and procedures to emphasize the role of all stakeholders and other persons in the prevention and reporting of cases of bullying, and
- Provide conflict resolution or peer mediation, including referral to appropriate service providers, if needed;

C. Organize and conduct the capacity building activities for members of the Child Protection Committee and Guidance Counselors/Teachers; including, but not limited to the identification of students who may be suffering from significant harm based on any physical, emotional or behavioral signs;

D. Develop strategies to address the risk factors that contribute to the commission of acts of abuse, violence, exploitation, discrimination, and bullying;

E. Consolidate the reports on incidents and cases of all schools and submit a Division Report (Annex "A") to the Regional Office;

F. Monitor and evaluate the implementation and enforcement by public and private schools of this Department Order and such other related laws and regulations relative to abuse, exploitation, violence and discrimination of children;

G. Exercise disciplinary jurisdiction, where appropriate, pursuant to the Revised Rules of Procedure of the Department of

Education in Administrative Cases and other existing laws, rules and regulations;

H. Give recommendations to the Regional Office and devise measures to address and prohibit abuse, exploitation, violence and discrimination, and bullying or peer abuse of children, consistent with this Department Order;

I. Utilize resources, coordinate with appropriate offices and other agency or instrumentality for such assistance as it may require in the performance of its functions;

J. Encourage and support activities and campaigns initiated by stakeholders; and

K. Perform such other functions, as may be assigned by the Secretary or the Regional Director.

Section 7. – Schools

The School Heads shall have the following duties and responsibilities:

- A. Ensure the institution of effective child protection policies and procedures, and monitor compliance thereof;
- B. Ensure that the school adopts a child protection policy;
- C. Ensure that all pupils, students or learners, school personnel, parents, guardians or custodians, and visitors and guests are made aware of child protection policy (Annex "C").
- D. Organize and convene the Child Protection Committee for the school;
- E. Conduct the capacity building activities for the members of the Child Protection Committee and Guidance Counselors/Teachers;
- F. Conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners;

- G. Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their welfare;
- H. Maintain a record of all proceedings related to bullying or peer abuse and submit after each school year to the Division Office the report and a copy of the intake form (Annexes "A" & "B", respectively);
- I. Conduct the appropriate training and capability-building activities on child protection measures and protocols;
- J. Ensure that the school adopts a student Code of Conduct to be followed by every pupil, student or learner while on school grounds, or when traveling to and from school, or during a school-sponsored activity, and during lunch period, whether on or off campus;
- K. Adopt such conflict resolution mechanisms that respect the rights of indigenous peoples, provided that they conform to this Department Order and they uphold the rights of the child;
- L. Coordinate with the appropriate offices and other agency or instrumentality for appropriate assistance and intervention, as may be required in the performance of its functions;
- M. Coordinate with the Department of Social Welfare and Development or, the appropriate government agencies or non-governmental organizations on a Child Protection Hotline for reporting abuse, violence, exploitation, discrimination, bullying and other similar acts and for counseling;
- N. Ensure that all incidents of abuse, violence, exploitation, discrimination, bullying and other similar acts are addressed in accordance with the provisions of this Department Order.

Section 8. Duties and Responsibilities of School Personnel

Article 218 of the Family Code of the Philippines provides the following responsibilities of school administrators, teachers, academic and non-academic and other personnel:

A. Exercise special parental authority and responsibility over the child while under their supervision, instruction and custody. Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution.

Articles 220 and 233 of the Family Code of the Philippines, Presidential Decree No. 603, and other related laws enumerated the following duties and responsibilities of the abovementioned persons and personnel over the children under their supervision, instruction and custody:

B. Keep them in their company and support, educate and instruct them by right precept and good example;

C. Give them love and affection, advice and counsel, companionship and understanding;

D. Enhance, protect, preserve and maintain their physical and mental health at all times;

E. Furnish them with good and wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company and prevent them from acquiring habits detrimental to their health, studies and morals;

F. Represent them in all matters affecting their interests;

G. Inculcate the value of respect and obedience;

H. Practice positive and non-violent discipline, as may be required under the circumstances; provided, that in no case shall corporal punishment be inflicted upon them;

I. Perform such other duties as are imposed by law upon them, as substitute parents or guardians; and

J. School personnel shall also strictly comply with the school's child protection policy.

Section 9. Duties and Responsibilities of Pupils, Students and Learners

Pupils, students and learners shall have the following duties and responsibilities:

- A. Comply with the school's regulations, as long as they are in harmony with their best interests. Pupils, students and learners shall refrain from:
 - i. Engaging in discrimination, or leading a group of pupils or students to discriminate another, with reference to one's physical appearance, weaknesses and status of any sort;
 - ii. Doing any act that is inappropriate or sexually provocative;
 - iii. Participating in behavior of other students that is illegal, unsafe or abusive;
 - iv. Marking or damaging school property, including books, in any way;
 - v. Engaging in fights or any aggressive behavior;
 - vi. Introducing into the school premises or otherwise possessing prohibited articles, such as deadly weapons, drugs, alcohol, toxic and noxious substances, cigarettes and pornographic material; and
 - vii. Performing other similar acts that cause damage or injury to another.

An allegation that any of these acts has been committed shall not be used to curtail the child's basic rights, or interpreted to defeat the objectives of this Department Order.

- B. Conduct themselves in accordance with their levels of development, maturity, and demonstrated capabilities, with a proper regard for the rights and welfare of other persons;
- C. Respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity; and
- D. Observe the Code of Conduct for pupils, students and learners.

Section 10. Establishment of Child Protection Committee

All public and private elementary and secondary schools shall establish a Child Protection Committee (CPC).

A. The CPC shall be composed of the following:

1. School Head/Administrator – Chairperson
2. Guidance Counselor/ Teacher – Vice Chairperson
3. Representative of the Teachers as designated by the Faculty Club
4. Representative of the Parents as designated by the Parents-Teachers Association
5. Representative of pupils, students and learners as designated by the Supreme Student Council
6. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC).

B. The CPC shall perform the following functions:

1. Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety, which shall be reviewed every three (3) years. The template for the school child protection policy is attached as Annex "C";
2. Initiate information dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse;
3. Develop and implement a school-based referral and monitoring system. The template for the referral system is attached as Annex "D";
4. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
5. Identify, refer and, if appropriate, report to the appropriate offices cases involving child abuse, exploitation, violence, discrimination and bullying;

6. Give assistance to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions;
7. Coordinate closely with the Women and Child Protection Desks of the Philippine National Police (PNP), the Local Social Welfare and Development Office (LSWDO), other government agencies, and non-governmental organizations (NGOs), as may be appropriate;
8. Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and
9. Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.

III. PREVENTIVE MEASURES TO ADDRESS CHILD ABUSE, EXPLOITATION, VIOLENCE, DISCRIMINATION AND BULLYING AND OTHER ACTS OF ABUSE

Section 11. Capacity Building of School Officials, Personnel, Parents and Students

All public and private elementary and secondary schools shall build the capacities of school personnel, pupils, students and learners, parents and guardians to understand and deal with child abuse, exploitation, violence and discrimination cases, bullying and peer violence by conducting sessions, trainings and seminars on positive peer relationships and enhancement of social and emotional competence.

They shall use training modules which include positive and non-violent discipline in classroom management, anger and stress management and gender sensitivity. They shall likewise employ means which enhance the skills and pedagogy in integrating and teaching children's rights in the classroom.

The programs that are intended to promote Positive and Non-Violent Discipline include, but are not limited to, the following:

1. Integration of education sessions on corporal punishment and positive discipline in the initiatives of the Parent-Teachers Associations (PTAs);
2. Capacity-building programs for school administrators, teachers and non-academic personnel focused on children's rights, child development and positive and nonviolent approaches in teaching and classroom management, to enable them to incorporate positive discipline messages in parent-teacher conferences and family counseling, and integrate messages on children's rights and corporal punishment in classroom discussions;
3. Encouraging and supporting the formation and initiatives of support groups among teaching and non-teaching staff, and parents and caregivers;
4. Implementing specific parenting orientation sessions with parents and caregivers and other activities;
5. Implementing school activities or events that raise awareness on children's rights, corporal punishment and positive discipline, fostering the active involvement of and providing venues for bringing together parents, families and children;
6. Encouraging and supporting student-led initiatives to raise awareness on children's rights, corporal punishment and positive discipline; and
7. Setting up child-friendly mechanisms for obtaining children's views and participation in the formulation, monitoring and assessment of school rules and policies related to student discipline.

IV. PROTECTIVE AND REMEDIAL MEASURES TO ADDRESS CHILD ABUSE, EXPLOITATION, VIOLENCE, DISCRIMINATION, BULLYING AND OTHER ACTS OF ABUSE

Section 12. Procedures in Handling Bullying Incidents in Schools. A complaint for bullying or peer abuse shall be acted upon by the School Head following the procedures herein set forth:

- a. **Bullying** - Upon the filing of a complaint or upon notice by a school personnel or official of any bullying or peer abuse incident, the same shall be immediately reported to the School Head, who

shall inform the parents or guardian of the victim and the offending child, in a meeting called for the purpose. The victim and the offending child shall be referred to the Child Protection Committee for counseling and other interventions. The penalty of reprimand, if warranted, may be imposed by the School Head in the presence of the parents or guardians.

If bullying is committed for a second or subsequent time, after the offending child has received counseling or other interventions, the penalty of suspension for not more than one (1) week may be imposed by the School Head, if such is warranted. During the period of suspension, the offending child and the parents or guardians may be required to attend further seminars and counseling. The School Head shall likewise ensure that the appropriate interventions, counseling and other services, are provided for the victim or victims of bullying.

- b. **Bullying that results in serious physical injuries or death** - If the bullying or peer abuse resulted in serious physical injuries or death, whenever appropriate, the case shall be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.
- c. **Procedure** - In all cases where the imposable penalty on the offending child is suspension, exclusion or expulsion, the following minimum requirements of due process shall be complied with:
 - (1) The child and the parents or guardians must be informed of the complaint in writing;
 - (2) The child shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;
 - (3) The decision of the school head must be in writing, stating the facts and the reasons for the decision;
 - (4) The decision of the school head may be appealed, as provided in existing rules of the Department.

Section 13. Implementation of Non-punitive Measures. Depending on the gravity of the bullying committed by any pupil, student or learner, the school may impose other non-punitive

measures, in lieu of punitive measures, in accordance with the principles of Positive and Non-Violent Discipline.

Section 14. Other acts of violence or abuse. Other serious acts of violence or abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, shall, and whenever appropriate, be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.

V. RULES AND PROCEDURES IN HANDLING CHILD ABUSE, EXPLOITATION, VIOLENCE AND DISCRIMINATION CASES

Section 15. - Prohibited Acts

The following acts, as defined in Section 3 of this Order, are hereby prohibited and shall be penalized in administrative proceedings as Grave or Simple Misconduct depending on the gravity of the act and its consequences, under existing laws, rules and regulations:

1. Child abuse;
2. Discrimination against children;
3. Child Exploitation ;
4. Violence Against Children in School;
5. Corporal Punishment;
6. Any analogous or similar acts.

Section 16. Investigation and Reporting. The conduct of investigation and reporting of cases of child abuse, exploitation, violence or discrimination, shall be done expeditiously, as herein provided.

A. PUBLIC SCHOOLS

- A. The School Head or the Schools Division Superintendent, upon receipt of the Complaint, shall forward the same, within forty-eight (48) hours, to the Disciplining Authority, who shall then issue an Order for the conduct of a fact-finding investigation, not later than seventy-two (72) hours from submission. These periods shall be strictly observed, except when justified by circumstances beyond their

control; *Provided*, that, if the person complained of is a non-teaching personnel, the Schools Division Superintendent shall cause the conduct of a fact-finding investigation within the same period.

- B. If a complaint is not sufficient in form, the concerned School Head, Schools Division Superintendent, or Disciplining Authority shall immediately inform the complainant of the requirements of a formal complaint. Upon the filing of the formal complaint, the same shall be acted upon pursuant to the preceding paragraphs.
- C. The conduct of a fact-finding investigation shall be in accordance with the Revised Rules of Procedure of the Department of Education in Administrative Cases. Pending investigation, upon referral of the School Principal or Guidance Counselor/Teacher, the Local Social Welfare and Development Officer (LSWDO) of the concerned local government unit shall assess the child and provide psychosocial intervention to help the child victim recover from whatever trauma he or she has experienced as a result of the abuse. The offender shall likewise undergo psychosocial intervention, if such is warranted.

If a prima facie case exists based on the Investigation Report and the records, a Formal Charge shall be issued by the Disciplining Authority, which may be the basis for the issuance of an Order of Preventive Suspension or as an alternative, reassignment of the offending party, as may be warranted. The respondent may be placed under preventive suspension pending investigation, for a period of ninety (90) days, if the injury or abuse committed against a child is so grave, as to render the child unable to attend his or her classes. The respondent may also be preventively suspended to preclude the possibility of influencing or intimidating witnesses.

The respondent may file a Motion for Reconsideration with the Disciplining Authority or may elevate the same to the Civil Service Commission by way of an Appeal within fifteen (15) days from receipt thereof.

- D. The Revised Rules of Procedure of the Department of Education in Administrative Cases shall apply in all other aspects.
- E. A complaint for education-related sexual harassment as defined under Resolution No. 01-0940 of the Civil Service Commission, must be in writing, signed and sworn to by the complainant. It shall contain the following:
1. the full name and address of the complainant;
 2. the full name, address, and position of the respondent;
 3. a brief statement of the relevant facts;
 4. evidence, in support of the complainant, if any;
 5. a certification of non-forum shopping.

E.1. The Complaint shall be referred to the Committee on Decorum and Investigation. Upon receipt of the complaint, the Committee shall require the person complained of to submit his or her Counter-Affidavit/Comment, which shall be under oath, not later than three (3) days from receipt of the notice, furnishing the complainant a copy thereof, otherwise the Counter-Affidavit or Comment shall be considered as not filed.

E.2. The procedure for the conduct of an investigation and all other related incidents, shall be in accordance with the rules under Resolution No. 01-0940 of the Civil Service Commission; Provided, that, if the respondent is a teacher, the composition of the Formal Investigating Committee shall be in accordance with Section 9 of R.A. 4670.

- F. The Regional Directors shall periodically monitor and keep a record of all reported child abuse cases, and submit a final consolidated regional report (Annex "A") to the Office of the Undersecretary for Legal and Legislative Affairs and the Undersecretary for Regional Operations.

- G. Failure to submit an incident report or to render a decision involving the case within the prescribed period, without justifiable cause, shall be a ground for administrative action for neglect of duty against the responsible official.
- H. The Office of the Undersecretary for Legal and Legislative Affairs shall compile the regional reports and submit an annual report to the Secretary.

Section 17. Jurisdiction. Complaints of child abuse, violence, discrimination, exploitation, bullying and other acts of abuse under this Department Order shall be within the exclusive jurisdiction of the Department, and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts committed by persons not under the jurisdiction of the Disciplinary Authority of the Department shall be referred to the appropriate authorities.

Section 18. Confidentiality. In child abuse, violence, discrimination, exploitation, bullying or peer abuse and other acts of abuse by a pupil, student or learners, the identity or other information that may reasonably identify the pupil, student or learner, whether victim or offender, shall be withheld from the public to protect his or her privacy.

On the other hand, the Magna Carta for Public School Teachers protects the rights of teachers and no publicity shall be given to any disciplinary action against a teacher during the pendency of his or her case.

Section 19. Criminal and Civil Liability. Criminal and civil liability arising from child abuse, discrimination, exploitation, and other acts of abuse are separate and distinct, and shall not be a bar to the filing of an administrative case under these guidelines.

B. Private Schools

Section 20. Complaint against school personnel or official. A complaint for child abuse, violence, exploitation or discrimination in a private school shall be filed with the School Head/Chief Executive Officer and shall be acted upon pursuant to the school's rules of procedures on administrative cases. The penalty shall be that which is provided by the rules of the school, subject to the requirements of due

process. The administrative case shall be without prejudice to any civil or criminal case that may be filed.

Section 21. The private school shall submit the report (Annex "A") to the Division Office after each school year.

VI. REFERRAL AND ASSESSMENT OF VICTIMS AND OFFENDERS AND OTHER CHILDREN

Section 22. Referral and Assessment. In all cases involving child abuse, violence, exploitation, discrimination, bullying and other acts of abuse, the CPC shall accomplish the Intake Sheet (Annex "B"). The School Head may refer the victims and offenders in cases involving child abuse, exploitation, discrimination, bullying or peer abuse and other acts of abuse, to the LSWDO for assessment. The LSWDO shall determine the appropriate intervention.

The School Head, with the aid of the assigned Guidance Counselor/Teacher, and in coordination with the LSWDO, shall immediately remove the victim, or in appropriate cases the offender, from the place of the incident, if the victim is determined to be at risk. The child's family shall be informed of any action taken.

The School Head may also refer to the LSWDO other pupils, students or learners who are victims of abuse at home, children at risk, children in especially difficult circumstances, children with special needs or at risk, children facing difficult situations, or those who are exhibiting signs of aggressive behavior, with a view to obtaining professional assessment, appropriate interventions and assistance from competent service providers.

VII. MISCELLANEOUS PROVISIONS

Section 23. Duties of Private Schools

Private Schools shall be responsible for promulgating a school child protection policy, including a policy on bullying, a protocol for reporting and procedures for handling and management of cases, consistent with these policies and guidelines.

Section 24. - Separability Clause

Any part or provision of this Department Order which may be held invalid or unconstitutional shall not affect the validity and effectivity of the other provisions.

Section 25. Repealing Clause

All prior Department Orders or other issuances, or provisions thereof, which are inconsistent with this Department Order are hereby repealed, revised or modified accordingly.

Section 26. – Effectivity

This Department Order shall take effect immediately upon issuance.



BR. ARMIN A. LUSTRO FSC
Secretary



Republic of the Philippines
Department of Education

23 DEC 2013

DepEd ORDER
No. **55** s. 2013

**IMPLEMENTING RULES AND REGULATIONS (IRR) OF REPUBLIC ACT (RA) NO. 10627
OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the **Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627**, entitled *An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in Their Institutions*. This is also known as the Anti-Bullying Act of 2013.
2. Pursuant to Section 17 of this IRR, this Order shall take effect fifteen days after its publication in the Official Gazette or in a newspaper of general circulation. As such, the IRR will take effect on January 3, 2014, since it was published on December 19, 2013 in newspapers, The Manila Times and Business Mirror, respectively.
3. The provisions of DepEd Order No. 40, s. 2012, or the *DepEd Child Protection Policy* on bullying are hereby deemed amended. All other provisions of said DepEd Order shall remain in full force and effect.
4. All other Orders, Memoranda and related issuances inconsistent with the contents of this Order are hereby repealed, revised or modified accordingly.
5. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As stated
Reference: DepEd Order: (No. 40, s. 2012)
To be indicated in the Perpetual Index
under the following subjects:

LEGISLATIONS
POLICY
PUPILS

RULES & REGULATIONS
SCHOOLS
STUDENTS

**IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 10627,
OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013**

Pursuant to the provisions of Section 7 of Republic Act No. 10627, this Order is hereby issued to implement the provisions of the Act.

RULE I

PRELIMINARY PROVISIONS

Section 1. Short Title. These rules shall be known as the "Implementing Rules and Regulations of the Anti-Bullying Act of 2013."

Section 2. Scope and Coverage.

These rules shall cover all public and private kindergarten, elementary and secondary schools and learning centers.

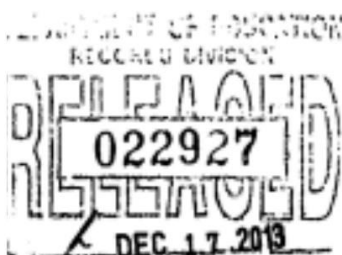
RULE II

DEFINITION OF TERMS

Section 3. Definition of Terms. - As used in this Implementing Rules and Regulations (IRR), the following terms shall be defined as:

- a. **"Act"** refers to Republic Act No. 10627, otherwise known as the "Anti-Bullying Act of 2013";
- b. **"Bullying"** refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a 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 and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;



2. Any act that causes damage to a victim's psyche and/or emotional well-being;
3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body;
4. **"Cyber- bullying"** or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012; and
5. Any other form of bullying as may be provided in the school's child protection or anti-bullying policy, consistent with the Act and this IRR.

b. 1. The term "*bullying*" shall also include:

1. **"Social bullying"** - refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.
2. **"Gender-based bullying"** refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

- c. **"Bully"**– refers to any student who commits acts of bullying as defined by the Act or this IRR.
- d. **"Bullied" or "Victim"**– refers to any student who experiences the acts of bullying or retaliation as defined by the Act or this IRR.
- e. **"Bystander"** - refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by this IRR.

- f. **“Learning center”** – refers to learning resources and facilities of a learning program for out-of-school youth and adults as defined in DepED Order. No. 43, s. 2013.
- g. **“Service provider”** - refers to any person who is not a teacher or school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel.
- h. **“Student”** – refers to a person who attends classes in any level of basic education, and includes a pupil or learner as defined in DepED Order No. 40, s. 2012.

RULE III

ANTI-BULLYING POLICIES

Section 4. Adoption of Anti-Bullying Policies

All public and private kindergarten, elementary and secondary schools shall adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions on prohibited acts, prevention and intervention programs, mechanisms and procedures.

RULE IV

PROHIBITED ACTS

Section 5. Prohibited Acts

Consistent with Section 3 of the Act, the anti-bullying policy shall prohibit:

1. Bullying at the following:
 - a. school grounds;
 - b. property immediately adjacent to school grounds;
 - c. school-sponsored or school-related activities, functions or programs whether on or off school grounds;
 - d. school bus stops;
 - e. school buses or other vehicles owned, leased or used by a school;

- f. school buses or school services privately-owned but accredited by the school.
2. Bullying through the use of technology or an electronic device or other forms of media owned, leased or used by a school.
3. Bullying at a location, activity, function or program that is not school-related and through the use of technology or an electronic device or other forms of media that is not owned, leased or used by a school; and.
4. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

RULE IV

PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

Section 6. Prevention Programs

All public and private schools shall adopt bullying prevention programs. These programs shall be applicable to all students regardless of level of risk or vulnerability to bullying. Said programs shall also be comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain, among others:

(1) School-wide initiatives centered on:

- a. positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individual differences;
- b. periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students ;
- c. periodic review and enhancement of the students' and personnel's manual or code of conduct in relation to bullying ;
- d. conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying.

- e. continuing personnel development to sustain bullying prevention programs; and
- f. coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders.

(2) Classroom-level initiatives that focus on:

- a. reinforcing school-wide rules pertaining to bullying;
- b. building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
- c. discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
- d. teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
- e. providing an inclusive and caring learning environment for students.

(3) Involving parents in bullying prevention activities, such as:

- a. discussions of the anti-bullying policy of the school, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars; and
- b. conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.

(4) Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Section 7. Intervention Programs

There shall be intervention programs to promote the continuity of comprehensive anti-bullying policies. Intervention refers to a series of activities which are designed to address the following:

- a. issues that influence the student to commit bullying;
- b. factors that make a student a target of bullying; and
- c. effects of bullying.

Interventions may include programs such as counseling, life skills training, education, and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bully. Such programs may:

- a. involve activities that will address acts of bullying;
- b. emphasize formative and corrective measures rather than punishment;
- c. conform to principles of child protection and positive and non-violent discipline;
- d. help the victim, the bully, and the bystanders understand the bullying incident and its negative consequences; and
- e. provide opportunities to practice pro-social behavior.

All schools shall develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying incident.

RULE VI MECHANISMS AND PROCEDURES IN HANDLING BULLYING INCIDENTS IN SCHOOLS

Section 8. Duties and Responsibilities

In addition to the duties and responsibilities of education stakeholders enumerated in Sections 4 to 9 of DepED Order No. 40, s. 2012, the following offices and persons shall have the following duties and responsibilities:

Section 8. 1. Central Office

The DepED Central Office shall:

- A. Conduct a nationwide information dissemination and campaign on anti-bullying;
- B. Monitor and evaluate reports of Regional Offices on incidents and cases of bullying;
- C. Maintain a central repository of reports, through the Office of the Undersecretary for Legal and Legislative Affairs, on an annual aggregated basis, focusing on the number of incidents of bullying, results of investigations undertaken to verify the details made in complaints, and the sanctions imposed;
- D. Initiate training programs and activities where best practices on intervention and prevention strategies are adopted, to ensure quality, relevant, effective and efficient delivery of prevention and intervention programs in schools; and
- E. Submit a comprehensive annual report on bullying to the Committee on Basic Education of both the Senate and the House of Representatives.

Section 8.2. Regional Offices

The Regional Offices shall:

- A. Encourage and support anti-bullying campaigns and capability-building activities on handling bullying cases;
- B. Review all anti-bullying policies adopted by public and private schools forwarded by Division Offices as required by the Act and submit consolidated reports to the Central Office through the Office of the Undersecretary for Legal and Legislative Affairs, (Annex A of DepED Order No. 40, s. 2012);
- C. Consolidate reports on incidents and cases of the Division Offices within the Region and submit a Regional Report to the Office Undersecretary for Legal and Legislative Affairs ;
- D. Monitor and evaluate the implementation and enforcement of this IRR; and
- E. Impose sanctions and penalties on erring private schools and DepED academic personnel.

Section 8.3. Division Offices

The Division Offices shall:

- A. Conduct information-dissemination and capacity-building activities for teachers, guidance counselors, and members of the Child Protection Committees on handling bullying cases;
- B. Monitor the adoption of anti-bullying policies in all public and private elementary and secondary schools within the Division, maintain a repository of such policies, and submit reports on compliance to the Regional Office;
- C. Consolidate the reports on incidents and cases of bullying of all schools in the Division and submit a Division Report to the Regional Office (Annex A of DepED Order No. 40, 2012);
- D. Assess and evaluate the implementation and enforcement by public and private schools of this IRR;
- E. Review the anti-bullying policies submitted by the schools, to ensure compliance with this IRR;
- F. Resolve appeals in bullying cases in both public and private schools pursuant to the existing rules and regulations of the Department and DepED Order No. 88, s. 2010, or the "Revised Manual of Regulations for Private Schools," respectively;
- G. Coordinate with appropriate offices and other agencies or instrumentalities for such assistance as it may require in the performance of its functions; and
- H. Encourage and support activities and anti-bullying campaigns initiated by stakeholders; and
- I. Impose sanctions and penalties on erring non-teaching DepED personnel.

Section 8.4. – Schools

Public and private kindergarten, elementary and secondary schools, through their administrators, principals and school heads, shall:

- A. Adopt and implement a child protection or anti-bullying policy in accordance with this IRR and submit the same to the Division Office. The anti-bullying policy may be a part of the school's child protection policy;

- B. Provide students and their parents or guardians a copy of the child protection or anti-bullying policy adopted by the school. Such policy shall likewise be included in the school's student and/or employee handbook and shall be conspicuously posted on the school walls and website, if there is any;
- C. Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for the anonymous reporting of acts of bullying or retaliation;
- D. Educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home;
- E. Devise prevention, intervention, protective and remedial measures to address bullying;
- F. Conduct the capacity building activities for guidance counselors/teachers and the members of the Child Protection Committees;
- G. Ensure effective implementation of the anti-bullying policy and monitor compliance therewith;
- H. Ensure the safety of the victim of bullying, the bully, and the bystander and determine the students' needs for protection;
- I. Ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation;
- J. Accomplish the Intake Sheet prescribed in Annex "B", whenever there is an incident of bullying, maintain a record of all proceedings related to bullying, and submit reports prescribed in "Annex A," of DepED Order No. 40, s. 2012, to the Division Office;
- K. Maintain a public record or statistics of incidents of bullying and retaliation;
- L. Coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.

The school principal or any person who holds a comparable role shall be responsible for the implementation and oversight of the child protection or anti-bullying policy.

Section 8.5 – Teachers and Other School Personnel

Teachers and other school personnel shall:

- A. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;
- B. Report to school authorities any incident of bullying; and
- C. Perform the duties as specified in this IRR.

Section 8.6. – Students

Students shall:

- A. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;
- B. Avoid or refrain from any act of bullying;
- C. Intervene to protect the victim, unless it will jeopardize his safety and security; and
- D. Report to school authorities any incident of bullying.

Section 9. Child Protection Committee as Anti-Bullying Committee

For the implementation of this IRR, the Child Protection Committee (CPC) established by DepED Order No. 40, s. 2012, shall also be the committee that will handle bullying cases in the public or private school.

The Committee, as provided in DepED Order No. 40, s. 2012, shall be composed of the following:

1. School Head/Administrator – Chairperson
2. Guidance Counselor/ Teacher – Vice Chairperson
3. Representative of the Teachers as designated by the Faculty Club
4. Representative of the Parents as designated by the Parents-Teachers Association
5. Representative of students, except in kindergarten, as designated by the Supreme Student Council; and
6. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC). For private schools, a representative from the Community provided in the preceding number shall be optional.

In addition to their duties and responsibilities provided by DepED Order No. 40, s. 2012, the CPC shall perform the following tasks:

- a. Conduct awareness-raising programs with school stakeholders in preventing and addressing bullying;
- b. Ensure that the anti-bullying policy adopted by the school is implemented;
- c. Monitor all cases or incidents related to bullying reported or referred by the teacher, guidance counselor or coordinator or any person designated to handle prevention and intervention measures mentioned by the preceding sections of this IRR; and
- d. Make the necessary referrals to appropriate agencies, offices or persons, as may be required by the circumstances.

Section 10. Procedures in Handling Bullying Incidents in Schools

A. Jurisdiction.

Complaints of bullying and other acts under this IRR shall be within the exclusive jurisdiction of the Department or the private school and shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

B. Procedures.

Consistent with Sections 3 and 4 of the Act, all public and private kindergarten, elementary and secondary schools shall adopt procedures that include:

a. Immediate Responses

1. The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel.
2. The school personnel who was notified of a bullying incident or retaliation shall intervene, by:
 - i. Stopping the bullying or retaliation immediately;
 - ii. Separating the students involved;
 - iii. Removing the victim or, in appropriate cases, the bully or offending student, from the site;
 - iv. Ensuring the victim's safety, by:
 - Determining and addressing the victim's immediate safety needs; and
 - Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.
 - v. Bringing the bully to the Guidance Office or the designated school personnel.

b. Reporting the Bullying Incident or Retaliation

1. A victim or a bystander, or a school personnel who receives information of a bullying incident or retaliation, or any person, who witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher, guidance coordinator or counselor or any person designated to handle bullying incidents.
2. The bullying incident or retaliation shall be immediately reported to the school head. The designated school personnel shall fill up the Intake Sheet as provided in DepED Order No. 40, s. 2012. The school head or the designated school personnel shall inform the parents or guardian of the victim and the bully about the incident.
3. If an incident of bullying or retaliation involves students from more than one school, the school that was first informed of the bullying or retaliation shall promptly notify the appropriate administrator or school head of the other school so that both schools may take appropriate action.

4. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained, and the person who reported the incident shall be afforded protection from possible retaliation; provided, however, that no disciplinary administrative action shall be taken against an alleged bully or offending student solely on the basis of an anonymous report and without any other evidence.

c. Fact - Finding and Documentation

The school administrator, principal or school head, or guidance counselor/teacher, or school personnel or person designated to handle bullying incidents shall:

1. Separately interview in private the bully or offending student and the victim.
2. Determine the levels of threats and develop intervention strategies. If the bullying incident or retaliation or the situation the requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken by the school within twenty-four hours (24) from the time of the incident.
3. Inform the victim and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation; and
4. Make appropriate recommendations to the Child Protection Committee on proper interventions, referrals and monitoring.

d. Intervention

The CPC shall determine the appropriate intervention programs for the victim, the bully and bystanders. The School Head shall ensure that these are provided to them.

e. Referral

The school head or the Child Protection Committee may refer the victims and the bully to trained professionals outside the school, such as social workers, guidance counselors, psychologists, or child protection specialists, for further assessment and appropriate intervention measures, as may be necessary. The school head or the designated school personnel shall notify the Women and Children's Protection Desk (WPCD) of the local Philippine National Police, if he believes that appropriate criminal charges may be pursued against the bully or offending student.

f. Disciplinary Measures

All public and private schools shall include in the school's child protection or anti-bullying policy a range of disciplinary administrative actions that may be taken against the perpetrator of bullying or retaliation.

Bullying incidents or retaliation shall be treated according to their nature, gravity or severity and attendant circumstances.

1. The school head, considering the nature, gravity or severity, previous incidents of bullying or retaliation and attendant circumstances, may impose reasonable disciplinary measures on the bully or offending student that is proportionate to the act committed.
2. Written reprimand, community service, suspension, exclusion or expulsion, in accordance with existing rules and regulations of the school or of the Department for public schools, may be imposed, if the circumstances warrant the imposition of such penalty, provided that the requirements of due process are complied with.
3. In addition to the disciplinary sanction, the bully shall also be required to undergo an intervention program which shall be administered or supervised by the school's Child Protection Committee. The parents of the bully shall be encouraged to join the intervention program.

g. Due Process

In all cases where a penalty is imposed on the bully or offending student, the following minimum requirements of due process shall be complied with:

- a) The student and the parents or guardians shall be informed of the complaint in writing;
- b) The student shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;
- c) The decision of the school head shall be in writing, stating the facts and the reasons for the decision; and
- d) The decision of the school head may be appealed to the Division Office, as provided in existing rules of the Department.

h. Applicability of RA 9344, as amended, and other related laws

If the bullying incident or retaliation resulted in serious physical injuries or death, the case shall be dealt with in accordance with the provisions of Republic Act 9344 or the "Juvenile Justice and Welfare Act," as amended, and its Implementing Rules and Regulations, in connection with other applicable laws, as may be warranted by the circumstances attendant to the bullying incident.

i. False Accusation of Bullying

If the student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to disciplinary actions or to appropriate interventions in accordance with the existing rules and regulations of the Department or the private school.

Section 11. Confidentiality.

Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Child Protection Committee and the school personnel, provided, that the names may only be available to the school head or administrator, teacher or guidance counselor designated by the school head, and parents or guardians of students who are or have been victims of bullying or retaliation.

Any school personnel who commits a breach of confidentiality shall be subject to appropriate administrative disciplinary action in accordance with the existing rules and regulations of the Department of Education or the private school, without prejudice to any civil or criminal action.

**RULE VII
MISCELLANEOUS PROVISIONS**

Section 12. Training and Development

The Department shall include in its training programs courses or activities which shall provide opportunities for school administrators, teachers and other employees to develop their knowledge and skills in preventing or responding to incidents of bullying or retaliation.

Section 13. Reporting Requirement

All private and public kindergarten, elementary and secondary schools shall submit a copy of their child protection or anti-bullying policy to the Division Office within six (6) months from the effectivity of this IRR. They shall also submit to the Division Office within the first week of each school year a report on relevant information and statistics on bullying and retaliation from the preceding school year.

In addition to the requirements for an application for a permit to operate and/or recognition as prescribed by the existing rules of the Department, private schools shall submit a child protection or anti-bullying policy to the Regional Director. The Regional Director shall review the policy to ensure that it is consistent with the Act and this IRR.

Section 14. Sanctions for Non-compliance

14. 1. Public Schools

School personnel of public kindergarten, elementary or secondary schools who fail to comply with the provisions of the Act or this IRR shall be subject to administrative disciplinary proceedings in accordance with the Civil Service Rules and the relevant issuances of the Department of Education.

14.2. Private Schools

School personnel of private kindergarten, elementary or secondary schools who fail to comply with the requirements of the Act or this IRR shall be subject to appropriate disciplinary sanctions as may be imposed by the private school. A copy of the decision in such cases shall be submitted to the Division Office.

Private schools that fail to comply with the requirements of the Act or this IRR shall be given notice of such failure by the Division Office. The school shall be given thirty (30) days to comply. An extension of not more than one (1) month may be granted by the Regional Director in meritorious cases.

The Secretary of the Department of Education, through the Regional Director, may suspend or revoke, as appropriate, the permit or recognition of a private school that fails to comply with the requirements under the Act or this IRR.

Section 15. Separability Clause

Any part or provision of this Department Order which may be held invalid or unconstitutional shall not affect the validity and effectivity of the other provisions.

Section 16. Amendment of DepED Order No 40, s. 2012 .

The provisions of DepED Order No 40, s. 2012, on bullying are hereby deemed amended by this IRR. All other provisions of DepED Order No 40, s. 2012 shall remain in full force and effect.

Section 16. Repealing Clause

All prior Department Orders or other issuances, or provisions thereof, inconsistent with this IRR are hereby repealed, revised or modified accordingly.

Section 17. Effectivity

This IRR shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

This IRR shall be registered with the Office of the National Administrative Register at the UP Law Center, University of the Philippines, Diliman, Quezon City.

Signed this 13th day of December 2013, Pasig City, Philippines.



BR. ARMIN A. LUISTRO FSC
Secretary
Department of Education *AM*



Republic of the Philippines
Department of Education

21 NOV 2017

DepEd O R D E R
No. **57**, s. 2017

POLICY ON THE PROTECTION OF CHILDREN IN ARMED CONFLICT

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. For the information and guidance of all concerned, the Department of Education (DepEd) issues the enclosed copy of the **Policy on the Protection of Children in Armed Conflict**.
2. This DepEd Order shall take effect immediately upon its issuance.
3. All existing Orders, Memoranda, and other related issuances inconsistent with this policy are rescinded.
4. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
As stated

Reference:
None

To be indicated in the Perpetual Index
under the following subjects:

HUMAN RIGHTS
LEGISLATION
LEARNERS

POLICY
REPORTS
RULES AND REGULATIONS

NCCLM/ R DO (Policy on the Protection of Children in Armed Conflict)
1996/November 20, 2017

POLICY ON THE PROTECTION OF CHILDREN IN ARMED CONFLICT

I. GENERAL PROVISIONS

Section 1. RATIONALE

The Department has the vital role of ensuring that learners are protected and their rights respected and upheld. The protection of children during armed conflict is enshrined in the following:

- A. **Section 3, Article XV of the 1987 Constitution**, which states the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development;
- B. **The U.N. Convention on the Rights of the Child (CRC)**, and the **Optional Protocol to the CRC on the Involvement of Children in Armed Conflict**;
- C. **Republic Act No. 7610 or the Special Protection of Children Against Abuse, Exploitation, and Discrimination Act**, which declares children as zones of peace, prohibits the recruitment of children in armed conflict, and provides that public infrastructure such as schools shall not be used for military purposes;
- D. **Republic Act No. 9851 or the Philippine Act on Crimes Against International Humanitarian Law, Genocide, and Other Crimes Against Humanity**, which prohibits the conscription, enlistment or recruitment of children under the age of fifteen (15) into the national armed forces and children under the age of eighteen (18) into an armed force or group other than the national forces and using them to participate actively in hostilities;
- E. **Executive Order No. 138, s. 2013, also known as, Adopting the Comprehensive Program Framework for Children in Armed Conflict, Strengthening the Council for the Welfare for Children and for Other Purposes**, where the Department is a member of the Inter-Agency Committee on Children in Armed Conflict (IAC-CIAC), and is required to work closely with other concerned agencies in the provision of services and monitoring the implementation of the plans and programs of the Committee;

- F. **United Nations Security Council Resolution (UN SCR) Nos. 1539 (2004) and 1612 (2005)**, which requests State Parties to develop Action Plans on the recruitment and use of minors and mandates the establishment of a Monitoring and Reporting Mechanism on Grave Child Rights Violations in Situations of Armed Conflict;
- G. **UN SCR No. 1882 (2009)**, which requires a time-bound Action Plan to address the conflict resulting to killing and maiming of children, as well as rape and other sexual violence against children;
- H. **UN SCR No. 1998 (2011)**, which calls upon State Parties to take decisive and immediate action against recurrent threats and attacks on schools and associated personnel, as well as to refrain from actions that impede children's access to education; and
- I. **The 2017 Report of the United Nations Security Council Working Group on Children and Armed Conflict**, which welcomes the steps undertaken by the Philippine government to better protect children in armed conflict, through the creation of the Inter-Agency Committee on Children in Armed Conflict (IAC-CIAC) and the monitoring, reporting, and response system on children affected by armed conflict to provide assistance, service responses, and investigation of violations against children.

Section 2. **STATEMENT OF POLICY**

Recognizing the negative impact of armed conflict, the Department of Education reaffirms the child's right to education and the role of the education sector in strengthening the protection of its learners and school personnel during situations of armed conflict. In addition, the Department recognizes the need to continue the provision of education during times of armed conflict and the implementation of concrete measures to prevent the use of schools and attack on schools.

Section 3. **SCOPE**

The policy shall apply to the following:

1. DepEd Central, Regional, and Schools Division Office personnel;
2. School heads and administrators;
3. Teaching and non-teaching personnel; and
4. Learners in public and private elementary and secondary schools and alternative learning centers.

II. GUIDING PRINCIPLES

Section 4. LEARNERS AS ZONES OF PEACE

All concerned in shall adopt the following principles, in due recognition of learners as zones of peace:

- A. Respect for the human rights of children in situations of armed conflict from all forms of abuse, violence, neglect, cruelty, discrimination, and other conditions prejudicial to their development;
- B. Consideration of the best interest of children, respecting their dignity as human beings, and treating all of those involved in, affected by, or displaced by armed conflict;
- C. Recognition and respect of the rights of children in armed conflict, such as:
 - a. Right to survival, protection, development and participation as they need a protective, secure and stable environment in which to grow and develop their moral, psychological, social, and spiritual development needs;
 - b. Right not to be recruited or used by any party in armed conflict;
 - c. Right to have a childhood and to grow up in an environment free from conflict;
 - d. Right to be protected from any negative consequences of armed conflict, such as physical and psychological effects;
 - e. Right to assistance, recovery and rehabilitation from the effects of conflict, to reunite with their families, and to receive relief as a priority; and
 - f. Right to live in peace and express their views, even in times of conflict.
- D. Guarantee protection under the CRC, the Optional Protocol on the Involvement of Children in Armed Conflict, and all other human rights treaties, other pertinent international instruments and protocols ratified by the Philippines, the rights guaranteed by the Philippine Constitution, and all existing laws, rules, and regulations relevant thereto.

III. GRAVE CHILD RIGHTS VIOLATIONS

Section 5. Grave Child Rights Violations or GCRV

Pursuant to UN Security Council Resolution Nos. 1539 (2004), 1612 (2005), 1882 (2009), and 1998 (2011), these refer to the offenses committed against children

- E. **Attacks on Schools and Hospitals** - This refer to the occupation without a lawful purpose, shelling, targeting for propaganda in relation to unlawful purposes or purposes contrary to public policy, order, or morals of schools and hospitals; or causing damage to such places, or harm or injury to their personnel; or causing the total or partial physical destruction of such facilities; or disruption of education activities and health services. It also refers to attacks of such places which have been temporarily abandoned by the community as a result of armed conflict.
- F. **Denial of Humanitarian Access** - This refers to the intentional barring by physical force or administrative barriers of humanitarian aid, supplies, services, and personnel, into and out of an affected area.
- a. **Humanitarian Access** - This refers to the right of vulnerable populations to receive international protection and assistance from an impartial humanitarian relief operation to complement efforts of national authorities. Such action is subject to the consent of the State parties concerned and does not prescribe coercive measures in the event of refusal, however unwarranted.
- b. **Humanitarian Assistance** - This refers to aid that seeks to save lives and alleviate suffering of a crisis affected population. Humanitarian assistance must be provided in accordance with the basic humanitarian principles of humanity, impartiality, independence and neutrality. Assistance may be divided into three (3) categories: direct assistance, indirect assistance and infrastructure support, which have diminishing degrees of contact with the affected population.

IV. PROCEDURE IN REPORTING CASES OF GRAVE CHILD RIGHTS VIOLATIONS

Section 6. **Monitoring, Referral and Response System (MRRS) for GCRVs**

The MRRS is created by virtue of Executive Order No. 138 and acts as the monitoring arm of the Children in Armed Conflict Program Framework, with the Council for the Welfare of Children as the coordinating body. Its primary objective is to protect children in situations of armed conflict by preventing the occurrence of grave child rights violations and ensuring the provision of appropriate and timely response in the event of such violations.

The Department, as part of the MRRS, is tasked to gather, report, and monitor incidences of GCRVs and ensure the provision of education interventions and services to children in armed conflict situations.

Section 7. Reporting Mechanism

School heads or any teaching or non-teaching school personnel who have information on incidents of GCRVs as stated in this Department Order are mandated to report to the MRRS. The following contact details are provided:

Monitoring, Reporting, and Referral System Council for the Welfare of Children

Address: No. 10, Apo Street, Sta. Mesa Heights, Quezon City
Landline: (02) 781-1035 to 39 local 2003/2004
Mobile: +63927-436-1436, or +63915-722-5993
Email address: mrrs@cwcc.gov.ph

All reports must be submitted **within twenty-four hours** from the time the incident occurred and copy furnished the Regional Office and the Office of the Undersecretary for Legal Affairs.

Section 8. Reporting Form

The report shall indicate the following information:

- A. Source of Data
 - a. Name of Reporting Party:
 - b. Agency:

- B. Event Information
 - a. Source of Information:
 - b. Date and Time of Incident:
 - c. Location:
 - d. Number of Children Affected:
 - o Number of Girls:
 - o Number of Boys:
 - e. Names and Age of Affected Children:
 - f. Name of Armed Group or Forces Involved:

- C. Short Description of the Incident

IV. MISCELLANEOUS PROVISIONS

Section 9. Separability Clause

Any part or provision of this Department Order, which may be held invalid or unconstitutional, shall not affect the validity and effectivity of the other provisions.

Section 10. Repealing Clause

This Order supersedes Department Memorandum No. 221, s. 2013. All prior Department Orders or other issuances, or provisions thereof, which are inconsistent with this Department Order are hereby repealed, revised, or modified accordingly.

Section 10. Effectivity

This Department Order shall take effect immediately upon issuance.



LEONOR MAGTOLIS BRIONES
Secretary

VI. GRADING SYSTEM

The K-12 Basic Education Program uses a standards-and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of the learners' summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for Quarterly Grade and Final Grades.

For these guidelines, the Department will use a floor grade considered as a lowest possible grade that will appear in a learner's report card.

Learners from Grade 7-10 are graded on Written Works, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area.

In a grading period, there is one Quarterly Assessment but there should be instances for students to produce Written Works and to demonstrate what they know and can do through Performance tasks. There is no required number of Written Works and Performance Tasks, but these must spread out over the quarter and used to assess learner's skills after each unit has been taught.

Reference :

DepEd Order No. 008 s. 2015

Sample Class Record for English

	Written Work (30%)												Performance Tasks (50%)						Quarterly Assessment (20%)			Initial Quarterly Grade	Quarterly Grade		
	1	2	3	4	5	6	7	Total	PS	WS	1	2	3	4	5	6	Total	PS	WS	1	PS			WS	
Highest Possible Score	20	25	20	20	20	25	30	20	160	100	30%	15	15	25	20	20	25	120	100	50%	50	100	20%	100	100
Learner A	18	22	20	17	23	26	19	145	90.63	27.19	12	13	19	15	16	25	100	83.33	41.67	40	80	16	84.86	90	
Learner B	19	15	15	9	13	14	9	94	58.75	17.63	15	15	23	15	18	23	109	90.83	45.42	48	96	19.20	82.25	88	
Learner C	9	11	5	8	8	9	4	54	33.75	10.13	10	6	7	12	10	18	63	52.50	26.25	29	58	11.60	47.98	71	

$$\text{PERCENTAGE SCORE (PS)} = \left[\frac{\text{Learner's total raw score}}{\text{Highest possible score}} \right] \times 100\%$$

$$\text{Weighted Score (WS)} = \text{Percentage Score} \times \text{Weight of Component}$$

VII. How Learners Promoted or Retained at the end of the school year?

This section provides the bases for promoting a learner to the next grade level or for retaining a learner in the same level. These decisions must be applied based on evidence and judiciously.

A final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. Table 1 specifies the guidelines to be followed for learner promotions and retentions.

Table 1. Learner Promotion and Retention

	Requirements	Decision
For Grades 1 to 3 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
For Grades 4 to 10 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
	4. Must pass all learning areas in the Elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School
	5. Must pass all learning areas in the Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School

For Grade 7-10, a learner who Did Not Meet Expectations in a most two learning areas must take remedial classes. Remedial classes are conducted after the Final Grades have been computed. The learner must pass the remedial classes to be promoted to the next level. However, teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Work and Performance Tasks by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year.

VIII. Attendance Record at the end of the School Year

A learner who incurs absences of more than 20% of the prescribed number of class or laboratory periods during the school year or semester should be given a failing grade and not earn credits for the learning area or subjects. Furthermore, the school head may, at his/her discretion and in the individual case, exempt a learner who exceeds the 20% limit for reasons considered valid and acceptable to the school. The discretionary authority is vested in the school head, and may not be availed of by a student or granted by a faculty without the consent of the school head.

Such discretion shall not excuse the learner from the responsibility of keeping up with lessons and taking assessments. When absences cannot be avoided, the school must give the learner alternative methods and materials that corresponds to the topics/competencies that were or will be missed. These includes modules and materials for the alternative Delivery Mode, and/or Alternative Learning System as well as those that are found on the Learning Resource management and Development System or LRMDs. When students successfully accomplish the learning activities through these materials, they shall be exempted. However, the report card should still reflect the number of absences. Parents of learners who are accumulating many absences must be immediately informed through a meeting to discuss how to prevent further absences.

Habitual tardiness, especially during the first period in the morning/ afternoon is discouraged. Teacher shall inform the parents/guardians through a meeting if a learner has incurred 5 consecutive days of tardiness.

Table 1 shows how the sample attendance record.

Table 1. Attendance record at the End of the School Year

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of school days	21	21	22	21	21	20	14	21	21	18	200
No. of days present	21	21	22	21	21	20	11	21	21	18	197
No. of Days Absent	0	0	0	0	0	0	3	0	0	0	3

TRASMUTATION TABLE

Following is the range of Initial Grades and their equivalent Transmuted Grades that will be reflected in the report card.

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40 – 99.99	99	66.40 – 67.99	79
96.80 – 98.39	98	64.80 – 66.39	78
95.20 – 96.79	97	63.20 – 64.79	77
93.60 – 95.19	96	61.60 – 63.19	76
92.00 – 93.59	95	60.00 – 61.59	75
90.40 – 91.99	94	56.00 – 59.99	74
88.80 – 90.39	93	52.00 – 55.99	73
87.20 – 88.79	92	48.00 – 51.99	72
85.60 – 87.19	91	44.00 – 47.99	71
84.00 – 85.59	90	40.00 – 43.99	70
82.40 – 83.99	89	36.00 – 39.99	69
80.80 – 82.39	88	32.00 – 35.99	68
79.20 – 80.79	87	28.00 – 31.99	67
77.60 – 79.19	86	24.00 – 27.99	66
76.00 – 77.59	85	20.00 – 23.99	65
74.40 – 75.99	84	16.00 – 19.99	64
72.80 – 74.39	83	12.00 – 15.99	63
71.20 – 72.79	82	8.00 – 11.99	62
69.60 – 71.19	81	4.00 – 7.99	61
68.00 – 69.59	80	0 – 3.99	60

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