



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
GATE 2, KARANGALAN VILLAGE
1900 CAINTA, RIZAL



Office of the Regional Director

April 15, 2021

REGIONAL MEMORANDUM

**TO : SCHOOLS DIVISION SUPERINTENDENTS
DIVISION LAWYERS/LEGAL OFFICERS
SCHOOL HEADS/ADMINISTRATORS
REGISTERED GUIDANCE COUNSELORS
GUIDANCE TEACHERS/COORDINATORS
PARTNER AGENCIES/STAKEHOLDERS
ALL OTHERS CONCERNED**

**GUIDELINES ON EXPRESS SYSTEM OF REPORTING AND
INTERVENTION OF CHILD ABUSE, DISCRIMINATION
AGAINST CHILDREN, CHILD EXPLOITATION, VIOLENCE
AGAINST CHILDREN IN SCHOOL, CORPORAL PUNISHMENT
AND ANY ANALOGOUS OR SIMILAR INCIDENTS AND
BULLYING INCIDENTS IN DEPED CALABARZON**

1. Pursuant to Article XV, Section 3(2) of the 1987 Philippine 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.
2. Articles 19 and 28(2) of the UN Convention on the Rights of the Child require State Parties to take all appropriate measures to protect the child from all forms of violence and to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the Convention.



"EXCELLENCE is a CULTURE and QUALITY is a COMMITMENT"

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3. Republic Act No. 9155¹ declares that the Department of Education is vested with authority, accountability, and responsibility of ensuring quality, accessible, relevant, responsive, and liberating basic education services operating within the bounds of pertinent laws and regulations.
4. The Department of Education recognizes the increase of Child Abuse and Bullying Incidents as a result of difficult situations faced by public school teachers and other school personnel including learners within and outside the school.
5. DepEd Region IV-A CALABARZON, as a duty-bearer, in coordination with different levels of governance and in collaboration with its partners and stakeholders, has exerted efforts to uphold the fundamental rights of children in basic education and to ensure that public schools are zones of peace and safe places for education.
6. Consistent with Republic Act No. 11032², DepEd Region IV-A CALABARZON streamlined the current reporting mechanism and procedures relating to Child Protection. Thus, Guidelines will open a platform for the prevention, early detection, immediate investigation and intervention, proper case management, and speedy resolution of Child Abuse and Bullying Incidents in DepEd CALABARZON taking into account the "Best Interests of Batang CALABARZON" as the primary and paramount consideration.
7. Enclosed is the Guidelines and it shall take effect immediately upon its issuance and publication in the Region's Official Website.
8. Immediate orientation, widest dissemination of and strict compliance with this Guidelines is directed.


FRANCIS CÉSAR B. BRINGAS
Regional Director

ORD-01C/SI-III

¹ Governance of Basic Education Act of 2001.

² Ease of Doing Business and Efficient Government Service Delivery Act of 2018.

GUIDELINES ON EXPRESS SYSTEM OF REPORTING AND INTERVENTION OF CHILD ABUSE, DISCRIMINATION AGAINST CHILDREN, CHILD EXPLOITATION, VIOLENCE AGAINST CHILDREN IN SCHOOL, CORPORAL PUNISHMENT AND ANY ANALOGOUS OR SIMILAR INCIDENTS AND BULLYING INCIDENTS IN DEPED CALABARZON

**Article 1
GENERAL PROVISIONS**

Section 1. Title

This shall be known as the *"Guidelines on Express System of Reporting and Intervention of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents In Deped CALABARZON."*

Section 2. Background and Rationale

The school is primarily a place for learning, gathering information and 21st century skills that are essential to a child's integration to the adult world. It aims to develop moral character, personal discipline, civic conscience, vocational efficiency and to teach the duties of citizenship. The school as a zone of peace, provides a special environment for the formal, physical, mental, emotional and moral growth of the young.

The Department of Education, as a duty-bearer, exerts every effort to uphold the fundamental rights of children in basic education and ensures that the schools are zones of peace and safe places for education.

Initially, the complaint or report together with the Intake Sheet and other supporting documents involving Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents are being forwarded by the Schools to the Schools Division Offices concerned.

A systematic reporting of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents is indispensable

in the efficient and effective implementation of DepEd Order No. 40, s. 2012¹, DepEd Order No. 55, s. 2013² and other related DepEd Orders as it opens a platform for the prevention, early detection, immediate investigation and intervention, proper case management, and speedy resolution of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents.

DepEd Region IV-A CALABARZON has identified policy gaps, issues, and problem areas on the existing reporting mechanisms of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents among the levels of governance, from the Schools to the Schools Division Offices and to the Regional Office.

DepEd Region IV-A CALABARZON recognizes the significant increase of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents as a result of difficult situations faced by public school teachers and non-teaching personnel including the learners inside and outside the school premises.

The Regional Office of DepEd IV-A CALABARZON acknowledges and recognizes the need of immediate investigation and intervention, proper case management, and speedy resolution of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents in DepEd CALABARZON.

Consistent with Republic Act No. 11032³, DepEd Region IV-A CALABARZON aims to streamline the current reporting systems and procedures relating to Child Protection. Thus, DepEd Region IV-A CALABARZON adopts this Guidelines to address the identified policy gaps, issues, and problem areas on the existing reporting mechanism by reducing the turn-around time and improving the efficiency and effectiveness of prevention, early detection, immediate investigation and intervention, proper case management, and speedy resolution of Child Abuse, Discrimination

¹ DepEd Child Protection Policy.

² Implementing Rules and Regulations of Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013.

³ Ease of Doing Business and Efficient Government Service Delivery Act of 2018.

against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents taking into account the "*Best Interests of Batang CALABARZON*" as the primary and paramount consideration.

Section 3. Declaration of Policy and Construction

DepEd Region IV-A CALABARZON recognizes the vital role of the Department of Education in providing quality, accessible, relevant, and liberating education for all, promoting a school environment conducive to learning and promoting the welfare of every child, in order to train and prepare the youth to become useful and law abiding members of the community. Thus, affirming its mandate to ensure the normal and positive development of the learners of today who will lead tomorrow to enable them to enhance their potential to the fullest and meaningfully contribute to nation-building.

This Guidelines aims to adopt systematic and viable measures to effectively carry out a mechanism of prevention, intervention, and resolution to address all forms of abuse, bullying and other conditions committed against children in school; ensure that student discipline is consistent with positive discipline and restorative justice principle; and guarantee their protection and well-being for the optimum development of their character, knowledge, and life-long skills.

To this end, DepEd Region IV-A CALABARZON undertakes to strengthen the principle of shared responsibility between levels of governance and among partners and stakeholders in the promulgation and implementation of the provisions of this Guidelines.

The provisions of this Guidelines shall be liberally construed in order to promote its objectives taking into account the best interests of children in schools as the paramount consideration without recourse to the strict technicalities of legal procedures and evidence but with regard to the proper observance of due process in all circumstances

Section 4. Scope and Coverage of the Guidelines

This Guidelines provides for the systematic reporting and intervention of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents of the public schools in CALABARZON in coordination with the levels of governance (Schools, Schools Division Offices, and the Regional Office) and in collaboration with other duty-bearers, partners, and stakeholders.

Section 5. Definition of Terms and Acronyms

Definition of Terms

Batang CALABARZON Refers to learners/students of CALABARZON below eighteen (18) years of age or those over but 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. The term also includes pupils or students who may be eighteen (18) years of age or older but are in school.

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 the other 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; and

4. Cyber-bullying or any bullying done through the use of technology or any electronic means;

5. Any other form of bullying such as social bullying due to origin or ethnicity and gender-based bullying due to sexual orientation or gender identity (SOGI).

Case Management

A procedure to plan, seek, and monitor the services brought about by Child Abuse and Bullying Incidents.

The management of child abuse cases is multi-sectoral, inter-agency (national and local government agencies, non-government and faith-based organizations, civic and private sectors) and multi-disciplinary (police, prosecutor, judge, lawyer, social worker, medical doctor, teacher, guidance counselor, psychiatrist, psychologist, psychometrician, barangay officials, parents, among others) working together as a team to provide appropriate protection, legal and social services to the child victims of abuse, neglect, and exploitation.

Child Abuse

Refers to the maltreatment of a child, whether habitual or not, which includes any of the following:

- (1) Psychological and 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 his 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 growth and development or in his permanent incapacity or death.

Includes the prohibited acts of Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents.

Community Service

This refers to disciplinary intervention imposed on a learner/pupil/student who violated the rules and regulations of the school or any of the offenses mentioned in this Guidelines taking into account the learner's tender age, medical and health condition, Positive Discipline, and the Restorative Justice Principle allowing the learner/pupil/student to do community or school activities inside the school that will further develop his/her life-long skills in problem solving, collaboration, time management, communication, and leadership, among others, for a certain period of hours. The number of service hours is on a staggered basis.

This is never treated as a punishment to a learner/pupil/student.

Examples of Community Service inside the school are: non-strenuous activities, clerical works etc. that will develop life-long skills of a learner/pupil/student.

Confidential Information Refers to all information acquired or gathered under the Express System of Reporting of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents of this Guidelines.

Duty-bearer Any person who is involved in the case management of the child such as officials or employees of national and local government agencies, non-government and faith-based organizations, civic and private sectors, police, prosecutor, judge, lawyer, social worker, teacher, guidance counselor/teacher, student government officer, medical doctor, psychiatrist, psychologist, psychometrician, and barangay officials, parents, among others.

Express System Refers to a system for generating, sending, receiving, storing or otherwise processing electronic data messages or electronic documents and includes the computer system or other similar device by or which data is recorded, transmitted or stored and any procedure related to the recording, transmission or storage of electronic data, electronic message, or electronic document. (Similar to Information and Communications System defined under Republic Act 10173, entitled Data Privacy Act of 2012).

Initial Contact Refers to the first immediate contact or private Intake interview with the alleged child victim, in the presence of his/her parents or guardian, for purposes of filling-out the Intake Sheet, gathering sufficient information on the alleged Child Abuse

and other forms of abuse and prohibited acts, and his/her family conditions and circumstances in order to develop proper intervention strategies for the conduct of immediate intervention.

This does not involve the conduct of an investigation or clarificatory questioning of the child victim relative to the administrative proceedings against the teacher-offender.

Intervention

Refers to programmatic gender-responsive and child-friendly approaches or systematic social protection programs for children that are designed to:

- (1) Promote the physical, mental, and social well-being of children;
- (2) Avert or prevent juvenile delinquency from occurring; and
- (3) Stop or prevent children from re-offending.

Fact-Finding and Documentation

Refers to the procedure undertaken by the Registered Guidance Counselor/Guidance Teacher/Coordinator of the school whenever there is an incident of Bullying or violations of the rules and procedures of the school by a learner, pupil or student. The procedure as follows:

- (1) Separate private intake interview with the learner-offender or bully and the child victim or bullied in the presence of their parents/guardian;
- (2) Determine the levels of threats and develop intervention strategies;
- (3) Inform the learner-offender or bully and child victim and their parents/guardian as to the steps to be undertaken to prevent further acts of bullying/retaliation; and

- (4) Make appropriate recommendations to the CPC on proper interventions, referral and monitoring.

This does not involve the conduct of an investigation or clarificatory questioning of the child victim and the learner-offender or bully relative to the administrative proceedings against the learner-offender or bully in student discipline.

Positive and Non-Violent Discipline of Children

Refers to way of thinking and a holistic, constructive and proactive 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 learner's adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to learners.

Restorative Justice Principle

A process of resolving conflicts with the maximum involvement of the victim, offender and the community to achieve:

- (1) Reparation for the victim;
- (2) Reconciliation of the offender and the offended and the community;
- (3) Reassurance of reintegration in the society; and
- (4) Enhancement of public safety through prevention strategies.

Student Discipline

Refers to the disciplinary measures, proceedings, and interventions for the development of the learner/pupil/student taking into account Positive Discipline and the Restorative Justice Principle.

This is never treated as a punishment to a learner/pupil/student who violated the rules and

regulations of the school or any of the offenses mentioned in this Guidelines.

Suspension

Refers to a disciplinary intervention imposed on a learner/pupil/student who violated the rules and regulations of the school or any of the offenses mentioned in this Guidelines taking into account Positive Discipline and the Restorative Justice Principle allowing the learner/pupil/student to study at home under Home Study Program for a certain period of time.

This is never treated as a punishment to a learner/pupil/student.

Acronyms

CPC	Child Protection Committee
CSD	Committee on Student Discipline
CPU	Child Protection Unit
CREDe	Child Rights in Education Desk
DepEd	Department of Education
RD	Regional Director
RO	Regional Office
RGC	Registered Guidance Counselor
SSG	Supreme Student Government
SDO	Schools Division Office
SDS	Schools Division Superintendent
SH/P	School Head/Principal
SP	School Personnel

Article II
REPORTING, INITIAL CONTACT, FACT FINDING AND DOCUMENTATION, CASE
MANAGEMENT AND INTERVENTION OF BULLYING, CHILD ABUSE,
DISCRIMINATION AGAINST CHILDREN, CHILD EXPLOITATION, VIOLENCE
AGAINST CHILDREN IN SCHOOL, CORPORAL PUNISHMENT AND ANY
ANALOGOUS OR SIMILAR INCIDENTS

Section 6. Express System of Reporting

Any person who has witnessed an incident of bullying, child abuse, discrimination against children, child exploitation, violence against children in school, corporal punishment or any analogous or similar act shall **immediately report** the same to the SH/P or RGC/Guidance Teacher/Coordinator of the school where the victim is currently enrolled.

In case the offender or the bully is not in the same school where the victim is enrolled, the SH/P of the school must inform the SH/P of the school where the bully or learner-offender is enrolled or where the offender is an employee for appropriate action.

In case the person reporting has the sole intention to inform the school of the incident anonymously or without divulging/disclosing his/her identity, the SH/P shall make a written report on the information given. In case the person reporting decides to divulge/disclose his/her identity, the SH/P may request him/her to put the information in writing to be signed by the SH/P and the person reporting.

On the other hand, in case the person reporting decides to file a complaint against the offender or bully, the SH/P must require the person reporting to put the same in writing. Preferably, the complaint must be under oath.

After receipt of the complaint or after the report has been made, the RGC/Guidance Teacher/Coordinator shall conduct the **Fact-Finding and Documentation** (for incident of bullying and violations of the rules and regulations of the school or any of the offenses mentioned in this Guidelines) and immediate intervention. The SH/P shall fill-out the Intake Sheet. The RGC/Guidance Teacher/Coordinator shall conduct **Initial Contact** (for incident of child abuse, discrimination against children, child exploitation, violence against children in school, corporal punishment or any analogous or similar act) and immediate intervention. The SH/P shall fill-out the Intake Sheet. The **Intake Sheet** is attached as **Annex "A"** in this Guidelines.

The SH/P shall forward or email the complaint or report, Intake Sheet and all other supporting documents to the RO through Express Email: childsafecalabarzon@deped.gov.ph in a scanned copy or PDF file (copy furnished the SDO Legal Unit concerned) within forty-eight (48) hours upon receipt of the complaint or report.

On the other hand, if upon knowledge of the report or receipt of the complaint the SH/P cannot ascertain as to what appropriate action he/she must undertake, the SH/P can directly call the Legal Unit of the RO through this Express Hotline Number: 0917-888-5893 for assistance, consultation, and guidance during office hours (8:00a.m. to 5:00p.m. only). After the call, the SH/P shall record or document the details of the call or inquiry. In no case shall the Express Hotline Number be used for purposes other than those expressly stated in this Guidelines.

In response, the Legal Unit of the RO shall acknowledge the call by sending an email communication to the SH/P. The RD as the Disciplining Authority shall immediately act on the complaint or report, Intake Sheets, and other supporting documents by issuing an Order for the conduct of immediate, cautious and comprehensive fact-finding investigation and the submission of a written report. The Order shall be directly sent to the email address of the Legal Unit of the SDO concerned and copy furnished the sender through the email address provided not later than seventy-two (72) hours from receipt of the complete documents.

Section 7. Immediate Responses in Bullying Incident

The following are immediate responses in bullying incident:

- (1) The victim or anyone who witnessed 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.
- (3) Report the incident to the SH/P; and
- (4) Bring the bully and victim to the Guidance Office for immediate intervention and to the duly constituted Committee on Student Discipline for appropriate action.

Section 8. Students Discipline and Intervention

The SH/P shall have authority, accountability, and responsibility for creating an environment within the school that is conducive to both teaching and learning.

After reporting the incident of bullying or violation of the rules and regulations of the school or any of the offenses mentioned in this Guidelines to the RO through the email address stated above, the RGC/Guidance Teacher/Coordinator shall conduct Fact-Finding and Documentation and immediate intervention. The CPC shall monitor the implementation of the intervention program.

At the same time, the SH/P shall create a Committee on Student Discipline to determine the seriousness or gravity of the offense and whether the bully or learner-offender has violated the rules and regulations of the school or committed any of the offenses mentioned in this Guidelines.

Section 9. Committee on Student Discipline, its Composition, and Functions

There shall be a Committee on Student Discipline created for each and every incident of bullying or other forms or violation of the rules and regulations of the school or any of the offenses mentioned in this Guidelines committed by a learner/pupil/student or bully. The Committee shall be composed of not more than five (5) but not less than three (3) of any of the following:

- a. Assistant Principal or representative of SH/P;
- b. Head Teacher or Master Teacher in-charge of the school level where the bully or learner-offender is enrolled;
- c. Class adviser of the bully or learner-offender;

- d. A teacher who has exhibited expertise on student discipline;
and
- e. SSG Adviser.

The Committee is tasked to investigate and to determine the seriousness or gravity of the offense and whether the bully or learner-offender has violated the rules and regulations of the school or committed any of the offenses identified in DECS Service Manual 2000, DepEd Orders, and other laws but not limited to the following offenses:

Light Offenses	<ul style="list-style-type: none"> a. uttering profanities/swearwords inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; b. disruptive behavior in class or within the school premises or during school sanctioned activities whether inside or outside the school; c. grabbing others' belongings (toys, things, food etc.) inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; d. simple vandalism inside the classroom or school premises (equivalent amount does not exceed Php500.00). Vandalism is marking or damaging school property; e. inflicting slight physical injuries to another learner inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; f. punching, pinching another learner which does not involve serious physical injuries inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; g. fighting in class/school premises or during school sanctioned activities which does not involve serious physical injuries; h. cursing, wolf-whistling, catcalling, leering and intrusive gazing, taunting, pursing, unwanted invitations, misogynistic, transphobic,
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	<p>homophobic, and sexist slurs, persistent unwanted comments on one's appearance, relentless requests for one's personal details such as 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, identity and/or expression including sexist, homophobic, and transphobic statements and slurs, the persistent telling of sexual jokes, use of sexual names, comments and demands, and any statement that has made 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>Less Serious or Less Grave Offenses</p>	<ul style="list-style-type: none"> i. simple stalking inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; j. simple vandalism in class or inside the school premises (equivalent amount does not exceed Php1,000.00); k. assaulting or inflicting less serious physical injuries to another learner or teacher or school personnel inside the classroom, school premises or during school sanctioned activities whether inside or outside the school. Less serious physical injuries are those that require medical intervention for more than 10 days but not more than 15 days; l. theft or stealing others' belongings inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; m. Cheating/dishonesty during class assessment/exams; n. allowing another student to copy one's answer in exams or assigned homework or similar assessment whether for personal reason,

	<p>profit or gain (sagot for sale);</p> <ul style="list-style-type: none"> o. Intimidating or threatening a teacher or learner/pupil/student inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; p. possession of gambling materials inside the classroom, school premises or during school sanctioned activities whether inside or outside the school; q. carrying and 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; r. 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 premises or during school sanctioned activities whether inside or outside the school;
<p>Serious or Grave Offenses</p>	<ul style="list-style-type: none"> s. bullying which 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 or activity; such as, but not limited to, the following:

	<ol style="list-style-type: none">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 inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;2. Any act that causes damage to a victim's psyche and/or emotional well-being inside the classroom, school premises or during school sanctioned activities inside or outside the school;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 look, clothes and body committed inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;4. "Cyber-bullying" or any bullying done through the use of technology or any electronic means committed inside the classroom, school premises or during school sanctioned activities whether inside or outside the school. 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 for formats as defined in DepEd Order No. 40, s. 2012; and5. Any other form of bullying as may be
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provided in the school's child protection or anti-bullying policy.

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 based on origin or ethnicity.
 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).
- t. libel, oral defamation or commission of which in the cyberspace committed inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;
 - u. alteration or use of falsified school records or credentials during enrolment or for similar purpose;
 - v. inflicting serious physical injuries to another learner inside the classroom, school premises or during school sanctioned activities whether inside or outside the school. Serious physical injuries are those that require medical intervention for more than 15 days;
 - w. use, possession or sale of prohibited drugs or substances inside the school premises or during school sanctioned activities whether inside or outside the school;
 - x. smoking cigarettes/e-cigarettes/vapes, marijuana inside the school premises or during school sanctioned activities whether inside or outside the school;
 - y. serious vandalism inside the classroom or school premises (equivalent amount exceeds Php1,000.00);
 - z. gambling inside the school premises or during

	<p>school sanctioned activities whether inside or outside the school;</p> <p>aa. seriously threatening students or faculty members or school personnel inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;</p> <p>bb. seriously assaulting or inflicting serious physical injuries to a teacher or school personnel inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;</p> <p>cc. drinking liquor inside the school or during school sanctioned activities whether inside or outside the school or coming to the school intoxicated;</p> <p>dd. acts of lasciviousness, sexual exploitation, sexual assault or rape committed inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;</p> <p>ee. carrying and concealing deadly weapons inside the school premises or during school sanctioned activities whether inside or outside the school;</p> <p>ff. homicide or murder committed by learner/pupil/student in the school or during school sanctioned activities whether inside or outside the school;</p> <p>gg. hazing in any form inside or outside the school premises;</p> <p>hh. qualified stalking accompanied by touching, pinching or brushing against the body of the offended person; or any touching, pinching, or brushing against the genitalia, face, arms, anus, groin, breasts, inner thighs, face, buttocks or any part of the victim's body committed inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;</p> <p>ii. gender-based online sexual abuse/harassment</p>
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	<p>includes acts that use information and communications technology in terrorizing and intimidating victims through physical, psychological, and emotional threats, unwanted sexual misogynistic, transphobic, homophobic and sexist remarks and comments online whether publicly or through direct and private messages, invasion of victim's privacy through cyberstalking and incessant messaging, uploading and sharing without the consent of the victim, any form of media that contains photos, voice, or video with sexual content, any unauthorized recording and sharing of any of the victim's photos, videos, or any information online, impersonating identities of victims online or posting lies about victims to harm their reputation, or filing, false abuse reports to online platforms to silence victims committed inside the classroom, school premises or during school sanctioned activities whether inside or outside the school;</p> <p>jj. 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 committed inside the classroom, school premises or during school sanctioned activities whether inside or outside the school (<i>online sex for sale</i>)</p>
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After the proceedings, the Committee shall submit its report and recommendation to the SH/P who will impose and implement the disciplinary intervention/sanction consistent with Positive Discipline and Restorative Justice Principle. The decision of the SH/P shall be compliant with due process in student discipline.

In case the learner-offender is considered a Child-At-Risk (CAR) or Child in Conflict with the Law (CICL) due to commission of serious or grave

offense/s, the SH/P shall fill-out the Intake Form. The CPC shall refer the matter to the Women and Children's Protection Desk of the PNP and the LSWDO-DSWD of the city or municipality. The CPC shall also refer the matter to the Public Attorneys Office for legal assistance.

The Intake Form and Referral for Service Form prescribed by DepEd Order No. 18, s. 2015⁴ shall be used. The **Intake Form** and **Referral for Service Form** are attached as **Annexes "B" and "C"**, respectively, in this Guidelines. The purpose of referral is to provide timely and effective support to initiate a responsive appropriate plan of action for the welfare of the learner.

Section 10. Due process in Student Discipline

In imposing discipline to learner/pupil/student, the SH/P in consultation with the Committee on Student Discipline, must follow the minimum requirements of due process before a decision is reached and the corresponding disciplinary intervention/sanction is imposed. The minimum requirements of due process are as follows:

1. The learner/pupil/student and the parents or guardian shall be informed of the complaint in writing;
2. The learner/pupil/student shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;
3. The decision of the SH/P shall be in writing, stating the facts and the reasons for the decision; and
4. The decision of the SH/P may be appealed to the SDO (SDS), as provided in the existing rules of the Department.

After the learner/pupil/student has filed his/her answer to the complaint with the assistance of his/her parents or guardian, the SH/P, through the Committee on Student Discipline, may call for a case conference to clarify facts and evidence pertaining to the complaint and the answer thereto. Minutes of the conference should be taken and maintained as part of the records of the complaint. Issuance of written notices prior to conference is necessary.

In obtaining a written statement from the minor learner/pupil/student, ensure that all statements executed and signed by the minor

⁴ DepEd Guidelines and Procedures on the Management of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL).

learner/pupil/student are witnessed and consented to by his/her parents or guardian or his/her legal counsel, if any, who shall affix his/her signature to the said statements.

The decision of the SH/P in disciplinary actions on learner/pupil/student is appealable to the SDS in the form of an appeal letter except when the penalty is reprimand which is final and unappealable. The appeal must be made within fifteen (15) calendar days from receipt of the decision. The SDS also has fifteen (15) calendar days to decide on the appeal.

Section 11: Positive Discipline and Restorative Justice Principle

The SH/P shall be guided by the following in determining the appropriate non-punitive sanction/s to be imposed upon the learner/pupil/student taking into account his/her tender age, medical and health condition/s, Positive Discipline, and Restorative Justice Principle:

	First offense	Second offense	Third Offense or offender
Light offenses	Refer to the classroom adviser for PosDi	Written reprimand addressed to parents/guardian with further intervention	Suspension from class for 1 to 3 days Home Study Program to continue education with further intervention
Less Serious	Ages 5 to 7 years old (Kindergarten to Grade 2)		
	Refer to the classroom adviser for PosDi	Written reprimand addressed to parents/guardian with further intervention	Suspension from class for 1 to 3 days Home Study Program to continue education with further intervention
	Ages 8 to 11 years old (Grade 3 to Grade 6)		

offenses *Age bracket was based on Piaget's 4 Stages of Cognitive Development	Refer to the classroom adviser for PosDi	Suspension from class for 1 to 3 days Home Study Program to continue education with further intervention	Suspension from class for 4 to 5 days Home Study Program to continue education with further intervention
	Ages 12 years to 18 years old or older (Grade 7 to Grade 12)		
	Refer to the classroom adviser for PosDi	Suspension from class for 4 to 5 days Home Study Program to continue education with further intervention	Community Service inside the school for 5 hours with further intervention
Serious offenses *Age bracket was based on Piaget's 4 Stages of Cognitive Development	Ages 5 to 7 years old (Kindergarten to Grade 2)		
	Refer to the classroom adviser for PosDi	Written reprimand addressed to parents/guardian with further intervention	Suspension from class for 4 to 5 days Home Study Program to continue education with further intervention
	Ages 8 to 11 years old (Grade 3 to Grade 6)		
	Refer to the classroom adviser for PosDi	Suspension for 3 to 5 days with Home Study Program to continue education with further intervention	Community Service inside the school for 1.1 to 1.5 hours with further intervention

	Ages 12 years to 18 years old or older (Grade 7 to Grade 12)		
	Refer to the classroom adviser for PosDi	Community Service inside the school for 11 to 15 hours with further intervention	Community Service inside the school for 15 to 20 hours with further intervention

In providing positive discipline, the class adviser shall be guided by the following principles:

1. Holistic: It applies not only to learners' behavior, but to all aspects of their learning and social interactions;
2. Strength-based: It identifies and builds on the learner's strengths;
3. Constructive: It is aimed at strengthening learners' self-esteem and confidence;
4. Inclusive: It recognizes and respects the diversity of all learners;
5. Pro-active: It identifies the roots of behavioral and learning difficulties and implements strategies to promote success and avoid conflicts; and
6. Participatory: It engages students in the learning process and in the school community.

To attain this, the class adviser shall coordinate with the subject teacher/s of the learner/pupil/student so that positive discipline should also be observed in all the classes/subjects of the learner/pupil/student.

Finally, the class advisers and subject teachers shall coordinate with the CPC and RGC/Guidance Teacher/Coordinator of the school and shall report monthly the progress of the learner to the SH/P.

Section 12. Initial Contact, Fact-Finding and Documentation, Case Management, and Intervention on Bullying, Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment, and any Analogous or Similar Incidents

After receipt of the complaint or report of incident of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment, and any Analogous or Similar Acts committed by a public school teacher or any school personnel, the

RGC/Guidance Teacher/Coordinator shall conduct Initial Contact and immediate intervention. The SH/P shall fill-out the Intake Sheet and forward the same together with the supporting documents to the RO within 48 hours from receipt of the said complaint or report using the Express System of reporting via email.

On the other hand, if the report or complaint concerns bullying or other forms or violations of the rules and regulations of the school or any of the offenses mentioned in the Guidelines committed by a learner/pupil/student, the RGC/Guidance Teacher/Coordinator shall conduct Fact-Finding and Documentation and immediate intervention. The SH/P shall fill-out the Intake Sheet and forward the same together with the supporting documents to the RO within 48 hours from receipt of the said complaint or report using the Express System of reporting via email.

The Guidance Office through the RGC/Guidance Teacher/Coordinator shall:

- a. Call the child victim, bully or learner-offender separately to assess the appropriate program for him/her in the presence of his/her parents/guardian;
- b. Determine the levels of threat and prepare the intervention strategies or program based on the needs of the learner/pupil/student and the result of the assessment. In case the school has no RGC, the Guidance Teacher/Coordinator must coordinate/collaborate with the available RGC nearest to the school or RGC in the Schools Division Office or LSWDO-DSWD or RGC from a partner organization/institution in the preparation and conduct of the intervention program;
- c. Implement the intervention program and follow-up the progress of the learner/pupil/student. The CPC shall monitor the implementation and the progress of intervention of the learner/pupil/student.

In order to address the shortage and unavailability of RGCs in the city or province, each SDO must organize a pool or registry of RGCs within its jurisdiction so that in cases mentioned in (b), an RGC can be readily available to assist the Guidance Teacher/Coordinator.

Section 13: Guiding Principles in Initial Contact, Fact-Finding and Documentation, Case Management, and Intervention to a Learner/Pupil/Student

In the performance of his/her function, the SH/P, Committee on Student Discipline, RGC/Guidance Teacher/Coordinator, or any school personnel must be guided by the following principles:

- a. Best Interests of Batang CALABARZON;
- b. Incidents of bullying, child abuse, discrimination against children, child exploitation, violence against children in school, corporal punishment or any analogous or similar act shall be prioritized, over and above all other cases;
- c. Maintain a gender-responsive and child-friendly approach in Initial Contact, Fact-Finding and Documentation, Case Management, and Intervention;
- d. Maintain and ensure the strict confidentiality of all informations acquired or gathered;
- e. Refrain from branding or labeling the learner/pupil/student as young criminals, juvenile delinquents, prostitutes or attaching to them in any manner any other derogatory names. Likewise, no discriminatory remarks and practices shall be allowed particularly with respect to the learner's/pupil's/student's class or ethnic origin (Section 60, RA 9344); and
- f. Positive Discipline and Restorative Justice Principle.

Section 14: Participation of the Supreme Student Government (SSG) and SSG Adviser in the Reporting and Peer Counselling Intervention

The child-victim who is also a bonafide learner/pupil/student of the school can freely and responsibly reach out his/her concerns and grievances to the Student Welfare Committee of the Supreme Student Government as stipulated in Section 14 of the Bill of Rights of students in DepEd Order No. 47, s. 2014⁵.

In accordance to Article VII Section 2 of the aforementioned DepEd Order, the Student Welfare Committee and the Supreme Student Government as a whole, with the guidance and assistance of the Supreme Student Government (SSG) Adviser, shall refer and/or report to proper school

⁵ Constitution and By-Laws of the Supreme Pupil Government and Supreme Student Government in Elementary and Secondary Schools.

authorities such as the SH/P, Committee on Student Discipline or the RGC/Guidance Teacher/Coordinator any incident of bullying, child abuse or other forms of abuse and prohibited acts or violations of the rules and regulations of the school or any of the offenses mentioned in this Guidelines.

The SSG Adviser may also participate in the Peer Counselling intervention concerning the learner/pupil/student.

Section 15: Intervention Programs

Intervention programs for learner/pupil/student shall be under the direct and close supervision of the RGC/Guidance Teacher/Coordinator with the assistance of support persons such as the CPC, SSG Adviser, LSWDO-DSWD and RGCs of NGOs or civic organizations as partners.

The following are suggested intervention programs involving the learner-victim, learner-offender, their parents and the community, depending on the needs and assessments:

Primary level interventions:

- (1) Positive Youth Development Programs which engage young people in proactive and constructive activities geared towards developing their strengths and and character;
- (2) Parent-Child Integration Program which allows family encounters and bonding;
- (3) School-wide Behavior Management Program using positive discipline and non-violent approach to student discipline concerns;
- (4) Values Formation Activities and Life Skills Training for the children;
- (5) Health Services; and
- (6) Seminars, Workshops, and Trainings that promote awareness on the effects of risky behavior, enhance parent effectiveness skills, develop coping and adjustment skills and explore venues that provide for home-school-community collaboration to achieve the goal of primary intervention.

Secondary level interventions:

- (1) Guidance and counselling;
- (2) Peer counselling;
- (3) Behavior Management Program such as anger management and conflict resolution;
- (4) Parenting Programs;
- (5) Home Visitation Service;
- (6) Mentoring Program;
- (7) After-school Activities such as remedial classes and extra-curricular activities;
- (8) Referral of children with special needs to trained professionals such as DSWD, NGOs and civic organizations;
- (9) Psychosocial Intervention;
- (10) Family Therapy in coordination with the LSWDO-DSWD; and
- (11) Family Drug Abuse Prevention Program.

Tertiary level interventions:

These are interventions to avoid unnecessary contact with the formal justice system and to prevent the learner from re-offending. The intervention aims to ensure continuous education of the learner through Alternative Learning System, Alternative Delivery Mode, Home Study Programs, Internet-based Distance Education Program, Accreditation and Equivalency Program, among others.

Section 16: Diagram of Procedures

Consistent with Republic Act No. 11032, DepEd Region IV-A CALABARZON streamlined the current reporting mechanism and procedures relating to Child Protection.

The following Diagram of Procedures provide a clearer picture of the process:

Figure 1. We C.A.R.E. Diagram

in childsafe4a,

we C.A.R.E.

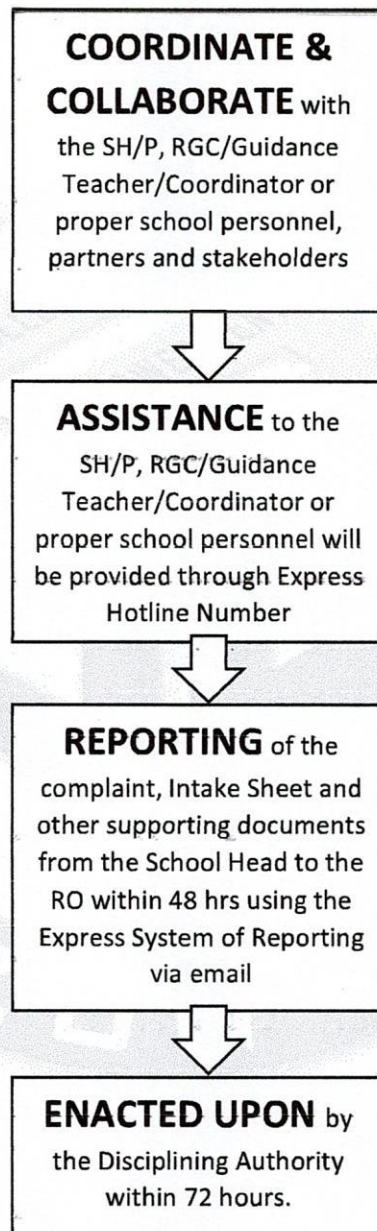


Figure 2. The School receives a complaint or report of incident of Child Abuse or other forms of abuse or prohibited acts committed by a public school teacher or any school personnel.

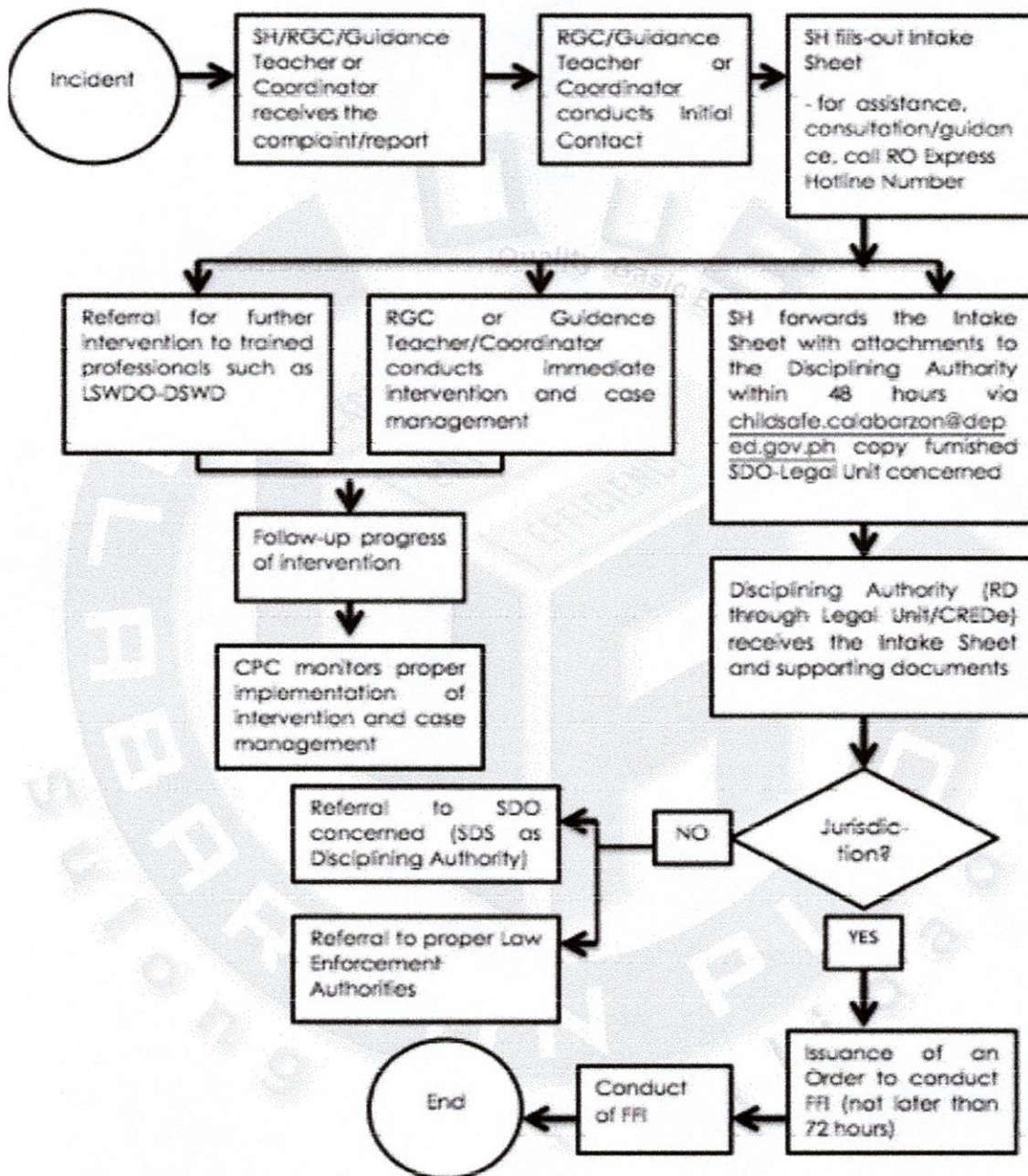


Figure 3. The School receives a complaint or report on incident of bullying or other forms or any violation of the rules and regulations of the school or any of the offenses mentioned in this Guidelines (Student Discipline).

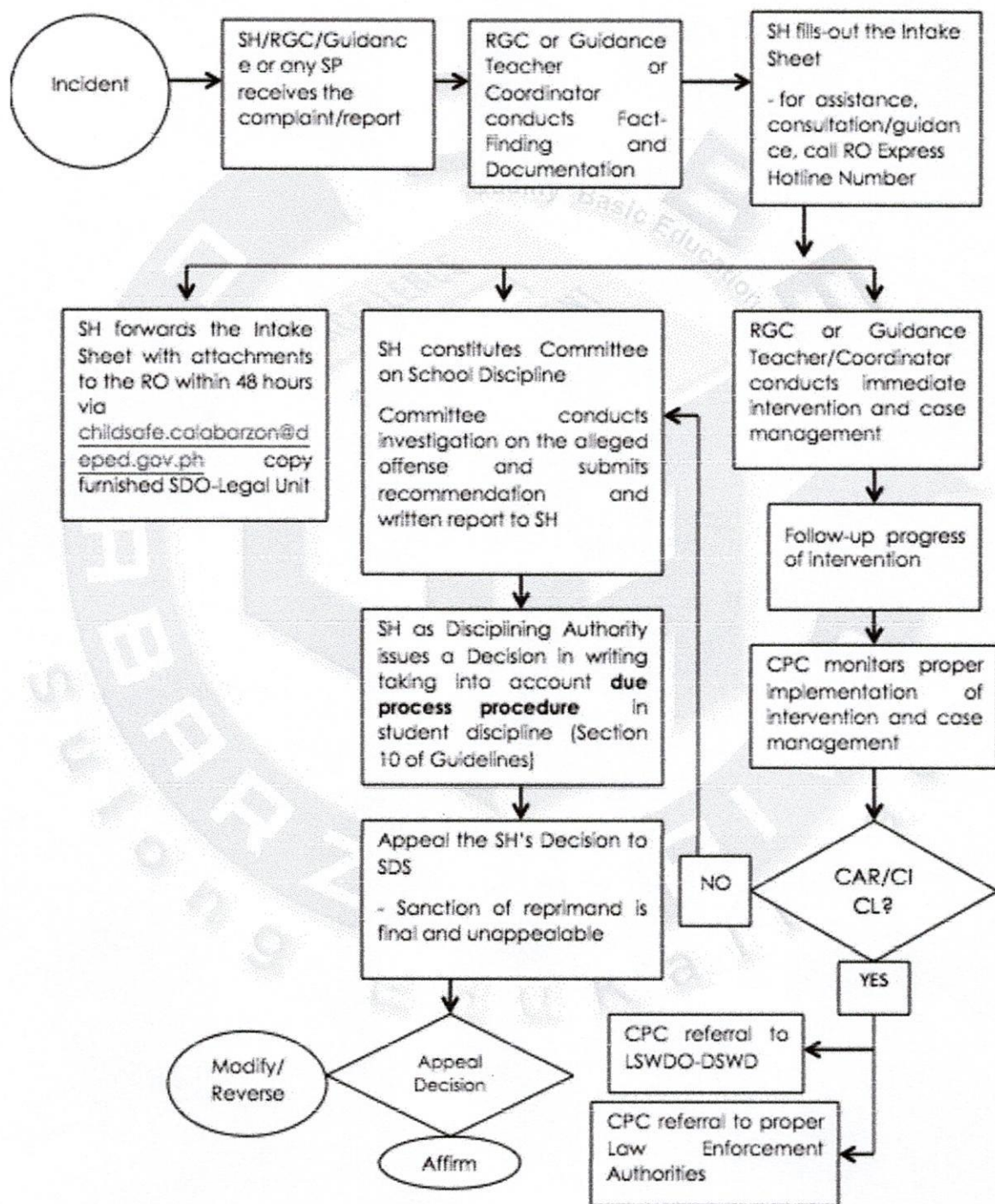


Figure 4. Walk-in complaint or report of Child Abuse Incident received by Regional Office using the Express System of Reporting either thru Email or Hotline Number (Incomplete Documents or no Intake Sheet and supporting documents).

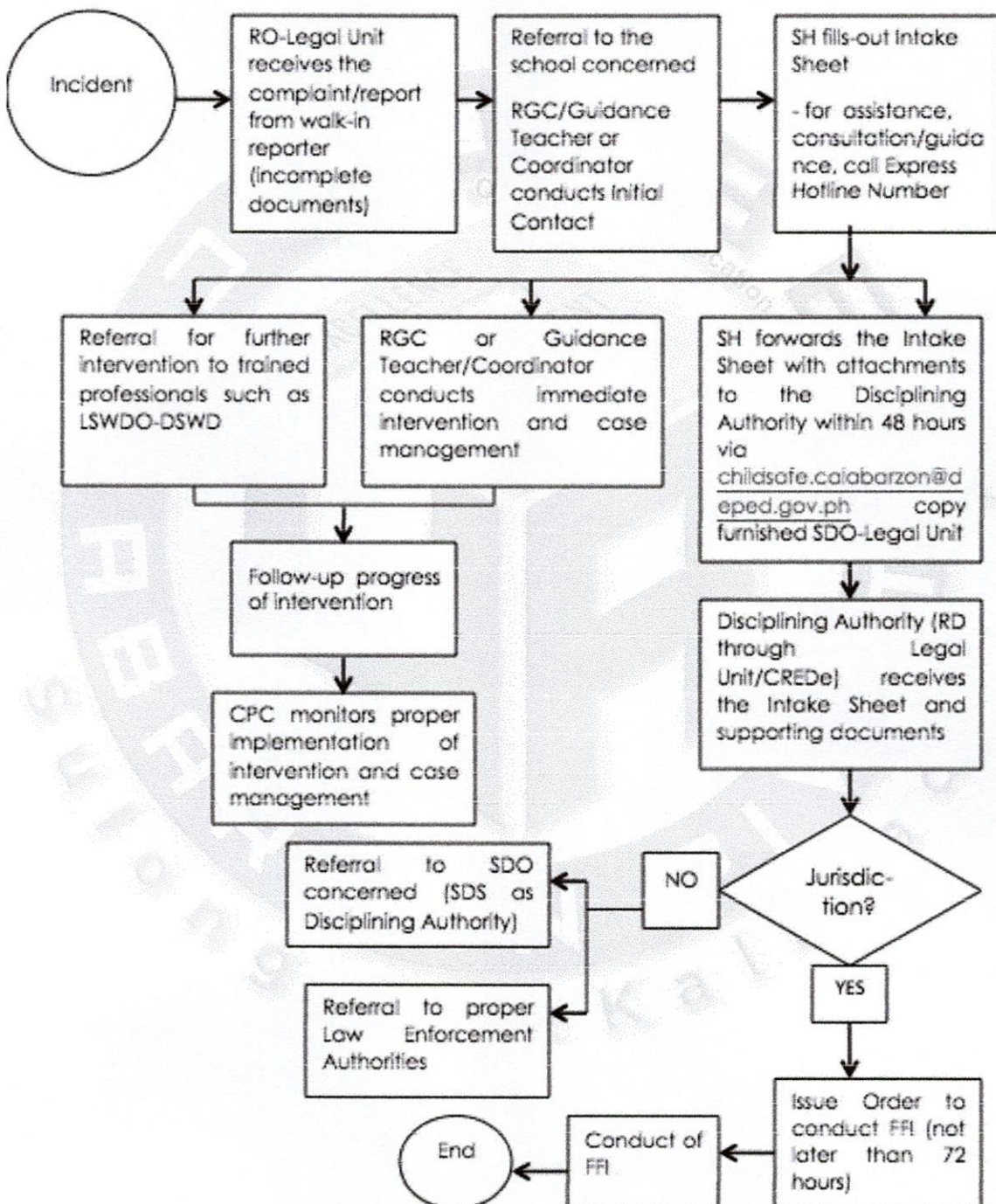
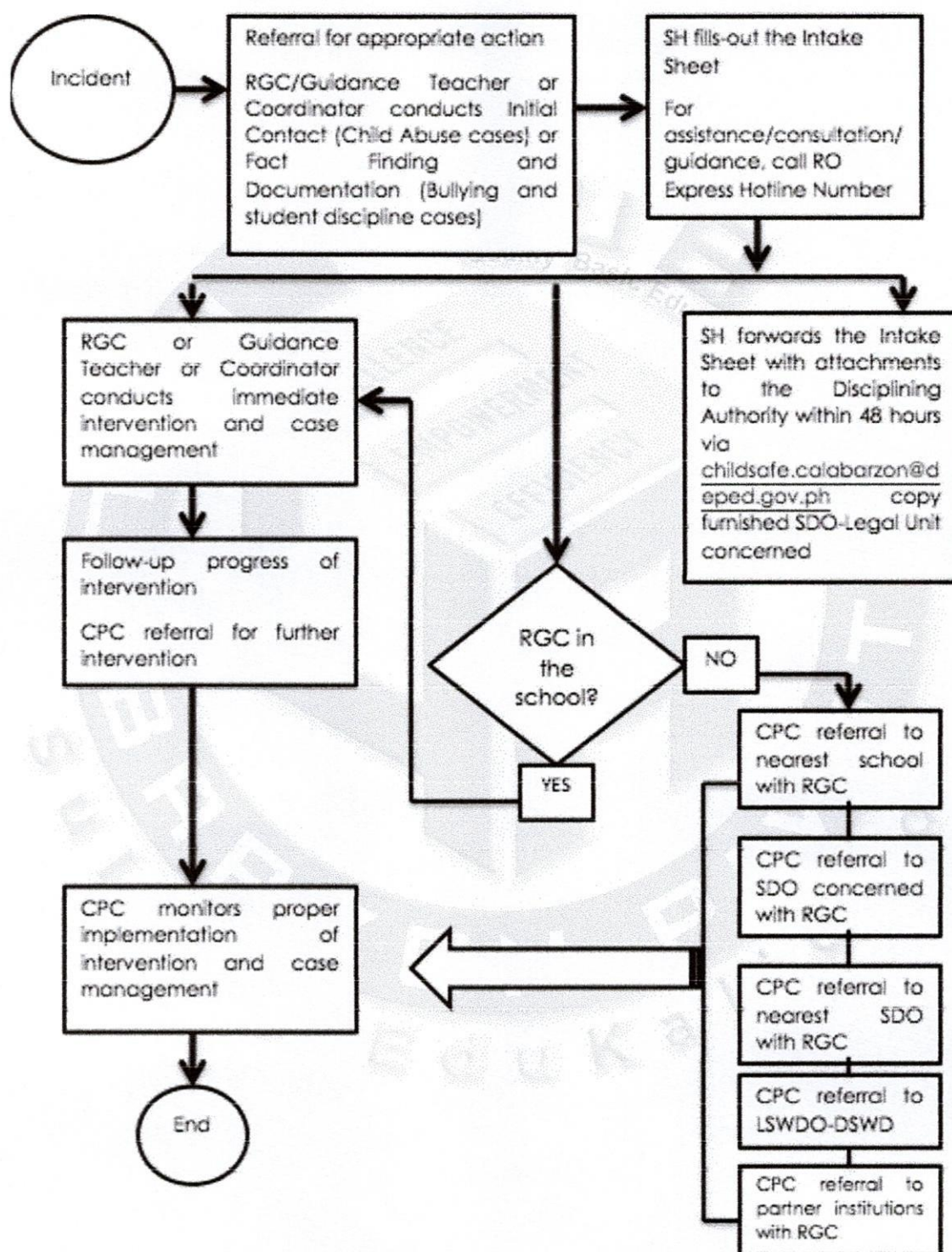


Figure 5. Conduct of Intervention Program and Referral for further interventions (case collaboration).



In case the Office of the Regional Director thru Legal Unit/CREDe receives a **walk-in complaint or report of Bullying Incident** through the Express System of reporting via Email or Hotline Number, it shall immediately take appropriate action and inform the concerned parties as to the proper process and procedure using the Figure 3 Diagram of Procedures of this Guidelines.

Article III

CONFIDENTIALITY AND SECURITY MEASURES

Section 17: Duty of Confidentiality

The Department of Education and all duty-bearers shall ensure at all times the confidentiality of all information that comes to its knowledge and possession.

It shall be unlawful for any person to cause undue and sensationalized publicity of cases involving Child Abuse Incidents and Bullying Incidents which result in the moral degradation and suffering of all the concerned parties.

Section 18: Access to Confidential Information

The right to privacy of every child including the perpetrator involved in Child Abuse and Bullying Incidents shall be respected at all stages of the proceedings. As such, all records and proceedings, from initial contact until the final disposition of the case, shall be considered privileged and confidential.

The disclosure of confidential records may only be done upon Order of the appropriate Court.

Section 19: Security of Systems

All information acquired which are stored digitally shall be secured, as far as practicable, with the use of the most appropriate standards recognized by the Information and Communications Technology Unit of the Region and as recommended by the National Privacy Commission.

On the other hand, the physical representation of these digital informations shall be secured in accordance with the Region IV-A CALABARZON Data Privacy Manual and other applicable rules and regulations of the Department.

Article IV

ACCOUNTABILITIES AND ADMINISTRATIVE LIABILITIES IN CASE OF VIOLATION OF CHILD ABUSE, OTHER FORMS OF ABUSE AND PROHIBITED ACTS, AND BULLYING AND ITS PROCEDURES

Section 20: Accountabilities and Administrative Liabilities

DepEd Order No. 49, s. 2006, entitled "Revised Rules of Procedures of the Department of Education in Administrative Cases", provides the following accountabilities and administrative liabilities:

A. DepEd Officials or Employees who:	B. Administrative Offense	C. Penalty In case of conviction
Commit prohibited acts of child abuse, discrimination against children, child exploitation, violence against children in school, corporal punishment and any analogous or similar acts provided in Section 3 of DepEd Order No. 40, s. 2012 (DepEd Child Protection Policy).	Grave or Simple Misconduct depending on the gravity of the act and its consequences.	<u>Grave Misconduct:</u> 1 st Offense – Dismissal from service. <u>Simple Misconduct:</u> 1 st Offense – Suspension for one (1) month and one (1) day to six (6) months. 2 nd Offense – Dismissal from service.

<p>Disclose to the public of the identity or other information that may reasonably identify the pupil, student or learner, whether victim or offender.</p> <p>Publicize pending disciplinary actions against teachers in violation of Republic Act No. 4670 (The Magna Carta for Public School Teachers).</p>	<p>Unlawfully disclosing or misusing confidential or classified information officially known to him or her by reason of his or her office and not made available to the public, to further his or her private interests or give undue advantage to anyone, or to prejudice the public interest.</p>	<p>1st Offense – Suspension for six (6) months and one (1) day to one (1) year.</p> <p>2nd Offense – Dismissal.</p>
<p>Amicably settle complaints of child abuse and other forms in violation of Section 17 of DepEd Order No. 40, s. 2012 (Child Protection Policy).</p> <p>Amicably settle complaints of bullying and other forms in violation of Section 10 of DepEd Order No. 55, s. 2013 (IRR of RA 10627, Anti-Bullying Act of 2013).</p>	<p>Grave or Simple Misconduct depending on the gravity of the act and its consequences.</p>	<p><u>Grave Misconduct:</u></p> <p>1st Offense – Dismissal from service</p> <p><u>Simple Misconduct:</u></p> <p>1st Offense – Suspension for one (1) month and one (1) day to six (6) months</p> <p>2nd Offense – Dismissal from service</p>

<p>Conduct fact-finding investigation/preliminary investigation of complaints without valid authority.</p>	<p>Grave or Simple Misconduct depending on the gravity of the act and its consequences.</p>	<p><u>Grave Misconduct:</u> 1st Offense – Dismissal from service</p> <p><u>Simple Misconduct:</u> 1st Offense – Suspension for one (1) month and one (1) day to six (6) months 2nd Offense – Dismissal from service</p>
<p>Failure to treat with utmost confidentiality any information relating to the identity and personal circumstances of the bully, victim, or the offending teacher.</p>	<p>Unlawfully disclosing or misusing confidential or classified information officially known to him or her by reason of his or her office and not made available to the public, to further his or her private interests or give undue advantage to anyone, or to prejudice the public interest.</p>	<p>1st Offense – Suspension for six (6) months and one (1) day to one (1) year</p> <p>2nd Offense – Dismissal</p>

Failure to observe due process in handling bullying incidents or student discipline	Gross or Simple Neglect of Duty depending on the gravity of the act and its consequences.	<u>Gross Negligence:</u> 1 st Offense – Dismissal from service <u>Simple Negligence:</u> 1 st Offense – Suspension for one (1) month and one (1) day to six (6) months 2 nd Offense – Dismissal from service
Failure to act on the complaints of child abuse and bullying incident		

Article V MONITORING AND EVALUATION

Section 21: Monitoring and Evaluation

The Monitoring and Evaluation Team shall monitor and evaluate the implementation of the Guidelines to the Schools and SDOs concerned in DepEd CALABARZON using the Monitoring Tool attached as **Annex "D"** in this Guidelines.

The RO Legal Unit/CREDe in coordination with the Education Support Services Division (ESSD), CPU, and Child Protection Specialist of RO shall monitor the implementation of this Guidelines in the Division level.

The SDO Legal Unit in coordination with the School Governance and Operations Division (SGOD), CPU and Child Protection Specialist of the Division shall monitor the implementation of this Guidelines in the School level.

Article VI REPEALING CLAUSE

Section 22: Repealing Clause

All Regional Memorandums and other regional issuances that are inconsistent with the provisions of this Guidelines are hereby modified, repealed, rescinded, or amended accordingly.

Article VII REFERENCES

1987 Philippine Constitution

United Nations Convention on the Rights of the Child (UN CRC)

Batas Pambansa Blg. 232, Education Act of 1982

PD 603, The Child and Youth Welfare Code

RA 7610, Special Protection of Children Against Abuse, Exploitation and Discrimination Act

RA 4670, Magna Carta for Public School Teachers

RA 9258, Guidance and Counselling Act of 2004

RA 9155, An Act instituting a framework of governance for basic education, establishing authority and accountability, renaming the Department of Education, Culture and Sports as the Department of Education, and for other purposes

RA 9344, Juvenile Justice and Welfare Act of 2006 as amended

RA 10630, An Act Establishing a Comprehensive Juvenile Justice and Welfare System, Creating the Juvenile justice and Welfare Council under the Department of Social Welfare and Development, Appropriating Funds Therefor, and for Other Purposes

RA 10173, Data Privacy Act

RA 11032, Ease of Doing Business and Efficient Government Service Delivery Act of 2018

RA 11313, An Act Defining Gender-Based Sexual Harassment in Streets, Public Spaces, Online, Workplaces, and Educational or Training Institutions, Providing Protective Measures and Prescribing Penalties Therefor (Safe Spaces Act)

2000 DECS Service Manual on School Discipline Rules of Procedure

DepEd Order No. 40, s. 2012, DepEd Child Protection Policy

DepEd Order No. 55, s. 2013, Implementing Rules and Regulations (IRR) of Republic Act No. 10627 otherwise known as the Anti-Bullying Act of 2013.

DepEd Order No. 13, s. 2015, Establishment of a Policy Development Process at the Department of Education

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. 2017, Gender-Responsive Basic Education Policy

DepEd Order No. 003, s. 2021, Creation of the Child Protection Unit (CPU) and the Child Rights in Education Desk in the Department of Education (CREDe)

DepEd Order No. 47, s. 2014, Constitution and By-Laws of the Supreme Pupil Government for Elementary Schools and Supreme Student Government for Secondary Schools

Department Memorandum No. DM-OUCI-2021-055, Guidelines on the Counselling and Referral System of Learners for SY 2020-2021

Regional Memorandum of DepEd CALABARZON:

- (1) Regional Child Protection Policy and Anti-Bullying Manual (RCPPA Manual); and
- (2) DepEd Region IV-A CALABARZON Data Privacy Manual

Positive Discipline in Everyday Teaching. A Primer for Filipino Teachers (November 2015)

Piaget's 4 Stages of Cognitive Development

**DEPARTMENT OF EDUCATION
INTAKE SHEET
(Confidential)**

I. INFORMATION:

A. VICTIM

Name: _____
Date of Birth: _____ Age: _____ Sex: _____
Gr./Yr. and Section: _____ Adviser: _____

Parents:

Mother: _____
Occupation: _____
Address and Contact Number: _____

Father: _____
Occupation: _____
Address and Contact Number: _____

B. COMPLAINANT

Name: _____
Relationship to Victim: _____
Address and Contact Number: _____

C. PERSON COMPLAINED OF

C-1 If the person complained of is a School Personnel

Name: _____
Date of Birth: _____ Age: _____ Sex: _____
Designation/Position: _____
Address and Contact Number: _____

C-2 If the person complained of is a Student

Name: _____
Date of Birth: _____ Age: _____ Sex: _____
Gr./Y. and Section: _____ Adviser: _____

Parents/ Guardian:

Mother: _____ Age: _____
Occupation: _____
Address and Contact Number: _____

Father: _____ Age: _____
Occupation: _____
Address and Contact Number: _____

II. DETAILS OF THE CASE:

III. ACTION TAKEN:

IV. RECOMMENDATIONS:

Prepared by:

Signature over Printed Name
Designation: _____
Date: _____

**Children in Conflict with the Law (CICL) Intake Form**

Division: _____ Region: _____
Name of School: _____
Address: _____
Case No.: _____
Date: _____

I. Identifying Information

Name: _____
Nickname: _____
Age: _____ Sex: _____
Date of Birth: _____
Place of Birth: _____
Address: _____
Grade/Year Level & Section: _____
Class Adviser: _____

Parents/Guardian Information:

Parents/Guardian: _____
Address: _____
Contact No.s: _____

II. Problem Presented (Information on the Reported Offense)

Alleged offense committed by the student (describe incident as reported):

Place and Date of Alleged Commission of Offense: _____

Name of referring party/relation to the child: _____

Name of victim/s (if any): _____ Grade/Level: _____

Previous Offense reported in school, if any (please indicate date):

III. Actions taken, if any

IV. Disposition:

Referred and/or Released to:

<input type="checkbox"/>	LSWDO Name: _____	Contact No. _____
<input type="checkbox"/>	PNP Name: _____	Contact No. _____
<input type="checkbox"/>	NGO/FBO Name of Organization _____	Contact No. _____

Released to:

☐ Parents

☐ Guardian

☐ Relative/s Name: _____ Contact No. _____

Name and Signature of Receiving Party

Address: _____

Prepared by:

Name and Signature

Designation

Noted by:

Name and Signature

Designation



REFERRAL FOR SERVICE

Instructions	<p>This form should be completed by fully trained and designated staff of the school. Original copy shall be maintained in the school and shall form part of the client's confidential records.</p> <p>Any information contained herein and the rest of the records of the client shall be held in strict confidence. No information from this card shall be shared to anyone except to service provider and as may be authorized.</p> <p>Attach additional pages with continued narrative, if needed.</p>
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Case No. _____

To: _____

Address: _____

Contact Person: _____

Name of Student: _____

Age: _____ Sex: _____ Address: _____

Reason/s for Referral:

Specific Service/s Requested:

Please refer to attached report/ Intake form/case summary for more information.

Feedback is requested. Please send to:

Referring Party/ School: _____

Address: _____

Cell phone No: _____ Landline No: _____

Email address: _____ Fax No: _____

Contact Person: _____

Referred by:

Signature over Printed Name

Designation

Date Accomplished

MONITORING TOOL

The Monitoring and Evaluation Team monitors and evaluates the proper implementation of the Guidelines on Express System of Reporting and Intervention of Child Abuse, Discrimination against Children, Child Exploitation, Violence against Children in School, Corporal Punishment and any Analogous or Similar Incidents and Bullying Incidents In Deped CALABARZON to the Schools and SDOs concerned using the following questions which are answerable by **YES or NO** (Pls. put a **Check (✓)Mark**):

QUESTIONS	YES	NO	MOVs
1. Are all the school/division personnel properly oriented and informed of the Guidelines?			Memo; Orientation Program; Attendance
2. Is there a RGC/Guidance Teacher/Coordinator designated in the school/division?			Designation/Memo
3. Is the CPC functional and visible in the school?			Memo, Monitoring Report, Referrals, Minutes of Meetings of CPC and Attendance
4. Is the Committee on Student Discipline created on each and every incident of bullying or violation of the rules and regulations of the school or any of the offenses in this Guidelines?			Designation/ Memo, Minutes of Meetings and Attendance, Report and recommendation to SH/P
5. Are the procedures/proceedings in Child Abuse and other prohibited acts, Bullying and violations of the rules and regulations of the school or this Guidelines properly recorded or documented?			Record/Notes on Initial Contact or Fact-Finding and Documentation; Intake Sheet and supporting documents; Incident Report; Investigation Report; Decision of SH/P in case of student discipline

6. Are there readily available printed forms such as Intake Sheet and Referral for Service Form in the school/division office?			Readily available Printed Forms
7. Did the RGC/Guidance Teacher/Coordinator conduct immediate intervention and conduct follow-up on the progress of intervention?			Assessment/evaluation report, Intervention Programs, Follow-up report/case notes, Progress Report
8. Is there a List/Pool of Registered Guidance Counselors in the SDO?			Coordination forms/communications; List or Pool of Registered Guidance Counselors containing contact details/email addresses

Conducted and Verified by:

Monitoring and Evaluation Team

Legal Unit/CREDe(Region) / Legal Unit (Division)

ESSD-CPU (Region) / SGOD-CPU (Division)

Child Protection Specialist

Date: _____