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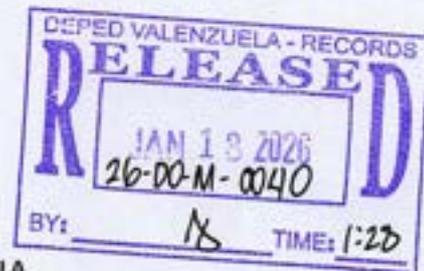
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Republic of the Philippines  
**Department of Education**

NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF CITY OF VALENZUELA



**Office of the Schools Division  
Superintendent**

**DIVISION MEMORANDUM**

No. 0022 s. 2026

**REGIONAL GUIDELINES ON  
ENSURING SAFE NATIONAL CAPITAL REGION (NCR) SCHOOLS**

To: OIC – Assistant Schools Division Superintendent  
Chief Education Supervisor – SGOD and CID  
Public School District Supervisors and Education Program Supervisors  
All Private and Public Elementary and Secondary School Heads  
All others Concerned

1. For the information and guidance of all concerned, attached is Regional Memorandum No. 004, s. 2026 from Jocelyn DR. Andaya, Regional Director, NCR, and concurrent Officer-In-Charge, Office of the Assistant Secretary for Operations, dated January 5, 2026 regarding the above-mentioned subject, contents of which are self-explanatory.
2. Particular attention is invited to paragraph nos. 3 and 4, for reference.
3. For immediate dissemination and compliance.

**NOEL D. BAGANO**  
Schools Division Superintendent

Encl.: As stated

References: None

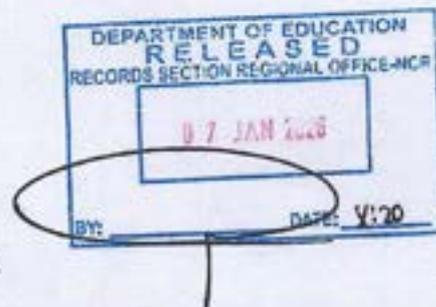
To be indicated in the Perpetual Index  
under the following subjects:

**SAFE NCR SCHOOLS**

RMD/RegionalGuidelinesonEnsuringSafeNCRschools  
/January 8, 2026

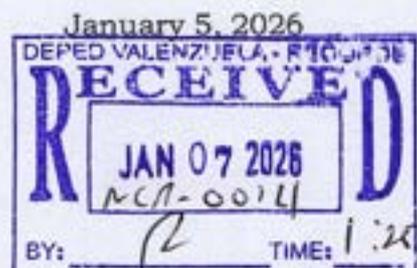


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**REGIONAL MEMORANDUM**

No. 004, s. 2026



To : Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads/Administrators

**REGIONAL GUIDELINES ON  
ENSURING SAFE NATIONAL CAPITAL REGION (NCR) SCHOOLS**

1. Anchored on DepEd's 5-point agenda, specifically on ensuring the well-being of learners, and DepEd National Capital Region's Priority No. 4, which is "Ensuring a Learner-Centered Environment", the Regional Guidelines on Ensuring Safe NCR Schools is hereby issued.
2. This set of guidelines underscores a steadfast commitment to strengthening the existing framework for learner rights and protection, while proactively addressing emerging concerns—including, but not limited to, bullying, peer-related violence, and mental health issues that affect our learners.
3. In view hereof, all Schools Division Offices are directed to undertake the following measures with urgency and fidelity:
  - a) Strengthen the capacity of Child Protection Committees to ensure operational effectiveness;
  - b) Conduct comprehensive orientation of teaching, related teaching, and non-teaching personnel on the content and scope of these guidelines;
  - c) Disseminate the guidelines to all learners, parents/guardians, and other stakeholders through appropriate communication platforms and fora;
  - d) Ensure the integration of learner rights and protection awareness and education into relevant subject areas and co-curricular/extracurricular activities; and
  - e) Ensure implementation of monitoring and evaluation activities and report outcomes to DepEd-NCR Learner Rights and Protection Office (LRPO).
4. Private schools are encouraged to adopt and implement these guidelines. Notwithstanding this provision, DepEd Memorandum No. 090, s. 2025, entitled



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"Dissemination of the Revised Implementing Rules and Regulations of Republic Act No. 10627 (Anti-Bullying Act of 2013)," shall be continuously and strictly implemented in both public and private schools.

5. For queries and technical assistance, please coordinate with DepEd-NCR LRPO, through email address [lrps.ncr@deped.gov.ph](mailto:lrps.ncr@deped.gov.ph).
6. Immediate dissemination of and strict compliance with this Memorandum is hereby directed.

**JOCELYN DR. ANDAYA**  
Regional Director, NCR  
and concurrent Officer-in-Charge,  
Office of the Assistant Secretary for Operations



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**REGIONAL GUIDELINES ON ENSURING SAFE NCR SCHOOLS**

**I. RATIONALE**

The Department of Education-National Capital Region (DepEd-NCR) maintains its commitment to establishing a school that is safe, secure, and free from any form of abuse and/or violence for all learners and personnel. These guidelines aim to reinforce and strengthen the implementation of the following laws, policies, rules, and regulations:

- Republic Act No. 10627 also known as the *Anti-Bullying Act of 2013*, and its *Revised Implementing Rules and Regulations (IRR)* under DepEd Memorandum 90 s. 2025;
- DepEd Order No. 40, s. 2012 also known as the *DepEd Child Protection Policy*;
- DepEd Order No. 18, s. 2015 also known as the *DepEd Guidelines and Procedures on the Management of Children-At-Risk (CAR) and Children in Conflict with the Law (CICL)*; and
- DepEd Order No. 83, s. 2003 also known as the *Reiteration to DECS Orders Nos. 70, s. 1999 and 26, s. 2000 (Prohibiting Students of Elementary and Secondary Schools from Using Cellular Phones and Pagers During Class Hours)*.

Acknowledging the reports on incidents of bullying, abuse, and other learner rights and protection concerns, it is important that everyone is aware that ensuring learner protection is a shared responsibility and accountability of school personnel, home partners, the immediate community, and other stakeholders.

Thus, clear, enhanced, and comprehensive guidelines are herein established to address these concerns and uphold the learner's rights, dignity, and holistic well-being. As a result, this will empower them to reach their full potential in a secure, peaceful, and orderly environment.

**II. OBJECTIVES**

This set of contextualized guidelines aims to:

- A. Institutionalize preventive and responsive mechanisms within school systems to ensure a safe and supportive learning environment
- B. Provide and/or facilitate proactive and evidence-based interventions on incidents covered by these guidelines



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- C. Encourage active and sustained participation from stakeholders in the management of Learner Rights and Protection (LRP) concerns

### III. SCOPE OF THE POLICY

These guidelines shall cover public elementary and secondary schools and learning centers (LCs) in the National Capital Region. Private Educational Institutions may come up with their own school policy, subject to compliance with existing laws and DepEd policies.

### IV. DEFINITION OF TERMS

For clarity and consistency, the following terms are defined as follows:

- A. **Bullying** refers to any severe, or repeated use by one or more learners of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another learner that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to their property; creating a hostile environment at school for the other learner; infringing on the rights of another learner 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 forms:
- i. **Physical Bullying** refers to any unwanted physical contact between the bully and the victim, like punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head locking, grappling, inflicting school pranks, teasing, fighting and the use of any available objects as weapons;
  - ii. **Psychological or Emotional Bullying** refers to any act that causes damage to a victim's psyche and/or emotional well-being;
  - iii. **Verbal Bullying** refers to any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, teasing, name-calling, tormenting, taunting, threats, cursing, making offensive jokes, and commenting negatively or inappropriately on victim's looks, clothes and body; and all forms of aggression involving the use of written or spoken language to demean, harm, or exert power over another learner;
  - iv. **Cyber-bullying** refers to all forms of bullying, including online harassment, carried out through the use of or any electronic means such as, but not limited, to texting, emailing, instant



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messaging, chatting, trolling, spamming, posting hurtful comments, or posting of inappropriate photos and videos;

v. **Social Bullying** refers to a form of bullying that aims to damage the social reputation of a learner or a group of learners, including but not limited to relationships affecting the victim's social standing. Such acts include, but are not limited to, deliberate, repetitive, or aggressive social behavior against learners with disabilities, learners who are members of indigenous or ethno-linguistic groups, and learners who are part of religious groups, among others;

vi. **Gender-based bullying** refers to any act that humiliates, excludes a person or targets individuals based on their gender or perceived gender identity and gender expression. It includes acts that create an intimidating, hostile, or humiliating environment for the victim such as unwanted sexual remarks or actions, and the use of sexist, homophobic, misogynistic, or transphobic remarks, among others.

- B. **Bully** refers to any student who commits acts of bullying as defined by RA 10627 or the Revised IRR.
- C. **Bullied or Victim** refers to any student who experiences the acts of bullying or retaliation as defined by RA 10627 or DepEd Order No. 55, s. 2013.
- D. **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 RA 10627.
- E. **Child** refers to any person below 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. It also refers to learners under 18 years or older who are officially enrolled in schools.
- F. **Child Protection Committee (CPC)** is the committee established by DepEd Order No. 40, s. 2012. The CPC is also the Anti-Bullying Committee (ABC) and the Restorative Justice Panel (RJP) under DepEd Order No. 18, s. 2015. The CPC or ABC or RJP shall be composed of the following:
1. School Head/Administrator - Chairperson
  2. Guidance Counselor/Teacher - Vice Chairperson



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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 Elementary Learner Government (SELG)/Supreme Secondary Learner Government (SSLG)
  6. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC).
- G. **Community Service** is a positive disciplinary measure to instill responsibility and promote positive behavior among learners. It encourages learners to contribute to their community as a means of learning, reflecting on their actions, and developing a sense of civic responsibility (Positive Discipline in Everyday Teaching).
- H. **Discrimination** 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 freedom.
- I. **Guardian or Custodian** refers to legal guardians, foster parents, and other persons, including relatives or non-relatives, who have physical custody of the child.
- J. **Guidance Counselor** is a natural person who has been registered and issued a valid Certificate of Registration and a valid Professional Identification Card by the Professional Regulatory Board of Guidance and Counseling and Professional Regulatory Commission in accordance with R.A. No. 9258 and who, by virtue of specialized training, perform for a fee, salary, and other forms of compensation the functions of guidance and counseling under section 3 (a) of R.A. No. 9258.
- K. **Guidance Designate** refers to a teacher who is officially assigned by a school principal, Schools Division Superintendent, or Regional Director



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to handle guidance-related duties, excluding counseling. Essentially, they are responsible for implementing guidance services within a school or division, but their role does not include the specialized function of counseling, which is typically reserved for licensed guidance counselors, (Professional Regulation Commission).

- L. **Learner Rights and Protection Office** refers to the Office under the supervision of the Undersecretary for Operations (OUOps) pursuant to DepEd Order No. 1, s. 2023, which was created by virtue of DepEd Order No. 3, s. 2021 to establish a mechanism to fully operationalize, implement, and coordinate programs, projects, and activities pertaining to learner rights and protection.
- M. **Learner or Student** refers to a child who is officially enrolled in any level of the basic education system under the supervision and guidance of a teacher.
- N. **Learner Help Desk or Designated Safe Space** refers to a designated support point within the school, manned by a Guidance Counselor/trained Guidance Teacher/Discipline Officer with whom learners can talk freely and seek advice.
- O. **Parent** refers to biological parents, stepparents, adoptive parents, or the common-law spouse or partner of the parent.
- P. **Portable Electronic Device** refers to electronic gadgets, such as, but not limited to, cellphones, tablets, laptops, notebooks, e-readers, used for communication and other digital functions, such as browsing, photography, and accessing apps.
- Q. **Precursor to Bullying** refers to acts, whether physical or through the use of technology or any electronic means, which indicate that bullying may occur or that a learner is starting to bully or to be bullied;
- R. **Reasonable Suspicion** refers to a well-founded belief, based on personal knowledge, or from a report, that an action or incident may pose a threat or danger to any person in the school, thereby justifying a search.
- S. **Learner Formation Officer (LFO)** refers to the designated school personnel who, apart from their existing workloads, are also tasked to assist in enforcing discipline and ensuring good behavior among the learners. Learner formation officers primarily enforce school rules and initiate disciplinary processes. They handle documentation,



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investigation, and recommendation of sanctions or disciplinary measures as defined in the Revised IRR of RA 10627.

- T. **School Personnel** refers to all persons working for an educational institution, which includes the following:
- i. Teacher refers to a person who is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on a full-time or part-time basis, in schools and CLCs.
  - ii. Non-Teaching Personnel refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.
  - iii. Related-Teaching Personnel refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation;
- U. **Service Provider** refers to any person who is not school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel;
- V. **Teasing** refers to repeated acts which intend to hurt, humiliate or cause distress, such as, but not limited to, constantly mocking the learner's appearance, speech or background, sarcastic remarks, name-calling.
- W. **Visitor** refers to anyone who is not a regular member of the school personnel or student body, but who is present at the school for a specific purpose or event. This includes parents/guardians, volunteers, partners, or any individual who is not part of the school's daily operations.
- X. **Upstander** refers to a person who speaks, acts or intervenes on behalf of a learner being bullied, including but not limited to getting help from a trusted adult.



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**V. SPECIFIC GUIDELINES**

**A. Anti-Bullying Guidelines**

**1. Prohibited Acts**

All kinds of bullying, as defined in these Guidelines, must be reported by the victim or anyone who witnesses, or has knowledge of the incident through the established management protocol standards, including the following:

- a. All forms of bullying as provided under Section 4(e) of this IRR;
- b. Bullying:
  - i. at the school grounds;
  - ii. at the property immediately adjacent to school grounds up to a two-kilometer (2-km) radius from the school;
  - iii. at school-sponsored or school-related activities, functions, or programs, whether on or off school grounds;
  - iv. at school bus stops;
  - v. at school buses or other vehicles owned, leased, or used by a school; or
  - vi. using technology or an electronic device owned, leased, or used by a school;
  - vii. Bullying at a location, activity, function or program that is not school-related, through the use of technology or an electronic device that is not owned, leased or used by a school if the act or acts in question create a hostile environment at the school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school; and
  - viii. 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.

**2. Modes of Reporting**



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Bullying incidents shall be reported through any of the following:

- 2.1 To any school personnel
- 2.2 Guidance Counselor/Teacher
- 2.3 Child Protection or Anti-bullying Committee members
- 2.4 LRP Drop Box/Anonymous Reporting Form
- 2.5 Learners' Help Desk
- 2.6 Digital/online reporting channels established by the school
- 2.7 Students Organization Officer, Peer Facilitator Organization (PFO) Leader, or to any trusted adult in the school

**3. Key Considerations**

- 3.1 Reports or complaints involving bullying shall be exclusively under the jurisdiction and management of the school, in accordance with existing laws, rules, and regulations.
- 3.2 Reports shall be treated with utmost confidentiality. Demographic profile, such as name, age, and details concerning what the learner experienced, will be treated with secrecy, in accordance with the Ethical Principles in managing LRP cases provided under R.A. No. 9258 otherwise known as the Guidance and Counseling Act of 2004 and R.A. No. 10173 otherwise known as the Data Privacy Act of 2012.
- 3.3 No child shall be reprimanded, punished, or held accountable for reporting or assisting a classmate in reporting bullying incidents, as long as the report is made truthfully, in good faith, and without intent to cause harm or falsely accuse others.

In line with the existing law and following due process, learners found to have deliberately made false accusations against another learner shall undergo disciplinary actions or appropriate interventions.



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- 3.4 Retaliation against any witness or reporter by any learner or school personnel will be subject to disciplinary action.
- 3.5 If the bullying incident or retaliation caused significant bodily harm or death, as may be explained by the circumstances, the case will be dealt with in line with the provisions of DepEd Order No. 18, s. 2015, R.A. No. 9344, also known as the Juvenile Justice and Welfare Act, as amended, and its Implementing Rules and Regulations, alongside other applicable laws.

#### 4. Case Handling and Procedures

4.1. **Jurisdiction.** Complaints of bullying and other acts under this Revised IRR shall be within the primary jurisdiction of the DepEd or the private school, respectively, which shall ensure the appropriate investigation, sanctions, and intervention programs, without prejudice to existing laws, rules and regulations. Complaints for acts not covered by the Act or this IRR shall be referred to the appropriate authorities who have jurisdiction over the same.

4.2. **Procedures.** Consistent with the provisions of this Act, all public and private basic education schools shall adopt anti-bullying measures with minimum response standards, such as, immediate response and reporting, thorough investigation, intervention programs, adherence to due process, and appropriate referrals. See **Annex A** for Flowchart of Procedure.

4.2.1. **Action on the Complaint and Period to Render Decision.** - The disciplining body shall investigate and resolve the complaint within thirty (30) days from its filing.

4.2.2. **Appeal to the Division Offices.** - The party adversely affected by the decision of the disciplining body may appeal the decision to the Division Office.

4.2.3. **Appeal to the Regional Offices.** - The decision of the Division Offices, as appealed by a party, may be reversed or sustained by the Regional Offices through an appeal filed by the party.



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- 4.2.4. **Appeal to the Secretary.** - The decision of the Regional Offices may be further appealed to the Undersecretary of the Legal and Legislative Affairs by authority of the Secretary of DepEd. However, this authority given to the Undersecretary does not preclude the Secretary from directly issuing a decision on the appeal. The decision of the Undersecretary or the Secretary, as the case may be, is final and executory.
- 4.2.5. **Motion for Reconsideration.** - No motion for reconsideration will be entertained throughout the process of appeal.
- 4.2.6. **Period of Filing Appeal.** - The party adversely affected by a decision may appeal the same in accordance with the procedure as stated in these Rules within ten (10) days from receipt thereof. If no appeal is filed within the ten (10)-day period, the decision shall be considered final and executory.

**5. Due Process.** In all cases where a penalty is imposed on the bully, the following minimum requirements of due process shall be complied with:

- a. The learners and the parents or parent-substitute shall be informed of the complaint in writing;
- b. The alleged bully shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or the parent-substitute;
- 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 in accordance with the appeal procedure under Rule V of this Revised IRR.

**4. Levels of Discipline in Anti-Bullying Cases.** The specific procedure to address bullying incidents shall consider the frequency and severity of the bullying acts committed. Each level is designed to ensure effective discipline, intervention, and support for all learners involved, with distinct protocols and designated school officials responsible for managing each level.

The table below shows the three levels of discipline in anti-bullying cases:



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First Level of discipline	Second Level of discipline	Third Level of discipline
<ul style="list-style-type: none"><li>• applies to precursors to bullying or bullying behaviors that can be classified as “minor bullying acts”</li><li>• involve less severe actions that do not pose immediate physical, or psychological, or emotional harm, but still disrupt the learning environment and these behaviors can often be handled through direct intervention and guidance from teachers</li></ul>	<ul style="list-style-type: none"><li>• applies to bullying behaviors that can be classified as “serious bullying acts”</li><li>• are severe or repeated behaviors that go beyond minor offenses, which may pose immediate physical or psychological, or emotional harm</li><li>• necessitate a formal proceeding and require the intervention of the Learner Formation Officer or designated school personnel</li></ul>	<ul style="list-style-type: none"><li>• applies to acts of bullying that cannot be resolved by the teacher at the classroom level or by the Learner Formation Officer.</li><li>• include more severe or complex situations as these incidents require a higher level of intervention due to their potential impact on learner safety and well-being</li></ul>

In these cases, the principal or school head shall conduct thorough investigations, notify parents or parent-substitutes, implement safety plans for affected learners, and coordinate with law enforcement and other relevant external stakeholders, if necessary.

5. **School Counselor Intervention.** — The intervention of the School Counselor can be at any level of the disciplinary interventions. They shall work closely with teachers, the Learner Formation officer, school counselor associates, and the school principal or school head to create a comprehensive approach to bullying prevention and intervention.

Such interventions shall not in any instance take the place of the disciplinary measures to be carried out by the school and may take place during the initial reports of bullying, emotional support for victims, other interventions for bullies, follow-up support, emergency situations, and other similar scenarios.





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**6. Rules of Procedure**

The school head or the person designated to handle bullying incidents shall document and observe the following processes:

- 6.1 Separately interview in private, the alleged bully or offending learner, and the victim;
- 6.2 Assess the level of threats and develop intervention strategies. Inform the parents and seek consents of any immediate intervention;
- 6.3 If the level of bullying incident or retaliation threat is high, the CPC, through the recommendation of the school head, shall accord appropriate action within 24 hours from the time of the incident;
- 6.4 Inform the victim, the alleged bully, and their respective parents or guardian of the steps to be taken to prevent any further act of bullying or retaliation;
- 6.5 The alleged bully shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;
- 6.6 The decision of the school head shall be in writing, stating the facts and the reasons for the decision;
- 6.7 After assessment, the Guidance Counselor shall develop and implement an intervention program appropriate for the victim, the bully, and the bystanders. Such programs shall be implemented with the written consent of the parents. Refer to the menu of interventions before, during, and after case handling found in **Annex C**.
- 6.8 The decision of the school head may be appealed to the Schools Division Superintendent. The Schools Division Superintendent shall either affirm the decision or return the same to the school head for review, and corresponding resolution.

**7. Prevention Programs.** All public and private schools and CLCs shall implement bullying prevention programs for all learners, regardless of their risk or vulnerability. Such programs shall be comprehensive,



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multifaceted and shall involve all education stakeholders and personnel. It shall also include school-wide initiatives that will foster a positive learning environment, adopt a whole-school approach to safety, and implement evidence-based interventions.

The programs may contain, among others:

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 learners;
- c. Periodic review and enhancement of the learners' and personnel's manual or code of conduct in relation to bullying;
- d. Conduct of activities for learners, school personnel, and service providers on how to recognize and respond to bullying;
- e. Conduct of capacity building to personnel to sustain bullying prevention programs; and
- f. Coordination with Local Government Units, Barangay (Barangay Council for the Protection of Children), and other stakeholders.

Classroom-level initiatives that focus on:

- g. Reinforcing school-wide rules pertaining to bullying;
- h. 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;
- i. Discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;



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- j. Teaching positive online behavior and safety, and how to recognize and report cyberbullying; and
- k. Providing an inclusive and caring learning environment for learners.

Parental involvement in bullying prevention activities, such as:

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

Monitoring learners who are vulnerable to committing aggressive acts or who are bullies or who are possible victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Other bullying prevention initiatives or activities, as the school may deem necessary.

### **Interventions During Case Handling**

#### **7.1 For the Victim**

##### **7.1.1 Assessment**

##### **7.1.2 Interview**

##### **7.1.3 Case Study or Psychological Assessment**

##### **7.1.4 Observation**

##### **7.1.5 Administration of psychological tests, such as PHQ9, DASS 21, Stress Management Assessment, Social Interest Index (SII) by the Guidance Counselor/Teacher**

##### **7.1.6 Intervention Program**



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7.1.7 Counseling Service (individual or group)

7.1.8 Post Assessment

7.1.9 Refer to established partners when the school cannot provide the psychological services, such as assessment and intervention program

7.2 For the Bully

7.2.1 Interview

7.2.2 Case Study or Psychological Assessment

7.2.3 Administration of Psychological Test (level 1) (if available)

7.2.4 Provide Individual Counseling

7.2.5 Development of intervention programs, such as psychoeducation, psychosocial, cognitive behavioral programs, among others, based on assessment findings

7.2.6 Implementation of the intervention program with the consent of the learner and the parent/s, and/or guardian

7.2.7 Post evaluation of the impact of the intervention program

7.2.8 Refer to relevant partners when necessary (LGU, LSWDO, Psychologist, Mental Health professionals, Guidance Counselors)

7.3 For the Bystanders / Upstanders

7.3.1 Provide psychological first aid and/or individual/group counseling, when necessary

**8. Post Intervention Process**

8.1 The CPC shall conduct a case conference with the



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parents/guardians to:

- 8.1.1 Discuss the post assessment findings of the intervention program conducted
- 8.1.2 Recommend further intervention program, if needed
- 8.1.3 Make appropriate recommendations as regards the disciplinary procedures before submission to the SDO
- 8.2 The School Head, parents/guardians, and learners shall sign the Informed Consent Form prior to the intervention program.
- 8.3 The school shall monitor both the victim and the bully for at least three months after closure.
- 8.4 Implement aftercare or reintegration program, when necessary, such as, but not limited to, the following:

**Aftercare Program Strategies**

<b>For the Victim/s</b>	<b>For the Bully/ies</b>
Strengthen family support	Strengthen family support
Strengthen coping skills	Anger management activity
Enhancement of self-concept	Reflection Journal
Emotional check-ins through journal	Self-Discovery "Who Am I" Activity
Peer Buddy System	Peer Coaching and Mentoring
Connect and Engage: Participate in School Clubs and Student Groups	Join clubs and students' organizations
Self-Concept and Resiliency Skills Enhancement Activity	Learn to empathize with other activities
Boosting Self-Confidence: A Personal Growth Initiative Activity	Behavior modification through counseling service
Self-Concept Development Activity	Empowering Self-Discovery: A Reflective Experience Activity



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**9. Escalation and Coordination with External Agencies**

Incident	Action/s Taken
Serious physical injury, sexual abuse, or death	Refer to Barangay, PNP, LSWDO, and DOH  Follow the protocol under DepEd Order No. 18, s. 2015, if the perpetrator is a minor
Mental health crisis	Refer to the nearest Mental Health Unit, public hospital, or LGU psychologist
Online violence	Report to PNP Anti-Cybercrime Group and support the family in filing proper complaints  Follow the protocol under DepEd Order No. 18, s. 2015, if the perpetrator is a minor

**10. Documentation and Data Integrity**

- 10.1 All cases must be logged in the School Child Protection database for monitoring and follow-up
- 10.2 Summary Reports shall be submitted to the Division LRP Focal Person
- 10.3 The Division LRP Focal shall submit the case to the LRP Regional Office for technical guidance

**11. Capacity Building and Enhancement**

- 11.1 All Schools Division Offices, through the School Governance and Operations Division, shall ensure that an annual capacity-building program is implemented and included in the Work and Financial Plan for sustainability. Capacity-building programs shall include, but are not limited to:

- 11.1.1 Conflict resolution /Alternative dispute resolution



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11.1.2 Negotiation

11.1.3 Child Protection/Anti-Bullying Policy and other related policies

11.1.4 Management protocols of the case

11.2 School heads and members of the CPC shall be part of these capacity-building and/or capacity-enhancement programs.

**B. Responsible Use of Portable Electronic Device**

**1. Use of Portable Electronic Devices**

**1.1 Learners**

- 1.1.1 The use of portable electronic devices is strictly prohibited during class hours unless permitted by the teacher for educational purposes or during emergency.
- 1.1.2 Processing, such as, but not limited to, uploading and sharing of photos, videos, or audio recordings of others, is strictly prohibited.
- 1.1.3 Social media access is not allowed during class hours unless part of an approved learning activity.
- 1.1.4 Learners with medical and/or special needs requiring portable electronic device use must submit a written request signed by the parent/guardian for accommodation. **See Annex D** for the Flowchart.

**1.2 Teaching Personnel**

- 1.2.1 The use of portable electronic devices for personal purposes is strictly prohibited during class hours.
- 1.2.2 Portable electronic devices shall be allowed during class hours, provided that it is indicated in their daily lesson plan and during emergencies.



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1.2.3 Teachers must be a model for the responsible use of portable electronic devices, consistent with existing DepEd Orders and Regional Memoranda.

1.3 Non-Teaching/Related Teaching Personnel

1.3.1 Electronic devices are strictly for exercise of official functions.

## 2. Sanctions

2.1 **For Learners** - the sanctions subject to the minimum requirement of due process are as follows:

<i>1<sup>st</sup> and 2<sup>nd</sup> Offense</i>	<ol style="list-style-type: none"><li>1. Temporary confiscation of the portable electronic devices and return at end of the class/day</li><li>2. Documentation using the Confiscation Slip (<b>see Annex E</b>)</li><li>3. Issuance of Parental notice to inform the parent/guardian of the incident</li></ol>
<i>3<sup>rd</sup> Offense</i>	<ol style="list-style-type: none"><li>1. Confiscation of portable electronic devices that will be deposited at the Office of the School Head/Administrator</li><li>2. Documentation using Confiscation Slip and Call Slip (<b>see Annex F</b>)</li><li>3. Return of the portable electronic devices until the parent/guardian retrieves the same</li></ol>



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	4. Imposition of proper Disciplinary action
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- 2.2 **For Teaching, Teaching-related, and Non-Teaching Personnel** - violations shall be subject to administrative sanctions under DepEd Order No. 49, s. 2006.

### 3. School and Parent Responsibilities

- 3.1 Schools shall inform students and parents/guardians of this policy at the beginning of every school year through orientation, advisories, and conferences.
- 3.2 In line with the Republic Act No. 10173, otherwise known as Data Privacy Act of 2012, educational institutions need to collect, use, and store personal data to fulfill their core functions, such as maintaining student records, facilitating classes, and managing school operations, is hereby recognized. Hence, for informational purposes and posting on the official social media platform of the School, the Social Media Posting Consent Form (**see Annex G**) is hereby directed to be accomplished by all schools to every learner as part of enrollment procedures.
- 3.3 Parents are strongly encouraged to guide their children in the responsible use of portable electronic devices and to support the implementation of these guidelines.



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**C. Bag Inspection in Schools**

**1. Procedure for Bag Inspection**

To prevent the entry of dangerous and harmful items into the school, routine bag checks should be conducted prior to entry to the school premises. Items that may disrupt classes and/or be used to harm others, are categorized as follows:

PROHIBITED ITEMS	ILLEGAL ARTICLES
(a) Pornographic materials	(a) Illegal drugs, solvent, and paraphernalia
(b) Explosives: Fireworks, incendiary devices, flares, and any related explosives or pyrotechnics.	(b) Weapons: Guns, firearms, knives, brass knuckles and any other devices capable of discharging projectiles.
(c) Tools: Crowbars, screwdriver, drills, hammers, and any other tools that could potentially be used for harm or disruption.	(c) Hazardous Materials: Chemicals, corrosive substances, oxidizing materials, organic peroxides, poisonous substances, and any materials that are flammable or toxic.
(d) Martial Arts Weapons: Any weapons typically used in martial arts, unless required for school sports events and/or subjects.	(f) Gambling items and paraphernalia
(e) Replicas of Explosives and Incendiaries: Imitation devices designed to resemble dangerous explosives or incendiary devices.	
(f) Lighters and Flammable Materials: Lighters, torch lighters, matches, e-lighters, liquid refills, and smoke-generating devices; cigarettes, vape, nicotine pouches, and other tobacco-related items and related paraphernalia.	



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Bag inspection shall be conducted using any of the following:

1.1 Use of full body and/or bag scanner

1.1.1 Learners, school personnel, parents/ guardians, and visitors are required to present their bags and other items to the full body and/or bag scanner, for inspection of the designated security personnel by the School Head.

1.2 Use of handheld metal detectors

1.2.1 Learners, school personnel, parents/guardians, and visitors are required to present their bags and other items for inspection to the designated security personnel using a handheld metal detector.

1.2.2 Schools shall observe separate line/s for male and female for bag inspection and body scan (male personnel for male learners & female personnel for female learners).

1.2.3 Schools with insufficient space for queuing outside/waiting area can conduct entry inspection per building or in the quadrangle before entering the classroom. Inspection can be done by designated teachers, grade leaders, and/or head teachers (preferably those with no 1<sup>st</sup> subject classes). If necessary, the assistance of the SPTA Officers/Board Members can be requested.

1.3 Using search stick

1.3.1 Schools may conduct their bag inspection using search sticks wherein learners, school personnel, parents/guardians, and visitors are required to present their bags and other items for inspection to the designated security personnel.

1.3.2 Schools shall observe separate line/s for male and female for bag inspection and body scan (male personnel for male learners & female personnel for female learners).



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1.3.3 Schools with insufficient space for queuing outside/waiting area can conduct entry inspection per building or in the quadrangle before entering the classroom. Inspection can be done by designated teachers, grade leaders, and/or head teachers (preferably those with no 1<sup>st</sup> subject classes). If necessary, the assistance of the SPTA Officers/Board Members can be requested.

## 2. Response Mechanisms for Bag Inspection

### 2.1 For Learners

#### 2.1.1 If found to be in possession of **prohibited items**:

2.1.1.1 The designated security personnel shall confiscate the item/s found upon entry and issue a confiscation slip to the learner.

2.1.1.2 The designated security personnel shall report the incident and surrender the confiscated item to the Learner Formation Officer, using the Confiscation Slip. (See **Annex H**)

2.1.1.3 The school head shall come up with a recording, reporting, and inventory system on the confiscation of items.

2.1.1.4 The Learner Formation Officer shall inform the class adviser to invite the parent for conference and claiming of the item/s within 72 hours depending on its nature.

2.1.1.5 Disciplinary action/proceeding shall commence, if applicable.

#### 2.1.2 If found to be in possession of **illegal articles**:

2.1.2.1 The procedure laid down under DepEd Order No. 18, s. 2015 as regards CICL shall be observed for minor learners caught in possession of the above articles.



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2.1.2.2 For learners who are above 18 years old, the incident shall be reported directly to law enforcement authorities.

**2.2 For School Personnel/ Visitors**

2.2.1 School personnel and visitors shall be denied entry if found in possession of any prohibited items.

2.2.2 Moreover, designated security personnel shall record the illegal items found. The incident shall be reported to the police authority by the school head.

**3. Bag Search Within the School Premises**

3.1 A full bag search shall be conducted for a learner or group of learners inside the school premises upon reasonable suspicion that they may be in possession of prohibited and/or illegal items.

3.2 In cases where there is reasonable suspicion that personnel or visitors may be carrying prohibited and/or illegal items, security officers will escort them back to the guard house at the point of entry. A thorough inspection of their bags and belongings will be conducted. Should they refuse the search, they will not be permitted to re-enter the school premises.

**3.3 Protocol for Full Bag Search**

3.3.1 The Learner Formation Officer/teacher/school personnel shall discreetly inform and escort the learner to carry his/her bag and other personal effects to the Office of the Principal.

3.3.2 Upon arrival in the Office of the Principal, the learner shall be informed that a bag search needs to be conducted. The Guidance Counselor/guidance teacher/ guidance designate shall be present during the search.

3.3.3 The learner shall open his/her bag in front of authorized personnel for checking. Authorized personnel shall only visually scan the contents of the



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bag (avoid touching or rummaging through the learner's personal belongings).

- 3.3.4 If items are stacked in a way that obstructs the view, the learner may be asked to move or take out items to allow full visual inspection.
- 3.3.5 The designated security personnel shall report the incident and surrender the confiscated item to the Learner Formation Officer, using the Confiscation Slip.
- 3.3.6 If prohibited and/or illegal items are found, the case shall be treated in accordance with the disciplinary measures stated in these Guidelines.

#### 4. Random Routine Bag Search

- 4.1 Random routine bag search shall be conducted inside the classroom to all grade levels within the school year.
- 4.2 School Heads are directed to submit a Random Routine Bag Search School Plan indicating the schedule, frequency, and the grade levels to the Office of the Schools Division Superintendent (SDS) through the School Governance and Operations Division (SGOD) – Disaster Risk Reduction Management Office (DRRMO).  
**(See Annex I)**

#### 5. Plain-View Search

- 5.1. Stakeholders entering the school with vehicle shall undergo plain view inspection. They shall roll down their car windows, open the compartment, motorcycle riders shall take off their helmets and masks, and visitors shall surrender any valid identification card (ID) to the security personnel for recording in the logbook or present it for picture documentation. Refusal of parents and visitors to participate in the inspection shall be denied entry. Moreover, refusal of learners and school personnel may be subject to administrative procedures.
- 5.2. Stakeholders carrying unnecessary articles and substances shall not be permitted entry to the school premises.



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## **VI. STUDENT DISCIPLINE AND INTERVENTIONS**

The school administration shall be responsible for the maintenance of good discipline among students inside the school campus, as well as outside the school premises whenever they are engaged in authorized school activities.

### **A. Limitations in Imposing Discipline**

1. All appropriate measures shall be undertaken to ensure that school discipline is administered in a manner consistent with the child's dignity.
2. The best interest of the child shall be of paramount consideration in all decisions involving learners.
3. Punishments must be proportionate to the nature and gravity of the offense committed. Physically harmful punishment shall not be imposed under any circumstances.
4. Disciplinary sanctions may only be applied for a valid cause, as defined in the school's rules and regulations, and must adhere to the principles of due process.

### **B. Procedural Due Process**

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/guardians must be informed of the Complaint or committed offense 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 decision; and
4. The decision of the school head may be appealed to the Schools Division Superintendent. The Schools Division Superintendent shall either confirm or alter the decision of the school head or return it to the school for further review and corresponding decision.



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**C. Classification of Offenses and Sanctions**

The following are the classification of offenses and their corresponding sanctions:

Gravity	Act	Penalty	Interventions
<b>Light offenses</b>	<ol style="list-style-type: none"> <li>1. Uttering profanities / swearword inside the school premises, or through online platforms, or during school sanctioned activities whether inside or outside the school;</li> <li>2. Sharing fake news or false information that can create confusion or commotion in the school;</li> <li>3. Disruptive behavior and/ or pranks in class or within the school premises or during school-sanctioned activities, whether inside or outside the school;</li> <li>4. Grabbing other's belongings (toys, things, food, etc.) inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school;</li> <li>5. Stalking inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school;</li> </ol>	<p><b>1st offense:</b> Written reprimand</p> <p><b>2nd offense:</b> Written reprimand, behavior contract, and parent social contract.</p> <p><b>3rd offense:</b> Community service and/or suspension of not exceeding 20% of the prescribed class days for the school year or term and referral to the Social Welfare Development Office.</p>	<p>Assessment (interview, observation, administration of psychological tests, if RGC is available)</p> <p>Psychosocial, psychoeducation, CBT intervention program based on the needs of the learner through assessment.</p> <p>Parent Teacher Conference or</p> <p>Psychological First Aid</p> <p>or</p> <p>Attend a 3-day seminar to be conducted by a CSWD</p> <p>or</p> <p>Aftercare program</p> <p>or</p>



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	<p>6. Simple vandalism inside the classroom or school premises (equivalent amount does not exceed Php500.00). Vandalism is marking or damaging school property;</p> <p>7. Punching, pinching another learner which does not result to physical injuries, inside the classroom, school premises or during school-sanctioned activities;</p> <p>8. Fighting in class/school premises or during school-sanctioned activities which does not result to physical injuries;</p> <p>9. Carrying, concealing, liquor, toxic substances, cigarettes/e-cigarettes/vapes, and pornographic materials inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school;</p> <p>10. Cursing, wolf-whistling, catcalling, leering and intrusive gazing, taunting, pursing, unwanted invitations, misogynistic, transphobic, homophobic, and sexist slurs, persistent</p>	<p>Clarificatory Conference with the legal officer or</p> <p>Immediate reporting to Cyber Crime Unit to withhold the content.</p> <p>or</p> <p>Referral to PNP, VAWC desk, and DSWD.</p> <p>or</p> <p>Attend a gender sensitivity training to be conducted by GAD and Guidance Counselor</p>
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	<p>unwanted comments on one's appearance, relentless request for one's personal details, such name, contact and social media details or destination, the use of words, gestures or actions that ridicule on the basis of sex, gender or sexual orientation, identify and/or expression including sexist, homophobic, and transphobic statements and slurs, persistent telling of sexual jokes, use of sexual names, comments and demands, and any statement that makes an invasion on person's personal space or threatens the person's sense of personal safety inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school</p>		
<p><b>Less Serious or Less Grave Offenses</b></p>	<ol style="list-style-type: none"> <li>1. Assaulting or inflicting slight physical injuries to another learner or teacher or school personnel, whether inside or outside the school. Slight physical injuries are those that require medical intervention for 1-9 days;</li> <li>2. Theft or stealing other's belongings inside the classroom, school</li> </ol>	<p><b>1st offense:</b> In-school suspension of not exceeding 3 days and referral to Social Welfare Development Office.</p> <p><b>2nd offense:</b> Community service</p>	



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	<p>premises or during school-sanctioned activities whether inside or outside the school;</p> <p>3. Intimidating or threatening school personnel or learner/pupils/student whether inside or outside the school. This includes threat or intimidation done electronically or using social media platforms;</p> <p>4. Gambling or Possession of gambling materials inside the classroom, school premises or during school-sanctioned activities whether inside or outside the school;</p> <p>5. Smoking cigarettes/e-cigarettes/vapes, inside the school premises or during school-sanctioned activities whether inside or outside the school;</p> <p>6. Serious vandalism inside the classroom or school premises (equivalent amount exceeds Php1,000.00);</p> <p>7. Offensive physical or body gestures at someone, and exposing private parts for the sexual gratification of the offender with the effect of demeaning, harassing,</p>	<p>and/or suspension of not exceeding 20% of the prescribed number of class days for the school year or term and referral to Social Welfare Development Office.</p> <p><b>3<sup>rd</sup> offense:</b> Exclusion or referral to Social Welfare Development Office.</p>	
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	<p>threatening or intimidating the offended party, including flashing of private parts, public masturbation, groping, and similar lewd sexual actions committed inside the classroom, school premises or school-sanctioned activities whether inside or outside the school</p>		
<p><b>Serious or Grave Offenses</b></p>	<ol style="list-style-type: none"> <li>1. Bullying;</li> <li>2. Joining, organizing and/or recruiting learners to fraternities, sororities, street gangs, and similar organizations;</li> <li>3. Cheating/dishonesty during class assessment/exams; or allowing another student to copy one's answer in exams or assigned homework or similar assessment whether for personal reasons, profit or gain (<i>sagot for sale</i>);</li> <li>4. Making bomb threats/jokes;</li> <li>5. Inflicting less serious physical injuries to another learner or personnel, whether inside or outside the school. Less serious physical injury occurs when the victim is incapacitated or requires medical intervention for 10 days</li> </ol>	<p><b>1st offense:</b>          Community service and/or suspension of not exceeding 20% of the prescribed number of class days for the school year or term and referral to Social Welfare Development Office.</p> <p><b>2nd offense:</b>          Exclusion</p> <p><b>*First Offense:</b>          Exclusion and the case will be dealt with in line with the provisions of</p>	



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	<p>or more but less than 30 days;</p> <p>6. Inflicting serious physical injuries to another learner or personnel, whether inside or outside the school. Serious physical injuries occur when the victim loses any body part, becomes insane, impotent, or blind, or incapacitated for more than 30 days;*</p> <p>7. Use, possession, or sale of prohibited drugs or substances inside the school premises or during school-sanctioned activities whether inside or outside the school;*</p> <p>8. Drinking liquor inside the school or during school-sanctioned activities whether inside or outside the school or coming to the school intoxicated;</p> <p>9. Acts of lasciviousness, offensive physical or body gestures at someone, and exposing private parts for the sexual gratification of the offender with the effect of demeaning, harassing, threatening or intimidating the offended party including flashing of private parts, public masturbation, groping, and similar lewd sexual actions committed inside the classroom, school</p>	<p>DepEd Order No. 18, s. 2015, Republic Act No. 9344, also known as the Juvenile Justice and Welfare Act, as amended, and its Implementing Rules and Regulations, alongside other applicable laws.</p>	
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	<p>premises or school-sanctioned activities whether inside or outside the school;</p> <p>10. Sexual exploitation, sexual assault or rape committed whether inside or outside the school;*</p> <p>11. Carrying and concealing deadly weapons, such as firearms, ammunitions, explosives, bladed/pointed/blunt weapons inside the school premises or during school-sanctioned activities whether inside or outside the school;</p> <p>12. Homicide or murder committed by learner/pupils/students whether inside or outside the school; Hazing in any form inside or outside the school premises;*</p> <p>13. Uploading and sharing recorded or live videos which degrades, demeans or shames other learners and school personnel;</p> <p>14. Uploading and sharing one's or another student's recorded/live video, photo, or voice with sexual content in the social media or to any person willing to pay for purposes of gain or profit (online sex for sale).*</p>		
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## **VII. COMMON PROVISIONS**

### **A. Reporting Procedure**

Students, parents, and school personnel are mandated to report any incidents promptly. Reports may be made verbally or in writing to any trusted personnel, including teachers, guidance counselors, administrators, or other relevant personnel. Anonymous reporting boxes will be made available throughout the school, and an online form will be provided for digital submissions. All reports will be treated seriously and investigated promptly and confidentially.

The Schools Division Office shall ensure that all schools coordinate with the City Social Welfare Office to enhance referral mechanism and to the PNP, and barangay for heightened security during class hours and other DepEd-sanctioned activities.

### **B. Preventive Education and Capacity Building**

The school is committed to promoting a safe and respectful learning environment. Anti-bullying education will be integrated into the curriculum through classroom discussions, role-playing activities, and annual assemblies. These sessions aim to teach empathy, digital citizenship, respect for diversity, and conflict resolution strategies.

All school personnel shall receive annual training on identifying, preventing, and responding to learner rights and protection incidents. This training will align with national government and Department of Education issuances and include modules on implicit bias, cyberbullying, and trauma-informed responses. Teachers will also be trained in how to integrate social-emotional learning into classroom instruction.

### **C. Confidentiality**

The principles of confidentiality shall be applied in any investigation to the fullest extent possible. In cases of offenses committed by pupil, student, 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/her privacy.

On the other hand, Republic Act 4670, otherwise known as 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/her case. **(See Annex J)**



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**D. Retaliation Protection**

Retaliation against any student or staff member who reports any LRP case and participates in a fact-finding and documentation or serves as a witness is strictly prohibited. Any confirmed act of retaliation will result in disciplinary measures.

**E. Separability Clause**

Any part or provision of the Regional Memorandum which may be held invalid shall not affect the validity and effectivity of the other provisions.

**F. Repealing Clause**

All prior Regional Memorandum or other issuances, or provisions thereof, which are inconsistent with this Regional Memorandum are hereby repealed, revised, or modified accordingly.

**VIII. MONITORING AND EVALUATION**

Schools should ensure regular and honest reporting of cases, including their progress and updates. School administrators shall monitor the implementation through classroom observations and incident reports. The Guidance Counselors/advocates/teachers shall track cases of misuse and provide support/intervention.

The Schools Division Offices shall consolidate, validate, analyze, and submit reports from the public and private schools within their respective jurisdiction. In addition, SDOs shall regularly monitor and report incidents of non-compliance and recommend necessary actions. Likewise, the SDOs shall give recommendations to the Regional Office on policy implementation and policy review purposes.

The Regional Office shall release a prescribed format and monitoring tool and framework (**See Annex K, L, M and N**) for uniformity purposes and to ensure all essential data are captured and gathered, escalated (if needed), and analyzed for trends and ways forward. Further, the Regional Office shall provide technical assistance and periodically review this policy for effectiveness and relevance. Finally, this guideline may be reviewed annually or as needed. The review shall be evidenced-based and will consider incident data, climate surveys, and stakeholder feedback to ensure the guideline remains effective and up to date with best practices and educational standards.



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**IX. REFERENCES**

The following laws and policy issuances are used as reference in the development of this policy:

- Republic Act No. 7610 (Special Protection of Children Against Abuse, Exploitation, and Discrimination)
- Republic Act No. 9344 (Juvenile Justice and Welfare Act)
- Republic Act No. 9165 (Comprehensive Dangerous Drugs Act of 2002)
- Republic Act No. 10591 (Comprehensive Firearms and Ammunition Regulation Act)
- Republic Act No. 9516 (An Act Further Amending the Provisions of Presidential Decree No. 1866 or Codifying the Laws on Illegal/Unlawful Possession, Manufacture, Dealing in, Acquisition or Disposition, of Firearms, Ammunition or Explosives or Instruments Used in the Manufacture of Firearms, Ammunition or Explosives, and Imposing Stiffer Penalties For Certain Violations Thereof and for Relevant Purposes)
- Republic Act No. 10173 (Data Privacy Act of 2012)
- DepEd Order No. 49, s. 2006 (Revised Rules of Procedure of the Department of Education in Administrative Cases)
- DepEd Order No. 40, s. 2012 (DepEd Child Protection Policy)
- DepEd Order No. 55, s. 2013 (Implementing Rules and Regulations of R.A. No. 10627 otherwise known as the Anti-Bullying Act of 2013)
- DepEd Order No. 18, s. 2015 (DepEd Guidelines and Procedures on the Management of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL))
- DepEd Order No. 32, s. 2019, (National Policy Framework on Learners and Schools as Zones of Peace)
- DepEd Memorandum No. 39, s. 2023
- Regional Memorandum No. 238, s. 2020 ("Regional Safeguarding Standards During Online Interaction with Learners") and Regional Memorandum 159, s. 2020 ("Reiterative Guide on the Utilization of



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Social Media and Social Network Accounts for all DepEd NCR Employees")

- Link: <https://tinyurl.com/NCR-LRP-FORMS>



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**ANNEXES**

- |   |                |
|---|----------------|
| 1. Anti-Bullying Flowchart Procedure  | <b>Annex A</b> |
| 2. Incident Report Form   | <b>Annex B</b> |
| 3. Menu of Interventions  | <b>Annex C</b> |
| 4. Flowchart for Responsible Use of Portable Electronic Device  | <b>Annex D</b> |
| 5. Confiscation Slip (for violation of Responsible Use of Portable Electronic Device)                       | <b>Annex E</b> |
| 6. Call Slip  | <b>Annex F</b> |
| 7. Social Media Posting Consent Form  | <b>Annex G</b> |
| 8. Confiscation Slip (Bag Search/Inspection)  | <b>Annex H</b> |
| 9. Random Routine Bag Search School Plan  | <b>Annex I</b> |
| 10. Confidentiality and Non-Disclosure Agreement  | <b>Annex J</b> |
| 11. Regional CPC/RJP Monitoring Form  | <b>Annex K</b> |
| 12. Results-Based Implementation and Monitoring Framework for Anti-Bullying Guidelines                      | <b>Annex L</b> |
| 13. Results-Based Implementation and Monitoring Framework for Responsible Use of Portable Electronic Device | <b>Annex M</b> |
| 14. Results-Based Implementation and Monitoring Framework for Bag Inspection/Search                         | <b>Annex N</b> |





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*Annex B*

**INCIDENT REPORT FORM (LRPO)**

<b>I. Type of incident</b>	
Date, time, and location of the incident	
<b>II. Identifying Information</b>	
<b>A. Alleged Victim</b>	<b>B. Alleged Perpetrator</b>
Name (Optional): _____	Name: _____
Age: _____	Age: _____
Gender: _____	Gender: _____
Grade Level: _____	Grade Level: _____
Status: _____	Status: _____
<b>C. Complainant</b>	
Name (Optional): _____	
Relationship to the alleged victim: _____	
<b>Specific details of the incident</b> (What, Where, When, How, Why/ possible cause/s)	
_____	
_____	
_____	
<b>Action taken by the school</b>	
_____	
_____	
_____	
<b>Prepared by:</b> _____	<b>Date Reported:</b> _____
Position/Designation and Signature	
<b>Reviewed by:</b> _____	<b>Noted by:</b> _____
School LRP Focal/Guidance Counselor/Teacher	School Principal



LEARNER RIGHTS AND PROTECTION SECTION  
INTERVENTION PLAN FORM

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Annex C

**LEARNER RIGHTS AND PROTECTION SECTION**  
**INTERVENTION PLAN FORM**

<p><b>I. Identifying Information</b></p> <p>Name (Optional): _____ Gender: _____ Grade Level: _____ Age: _____ Referred by: _____ Reason for Referral: _____ Presenting Problem: _____ _____ _____</p>
<p><b>II. Intervention Type</b> <i>(Indicate the primary area of focus for the intervention, such as personal, social, cognitive, moral, emotional skills, school attendance, etc.)</i></p> <p>_____</p> <p>_____</p> <p><b>Goal</b> <i>(It can be helpful to use the SMART goal framework-setting that is specific, measurable, attainable, relevant, and timely).</i></p> <p>a. _____ b. _____ c. _____</p> <p><b>Start Date</b> _____ <i>Indicate when the intervention is set to begin</i></p> <p><b>Duration</b> _____ <i>Indicate the expected length of the intervention cycle.</i></p>
<p><b>III. Intervention Strategies</b></p> <p><i>List the actions or activities you will take to support the learner. This could be one or more strategies. It allows the development of personal, social, cognitive, moral, and emotional skills of the learner/s involved. This should be presented in tabular form indicating the target behavior, objectives, strategies, timeline, and expected outcome.</i></p> <p><i>Below is a sample of an Intervention Program for bullying. Please do not copy and paste. Choose the appropriate sample of strategies only appropriate for the need of the client after assessment.</i></p>



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**PSYCHOSOCIAL INTERVENTION PROGRAM**  
 Six (6) Weeks Intervention Plan  
 For Bully, Bullied, and Bystanders

Target Behavior	Objectives	Strategies	Timeline (specify the dates)	Expected Outcome
Winning the trust of the learner	Building rapport with the client  Discussion of rules and procedures of the program	Explain the purpose of the counseling sessions, and orient learners on the intervention activities	2 sessions on the 1st week with 1 hour/session	Learner/s will be able to trust the counselor and understand the purpose of the program
Understanding bullying/cyberbullying	Orient the learner/s about bullying/cyberbullying	Psychoeducation on bullying/cyberbullying showing related studies on the impact on self and others	2 sessions on the 2nd week with 1 hour/session	Understanding bullying and its impact on self and others
Acting out behaviors/  Anger outburst	To provide an avenue for the release of tension.  To encourage expressing one's emotions more safely and constructively rather than in a repulsive way.  Manage and control anger outbursts	Anger Management/ Relaxation/ Cognitive restructuring/ Better communication/ Using humor/ Establish support group	3 sessions on the 3rd week with 1 hour/session	Increased self-understanding and others. Constructive ways how to deal with anger.
Anxious behaviors  A feeling of loss of control over the situation.	To develop a sense of control over her emotions and be able to face everyday challenges calmly and positively.	Mindfulness exercise- body scan	Can be done for 30 minutes every day before starting chores for 2 weeks.  This will also	Increase feelings of empowerment over the situation.  Calm and controlled responses to anxiety-provoking situations, Reduced



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			be developed as a habit.	apprehension.
Building a strong interpersonal relationship	Have a strong and healthy relationship with the people around	Collaborate with parents, friends, classmates, and teachers on the monitoring of the client's behavior Encourage the client to do outdoor activities with friends to improve his mood and relationship with friends.	4 sessions on the 7th & 8 <sup>th</sup> week with 1 hour/ session	People around will help to control the client's emotions. The client will realize that other fun activities can be done with friends.

**IV. Monitoring and Evaluation**

*Track learner's progress and indicate if the expected outcome is being attained.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Prepared by:**

\_\_\_\_\_  
Guidance Counselor/LRP Focal

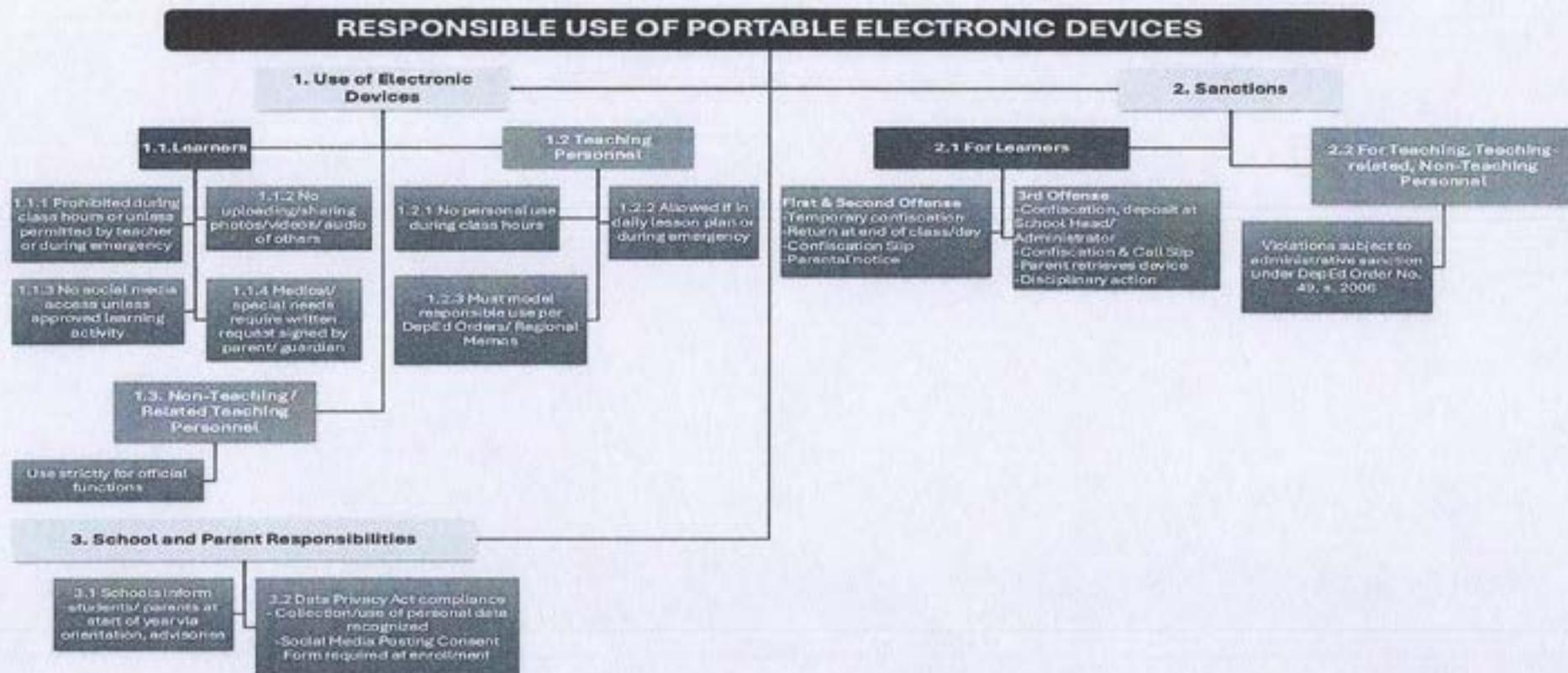
**Noted by:**

\_\_\_\_\_  
School Principal



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Annex D





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**Annex E**

**CONFISCATION SLIP**

*(For Violation of Responsible Use of Portable Electronic Device Policy)*

School: \_\_\_\_\_

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

Time: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade/Section: \_\_\_\_\_

Adviser/Class Teacher: \_\_\_\_\_

**\*Reason for Confiscation**

- Unauthorized use of portable electronic device during class hours
- Uploading/sharing photos, videos, or audio recordings of others
- Unauthorized social media access during class hours
- Other (specify): \_\_\_\_\_

**\*Offense Level**

- First Offense
- Second Offense
- Third Offense

**\*Action Taken**

- Device temporarily confiscated *(First/Second Offense)*
- Device deposited at Office of the School Head/Administrator *(Third Offense)*
- Return of device at end of class/day *(First/Second Offense)*
- Release of device only to parent/guardian *(Third Offense)*
- Parental notice issued
- Disciplinary action recommended *(for Third Offense)*

**\*Device Details**

- Brand/Model: \_\_\_\_\_
- Serial Number (if available): \_\_\_\_\_
- Description/Color: \_\_\_\_\_

**Teacher/Personnel Confiscating:**

\_\_\_\_\_  
 Signature over Printed Name

*I acknowledge that my portable electronic device was confiscated in accordance with school policy.*

Student Signature: \_\_\_\_\_

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

**\*Parent/Guardian Acknowledgement (for 3rd Offense or retrieval)**

*I acknowledge receipt of my child's device and understand the policy.*

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

Notes / Remarks:

\_\_\_\_\_  
 \_\_\_\_\_

**\*Reference**

- This confiscation is pursuant to the Responsible Use of Portable Electronic Device Policy, specifically:
  - Section 1.1: Learner Use Guidelines
  - Section 2.1: Penalties for Learners



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 Website: depedncr.com.ph



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*Annex F*

## CALL SLIP

Petsa: \_\_\_\_\_

**Magandang araw!**

Inaanyayahan po namin kayo sa Guidance Office ng paaralan BUKAS O SA LALONG MADALING PANAHOON, sa oras na (specific time shall be indicated for confiscated items), na dumalo para sa isang pag-uusap na may kinalaman sa inyong anak.

Inaasahan namin ang inyong kooperasyon at positibong pagtugon.

Gumagalang,

Natanggap ni:

\_\_\_\_\_  
Guidance Designate

\_\_\_\_\_  
Pangalan at Lagda ng Magulang

\_\_\_\_\_  
Class Adviser

\_\_\_\_\_  
Petsa



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Annex G

<<<<Insert School Letter Head>>>>

**SOCIAL MEDIA POSTING CONSENT FORM**

Name of Pupil/Student:	
Grade Level:	
Name of Parent/Guardian:	

I hereby give my consent to <<<< name of school>>>> to post the information, videos, pictures, to the official social media platform of my child of the school <<<<insert what website/social media accounts it will be posted>>>>, FOR EDUCATIONAL INFORMATIONAL PURPOSES ONLY relative to the upcoming opening of classes for School Year <<<>>>.

Such information posted will be posted for a period of one year or at such time that I submit my written cancellation to such consent, whichever is earlier. I agree that such post will be deleted after this period

Date Signed

Signature over Printed Name

<<<<Insert School Letter Head>>>>

**FORM NA NAGBIIBIGAY-PAHINTULOT SA PAGPO-POST SA SOCIAL MEDIA**

Pangalan ng Mag-aaral:	
Baitag:	
Pangalan ng Magulang/Tagapag-alaga:	

Ibinibigay ko ang aking pahintulot sa <<<<pangalan ng paaralan>>>> upang ibahagi ang impormasyon, larawan and bidyo ng aking anak sa opisyal na social media platform ng paaralan <<<<lagay kung saang website/social media accounts ito ipapaskil>>>>, PARA LAMANG SA LAYUNING MAKAPAGBIIGAY-IMPORMASYONG PANG EDUKASYONAL/kaugnay sa nalalapit na pagbubukas ng klase sa taong panuruan <<<>>>.

Ang impormasyong ipinaskil ay mananatiling naka-post sa loob ng isang taon o sa oras na magiging ako ng sulat na nagsasawalang-bida sa nasabing pahintulot, alinman ang mauna. Sumasang-ayon ako na ang post na ito ay buhrarin makalipas ang nasabing panahon.

Peta ng Paglagda

Legas sa Ilaan ng Pangalan



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 Website: depedncr.com.ph



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*Annex I*

**RANDOM ROUTINE BAG SEARCH SCHOOL PLAN**  
SCHOOL YEAR \_\_\_\_\_

<b>GRADE LEVEL</b>	<b>FREQUENCY</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>

Prepared by:

**CHILD PROTECTION COMMITTEE**

Approved by:

**SCHOOL HEAD**



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*Annex J*

**CONFIDENTIALITY AND NON-DICLOSURE AGREEMENT**

1. The principles of confidentiality shall be applied in any investigation to the fullest extent possible. In cases offenses committed by pupil, student, learners, the identity or other information that may reasonable identify the pupil, student or learner, whether victim or offender, shall be withheld from the public to protect his/her privacy.
2. No publicity shall be given to any disciplinary action against a teacher during the pendency of his/her case, pursuant to Republic Act 4670, otherwise known as the Magna Carta for Public School Teachers.
3. I shall keep all records submitted with utmost confidentiality and shall not furnish or reproduce copies to any unauthorized person/s nor to any party without the consent of the information owner. I shall agree to preserve the privacy and confidentiality in whatever discussions, opinions, discoveries, theories, conclusions and/or disclosures obtained.
4. I shall not relay, communicate, disseminate through any means whether text message, email, phone call and other means of transmitting information of any information gathered from any learner, parent or teacher to other people without written consent of the learner and their parent/s.
5. I shall not use any confidential information for my own benefit nor give, review, dispose, and disclose to others or permit the use of others for their benefit to the detriment of the psychosocial support and intervention to be given to the learner.
6. I take full responsibility in securing all private, confidential, and sensitive conversations with the learner made through any information technology and other online platforms means by ensuring that I do not leave my laptop or cellphone negligently such that another person may read such private, confidential, and sensitive messages from the learner.
7. I undertake to exert all possible means to protect any personal, confidential, and sensitive information received from the learner especially if received through any information technology and other online platforms by deleting the electronic copy after converting it to print-based or hard copy and ensuring that the printed copy is a faithful copy of the original message and securing the hard copies in my custody and possession.
8. I hereby acknowledge full accountability for my use of any confidential information held in trust and confidence as well as the misuse of the same confidential information by reason of my own negligence or voluntary dissemination without the required consent of the learner and their parent/s.
9. I hereby accept liability of any breach of the non-disclosure agreement and understand the consequences thereof in accordance with the Data Privacy Act of the Philippines and other applicable laws.
10. I further agree and am aware that my failure to fulfill any of the provisions set forth in this agreement or any violation of the terms of the agreement can subject the undersigned to appropriate disciplinary/administrative sanction without prejudice to other civil and criminal action that the injured party may file by reason of my breach of confidentiality.

<b>Name of Pupil/Student/ Personnel:</b>	
<b>Grade Level/ Designation/ Position:</b>	
<b>Signature:</b>	
<b>Date:</b>	



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**Annex K**

**REGIONAL CHILD PROTECTION COMMITTEE (CPC) AND  
 RESTORATIVE JUSTICE PANEL (RJP) MONITORING FORM**

Name of School: \_\_\_\_\_  
 Schools Division Office: \_\_\_\_\_  
 School ID: \_\_\_\_\_  
 School Address: \_\_\_\_\_

CRITERIA	Score	Q	E	T	Rating
1. Organization and Coordination a. Establishment and/or Reconstitution of CPC b. Coordination and Mechanism c. CPC and RJP Transparency Board	3	Presence of 3 criteria	With 3 evidence on coordination and mechanism	With annual reconstituted CPC and updated Transparency board	
	2	Presence of 2 criteria	With 2 evidence on coordination and mechanism	Failed to reconstitute the previous CPC	
	1	Presence of 1 criterion	With 1 evidence on coordination and mechanism	Non-existence of CPC	
	<b>Average Rating</b>				
2. Policies and Guidelines a. Localized Child Protection and Anti-Bullying Policy b. Localized Student Manual/Handbook c. Child participation in CPC planning,	3	Presence of 3 criteria	MOVs are presented for the functionality of the 3 criteria	Updated the 3 criteria annually	
	2	Presence of 2 criteria	MOVs are presented for the functionality of the 2 criteria	Updated the 2 criteria annually	



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implementation, and evaluation	1	Presence of 1 criterion	Only 1 criterion is functional	Updated 1 criterion annually	
<b>Average Rating</b>					
a. 3. Capacities and Resources b. PPAs for CPC/RJP c. Orientation of CPC/RJP d. Budget Allocation for CPC/RJP Operations e. Support from LGU and other interagency f. Support from NGOs and partnerships g. f. IEC materials available in school	3	Existence of 6 criteria	All the criteria are implemented	Implemented all the criteria on or before the required time	
	2	Existence of 5 Criteria	Only 5 criteria are implemented	Only 4 of the criteria were implemented on time	
4. Service Delivery a. Awareness and Prevention Programs b. Reporting and Case Handling c. c. Intervention and Integration	3	Conducted 3 criteria	All the MOVs for the 3 criteria are presented	Real-time delivery of all the services	
	2	Conducted 2 criteria	2 of the MOVs for the 3 criteria are presented	Delayed delivery of the services by 2 days	
	1	Conducted 1 criteria	No evidence presented	Late delivery of the services for more than a week	
<b>Average Rating</b>					
5. Reportorial Obligation a. Availability and accessibility of statistical report on cases handled b. Reportorial Obligation submitted on time	3	Met 2 criteria	All the MOVs for the 2 criteria are presented	Updated reportorial obligation	
	2	Met 1 criteria	1 of the MOVs for the 2 criteria	Late submission of the	



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b.1 Monthly Report			are presented	reportorial obligation	
b.2 Quarterly Report	1	Did not meet any of the criteria	No evidence presented	Failed to submit the reportorial obligation	
b.3 Annual Report					
Average Rating					

Reported by:

Noted by:

\_\_\_\_\_  
Schools Division Superintendent

Monitored by:

Date submitted:



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**Annex L**

**RESULTS-BASED IMPLEMENTATION AND MONITORING FRAMEWORK FOR ANTI-BULLYING GUIDELINES**

INDICATOR/S	DEFINITION <i>How is it calculated?</i>	TARGET <i>What is the target value?</i>	DATA SOURCE <i>How will it be measure?</i>	FREQUENCY <i>How often will it be measured?</i>	RESPONSIBLE <i>Who will measure it?</i>	REPORTING <i>Where will it be reported?</i>	
<b>Child Protection Committee (CPC) and Restorative Justice Panel (RJP) Functionality Tool</b>	(%) Percentage of School within the SDO functional Child Protection Committee (CPC) and Restorative Justice Panel (RJP)	Number of schools with functional CPC and RJP divided by total number of schools within the SDO	100%	Consolidated SDO Report	Once every school year	SDO through thru the LRPO Focal Person	RO via LRPU
<b>Case Referral/Resolution</b>	(%) Referral/Resolution Rate of Reported Cases and Incidents	Number of reported cases/incidents divided by number of case acted upon (referred/resolved)	100%	Consolidated SDO Report	Quarterly Annually	SDO LRPO Focal Person SDO Legal Unit	RO via LRPU Regional Legal Unit
<b>School Child Protection Plan (Preventive Activity)</b>	(%) Percentage of School with Completed Annual Child Protection Plan	Number of schools with Child Protection Plan divided by total number of schools in the SDO	100%	Consolidated SDO Report	Once every school year	SDO through thru the LRPO Focal Person	RO via LRPU
	(%) Percentage of Schools with Child Protection Plan Implemented	Number of schools with implemented plan divided by total number of schools in the SDO	100%	Consolidated SDO Report	Once every school year	SDO through thru the LRPO Focal Person	RO via LRPU



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*Annex M*

**RESULTS-BASED IMPLEMENTATION AND MONITORING FRAMEWORK FOR RESPONSIBLE USE OF PORTABLE ELECTRONIC DEVICE GUIDELINES**

INDICATOR/S	DEFINITION <i>How is it calculated?</i>	TARGET <i>What is the target value?</i>	DATA SOURCE <i>How will it be measure?</i>	FREQUENCY <i>How often will it be measured?</i>	RESPONSIBLE <i>Who will measure it?</i>	REPORTING <i>Where will it be reported?</i>	
<b>Responsible Use of Portable Electronic Device</b>	<p><b>Orientation Rate</b>            (%) Percentage of Schools that conducted orientation on responsible use of cellphone to:</p> <ul style="list-style-type: none"> <li>a. Parents</li> <li>b. Learners</li> <li>c. Teaching and Non-teaching Personnel</li> </ul>	Number of schools that conducted Orientation to parents, learners, teaching and non-teaching personnel, divided by total number of schools within the SDO	100%	Consolidated SDO Report	Once every school year - preferable at the start of the school year	SDO through thru the LRPO Focal Person	RO via LRPU
	<p><b>Compliance Rate</b>            (%) Percentage of Schools that used the monitoring tool</p>	Number of schools with passing rate in the monitoring tool divided by total number of schools within the SDO	100%	Consolidated SDO Report	Once every school year - preferable at the end of the school year	SDO through thru the LRPO Focal Person	RO via LRPU



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*Annex N*

**RESULTS-BASED IMPLEMENTATION AND MONITORING FRAMEWORK FOR IMPLEMENTATION OF BAG INSPECTION/SEARCH GUIDELINES**

	INDICATOR/S	DEFINITION	TARGET	DATA SOURCE	FREQUENCY	RESPONSIBLE	REPORTING
		<i>How is it calculated?</i>	<i>What is the target value?</i>	<i>How will it be measure?</i>	<i>How often will it be measured?</i>	<i>Who will measure it?</i>	<i>Where will it be reported?</i>
Regional Policy on Bag Inspection/ Search	<b>Orientation Rate</b> (%) Percentage of Schools that conducted orientation on Regional Policy on Bag Search:  d. Parents e. Learners f. Teaching and Non-teaching Personnel	Number of schools that conducted Orientation to parents, learners, teaching and non-teaching personnel, divided by total number of schools within the SDO	100%	Consolidated SDO Report	Once every school year - preferable at the start of the school year	SDO through thru the LRPO Focal Person	RO via LRPV
	<b>Compliance Rate</b> (%) Percentage of Schools that used the monitoring tool	Number of schools with passing rate in the monitoring tool divided by total number of schools within the SDO	100%	Consolidated SDO Report	Once every school year - preferable at the end of the school year	SDO through thru the LRPO Focal Person	RO via LRPV



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