



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

June 24, 2026

DIVISION MEMORANDUM

No. 359, s. 2026

**UPDATED LIST OF DIVISION LEARNER RIGHTS AND PROTECTION COMMITTEE AND
DISTRICT LRP COORDINATORS FOR THE SCHOOL YEAR 2026-2027**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors, Principals, Head Teacher
In-Charge of the District
Heads of Public and Private Elementary/ Secondary Schools
and Integrated Schools
All Others Concerned

1. Pursuant to Department of Education Order No. 40, series of 2012, titled DepEd Child Protection Policy and Memorandum DM-OUOPS-2024-05-07998, titled Supplemental Guidelines for the Implementation of DepEd Order No. 40, s. 2012, the Schools Division of Aklan shall update Division Learner Rights and Protection Committee Composition and District LRP Coordinators for the School Year 2026-2027.
2. The designation of the Division Learner Rights and Protection Committee members **See ENCLOSURE 1.**
3. The designation of the LRP District Coordinators upon the recommendation and discretion of the respective District Supervisors, Principals and Head Teachers In-Charge of the Districts. **See ENCLOSURE 2.**
4. Widest dissemination of and compliance with this Memorandum are desired.


FELICIANO C. BUENAFE, JR., CESO VI
Schools Division Superintendent

Encl.: As Stated

Reference: DO No. 40, series of 2012, and DM-OUOPS-2024-05-07998

To be indicated in the Perpetual Index

Under the following subjects:

PERSONNEL
ACCS

POLICIES

RIGHTS AND PROTECTION



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Department of Education
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SCHOOLS DIVISION OF AKLAN

ENCLOSURE 1 to Division Memorandum No. **359**, Series of 2026

DESIGNATED DIVISION LEARNER RIGHTS AND PROTECTION COMMITTEE

MICHAEL T. RAPIZ CES-SGOD	Chairperson
CHARLIE I. URETA EPS-SGOD	Vice - Chairperson
ALLAN CARLO C. SORIANO PDOI-YFD, LRPD PRIMARY FOCAL NIÑO SEAN AXL T. MORALES PDOII-DRRM, Concurrent LRPD ALTERNATE FOCAL	Secretariat
RHOBY M. FERNANDEZ, MD MOIII	Member
EUANN SHALEI L. TANG President, DFSSLG	Member
ANALYN C. PEREZ, EdD EPS-VALUES EDUCATION	Member



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ENCLOSURE 2 to Division Memorandum No. **359**, Series of 2026

LIST OF APPROVED LRPD DISTRICT COORDINATORS

DESIGNATED DISTRICT LEARNER RIGHTS AND PROTECTION COORDINATORS

DISTRICT OF ALTAVAS

Dr. Reginald C. Venancio	SP-III/Linayasan NHS	Coordinator for Senior High Schools
Dr. Nanette Q. Pan	HT-I/Justicia Morales Young NHS	Coordinator for Junior High Schools
May Ann M. Payba	T-VI/TiC/Hongoton ES	Coordinator for Elementary Schools

DISTRICT OF BALETE

Mechel S. Tungala	Teacher-III/TiC/ Patrocinio A. Lachica IS	Coordinator for Senior High Schools
Rosie G. Oczon	SP-I/Father Julian C. Rago MNHS	Coordinator for Junior High Schools
Jee-Ann G. Rodriguez	SP-I/Feliciano ES	Coordinator for Elementary Schools

DISTRICT OF BANGA

Mary Grace A. Cipriano	SP-I/Petronilo C. Ibadlit NHS	Coordinator for Senior High Schools
Ailyn R. Ropa	HT-II/Mangan NHS	Coordinator for Junior High Schools
Maricris B. Urbano	SP-I/Mangan ES	Coordinator for Elementary Schools

DISTRICT OF BATAN

Rochelle Ivy P. Dumagpi	HT-I/Bay-Ang- Magpag-Ong NHS	Coordinator for Senior High Schools
Jennifer R. Dela Cruz	HT-III/OiC/Batan Academy (A National School)	Coordinator for Junior High Schools
Shelamy H. Indemne	HT-I/Songcolan ES	Coordinator for Elementary Schools

DISTRICT OF BURUANGA

Jonathan O. Tapispisan	SP-I/Buruanga Voc. School	Coordinator for Senior High Schools
Arman Rogel O. Cabangon	HT-I/Habana IS	Coordinator for Junior High Schools
Anie A. Panganiban	T-III/TiC/Mayapay ES	Coordinator for Elementary Schools



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DISTRICT OF IBAJAY EAST

Zephora R. Lumio	SP-I/Naisud NHS	Coordinator for Senior High Schools
Vicente T. Cabales, Jr.	SP-II/Naile NHS	Coordinator for Junior High Schools
Mary Ann T. Maglunob	SP-I/Naile ES	Coordinator for Elementary Schools

DISTRICT OF IBAJAY WEST

Mary Jean R. Oczon	SP-II/ Ondoy NHS	Coordinator for Senior High Schools
Noriel C. Seville	SP-I/ Ibajay IS	Coordinator for Junior High Schools
Dr. Vivian T. Iquiña	SP-III/Laguinbanua ES	Coordinator for Elementary Schools

DISTRICT OF KALIBO I

Adelfa A. Mostajo	SP-II/Gaudencio L. Vega NHS	Coordinator for Senior High Schools
Adelfa A. Mostajo	SP-II/Gaudencio L. Vega NHS	Coordinator for Junior High Schools
Lorienne V. Pallada	SP-II/Andagaw ES	Coordinator for Elementary Schools

DISTRICT OF KALIBO II

Aljon I. Arevalo	HT-I/KISEC	Coordinator for Senior High Schools
Aljon I. Arevalo	HT-I/KISEC	Coordinator for Junior High Schools
Niña D. Valencia	HT-I/Mobo ES	Coordinator for Elementary Schools

DISTRICT OF LEZO

Jemar V. Isturis	SP-II/ Lezo IS	Coordinator for Senior High Schools
Myla L. Sunico	SP-I/Catalino M. Prado NHS	Coordinator for Junior High Schools
Emery C. Alvarez	HT-I/Catalino M. Prado NHS	Coordinator for Elementary Schools

DISTRICT OF LIBACAO

Dr. Aladino C. Zaulda, Jr	HT-II/Alfonso XII NHS	Coordinator for Senior High Schools
Meliza Z. Zapatos	HT-I/Ortega IS	Coordinator for Junior High Schools
Annabelle Z. Colas	HT-IV/Janlud ES	Coordinator for Elementary Schools



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DISTRICT OF MADALAG

Efren N. Narral	SP-II/Madalag NHS	Coordinator for Senior High Schools
Connie D. Ramos	HT-I/Agtughangin IS	Coordinator for Junior High Schools
Dr. Terry John I. Naldoza	SP-I/San Jose ES	Coordinator for Elementary Schools

DISTRICT OF MAKATO

Jaymon E. Bruto	HT-I/Dr. Ramon B. Legaspi, Sr. NHS	Coordinator for Senior High Schools
Feb John V. Geronimo	HTI/Anselmo B. Legaspi Sr. NHS	Coordinator for Junior High Schools
Medgen I. Tamos	SP-I/Calangcang ES	Coordinator for Elementary Schools

DISTRICT OF MALAY

Dr. Aichelle P. Regalado	SP-I/Balabag ES	Coordinator for Senior High Schools
Sajid Perez Pelayo	HT-II/Yapak ES	Coordinator for Junior High Schools
Melnie A. Silda	TiC/Sambiray ES	Coordinator for Elementary Schools

DISTRICT OF MALINAO

Dr. Maricris I. Villaruel	HT-III/Malinao School for Philippine Craftsmen	Coordinator for Senior High Schools
Dr. Lovelyn I. Rodulfo	SP-I/Lilo-an NHS	Coordinator for Junior High Schools
Melanie Batiles	SP-I/Lilo-an ES	Coordinator for Elementary Schools

DISTRICT OF NABAS

Ruth F. Corro	SP-II/Solido NHS	Coordinator for Senior High Schools
Lhorence N. Reyes	SP-II/Toledo NHS	Coordinator for Junior High Schools
Renneth Z. Villorente	HT-III/Union ES	Coordinator for Elementary Schools

DISTRICT OF NEW WASHINGTON

Melany S. Nazareta	SP-II/New Washington NCHS	Coordinator for Senior High Schools
Norlito V. Isagan	SP-II/Ochando NHS	Coordinator for Junior High Schools
Emily L. Mateling	SP-I/Mabilo ES	Coordinator for Elementary Schools



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DISTRICT OF NUMANCIA

Sally V. Agapito	SP-1/Numancia IS	Coordinator for Senior High Schools
Rovie C. Abello	SP-II/Laguinbanwa IS	Coordinator for Junior High Schools
Jannie P. Nagamos	SP-II/Bulwang IS	Coordinator for Elementary Schools

DISTRICT OF TANGALAN

Ruby T. Timbas	HT-I/Panayakan NHS	Coordinator for Senior High Schools
Amancio I. Basister Jr.	SP-I/Vivo IS	Coordinator for Junior High Schools
Hector S. Sulbod	HT-I/Panayakan ES	Coordinator for Elementary Schools



Republic of the Philippines
Department of Education

ONE- 213506

MAY 14 2012

DepEd ORDER
No. **40**, s. 2012

DEPED CHILD PROTECTION POLICY

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

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


BR. ARMIN A. LUISTRO FSC
Secretary

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

LEGISLATIONS
POLICY
PUPILS

RULES & REGULATIONS
STUDENTS
TEACHERS

DEPARTMENT OF EDUCATION

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

I. GENERAL PROVISIONS

Section 1. Short Title

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

Section 2. – Statement of Policy

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

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

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

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

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

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

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

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

Section 3. – Definition of Terms

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

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

B. ***“Children in School”*** – refers to bona fide pupils, students or learners who are enrolled in the basic education system, whether regular, irregular, transferee or repeater, including those who have been temporarily out of school, who are in the school or learning centers premises or participating in school-sanctioned activities.

C. ***“Pupil, Student or Learner”*** – means a child who regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.

D. ***“School Personnel”*** – means the persons, singly or collectively, working in a public or private school. They are classified as follows:

a. ***“School Head”*** refers to the chief executive officer or administrator of a public or private school or learning center.

b. ***“Other School Officials”*** include other school officers, including teachers, who are occupying supervisory positions or positions of responsibility, and are involved in policy formulation or implementation in a school.

c. ***“Academic Personnel”*** includes all school personnel who are formally engaged in actual teaching service or in research assignments, either on a full-time or a part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers, and other similar persons. They may include school officials who are responsible for academic matters, and other school officials.

d. ***“Other Personnel”*** includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment.

E. ***“Child Protection”*** - refers to programs, services, procedures and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination and violence.

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

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

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

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

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

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

- a) rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body;
- b) forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and
- c) acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.

- 3. *Psychological violence* refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.
- 4. *Other acts of violence* of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.

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

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

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

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

c. Taking of property;

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

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

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

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

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

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

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

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

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

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

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

12) Other analogous acts.

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

II. DUTIES AND RESPONSIBILITIES

Section 4. Central Office

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

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

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

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

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

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

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

Section 5. Regional Offices

The Regional Offices shall have the following duties and responsibilities:

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

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

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

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

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

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

Section 6. Division Offices

The Division Offices shall have the following duties and responsibilities:

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7. – Schools

The School Heads shall have the following duties and responsibilities:

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

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

Section 8. Duties and Responsibilities of School Personnel

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

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

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

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

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

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

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

F. Represent them in all matters affecting their interests;

G. Inculcate the value of respect and obedience;

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

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

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

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

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

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

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

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

Section 10. Establishment of Child Protection Committee

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

A. The CPC shall be composed of the following:

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

B. The CPC shall perform the following functions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 15. - Prohibited Acts

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

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

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

A. PUBLIC SCHOOLS

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

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

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

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

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

D. The Revised Rules of Procedure of the Department of Education in Administrative Cases shall apply in all other aspects.

E. A complaint for education-related sexual harassment as defined under Resolution No. 01-0940 of the Civil Service Commission, must be in writing, signed and sworn to by the complainant. It shall contain the following:

1. the full name and address of the complainant;
2. the full name, address, and position of the respondent;
3. a brief statement of the relevant facts;
4. evidence, in support of the complainant, if any;
5. a certification of non-forum shopping.

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

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

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

G. Failure to submit an incident report or to render a decision involving the case within the prescribed period, without justifiable cause, shall be a ground for administrative action for neglect of duty against the responsible official.

H. The Office of the Undersecretary for Legal and Legislative Affairs shall compile the regional reports and submit an annual report to the Secretary.

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

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

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

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

B. Private Schools

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

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

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

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

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

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

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

VII. MISCELLANEOUS PROVISIONS

Section 23. Duties of Private Schools

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

Section 24. - Separability Clause

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

Section 25. Repealing Clause

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

Section 26. – Effectivity

This Department Order shall take effect immediately upon issuance.



BR. ARMIN A. LUSTRO FSC
Secretary





Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

OCT 08 2024

REGIONAL MEMORANDUM

No. 932, s. 2024

**SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION OF
DEPED ORDER NO. 40, S. 2012, OR THE DEPED
CHILD PROTECTION POLICY**

To: Schools Division Superintendents
All Others Concerned

1. Attached is Memorandum DM-OUOPS-2024-05-07998 dated September 26, 2024, from **Atty. Revsee A. Escobedo**, *Undersecretary for Operations*, regarding the **Supplemental Guidelines for the Implementation of DepEd Order No. 40, s. 2012, or the DepEd Child Protection Policy**, which is self-explanatory.
2. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Incl: As Stated

Reference: Memorandum from Atty. Revsee A. Escobedo dated September 26, 2024

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

LEARNERS

PERSONNEL

POLICY

JRJ/ESSD-RM-Supplemental Guidelines for the Implementation of DO 40 s. 2012/
203/October 4, 2024



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Certificate No. PHP QMS



Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS



MEMORANDUM

DM-OUOPS-2024-05-07998

TO : ALL REGIONAL DIRECTORS
ALL SCHOOLS DIVISION SUPERINTENDENTS
ALL SCHOOL HEADS
ALL OTHERS CONCERNED

FROM :  **ATTY. REVSEE A. ESCOBEDO**
Undersecretary for Operations 

SUBJECT : SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION
OF DEPED ORDER NO. 40, S. 2012, OR THE DEPED CHILD
PROTECTION POLICY

DATE : September 26, 2024

1. DepEd Order (D.O.) No. 40, series of 2012, or the "DepEd Child Protection Policy," reiterates the zero-tolerance policy of the Department of Education (DepEd) for any act of child abuse, exploitation, neglect, violence, discrimination, bullying, and other forms of abuse based on the 1987 Constitution, the Convention on the Rights of the Child, Republic Act (R.A.) No. 7610 or the "Special Protection of Children Against Abuse, Exploitation and Discrimination Act," Executive Order No. 209 (1987) or the "Family Code of the Philippines," Presidential Decree No. 603 or the "The Child and Youth Welfare Code," and "Republic Act 10627, otherwise known as the "Anti-Bullying Act of 2013", among other relevant laws.

2. Violence against children adversely affects the learning process and well-being of children, both in school and at home, whether learning is face-to-face, online, or at home. As such, it is envisioned that the DepEd Child Protection Policy, taken together with this DepEd Memorandum as well as other relevant DepEd policies,¹ shall heighten the awareness and sensitivity of teaching and non-teaching personnel, community Alternative Learning System (ALS) implementors, parents, guardians and caregivers in home-based or distance learning and homeschooling, government agencies, local government units (LGUs), community leaders, children themselves and other stakeholders towards the devastating impact of violence in schools, community learning centers and at home, and strengthen their commitment to take action to promote positive social norms and implement mechanisms for ensuring that schools, community learning centers and homes are

¹ D. O. No. 55, s. 2013, "Implementing Rules and Regulations (IRR) of Republic Act (R.A.) No. 10627 otherwise known as the Anti-Bullying Act of 2013" ["Anti-Bullying Policy"], dated December 23, 2013; D.O. No. 18, 2. 2015, "DepEd Guidelines and Procedures on the Management of Children-At-Risk (CAR) and Children in Conflict with the Law (CICL)", dated May 18, 2015; D.O. No. 57, s. 2017, "Policy on the Protection of Children in Armed Conflict", dated November 21, 2017, among others.

safe and nurturing spaces for learning.

3. With various Learning Delivery Modes (LDMs), there are online risks to children including online sexual abuse and exploitation of children (OSAEC), exposure of children to unsafe and inappropriate content and behavior online, or to predators such as stalkers and scammers, and violations of the privacy of children, or prohibited harnessing of their personal information, among others.

4. This DepEd Memorandum is intended to highlight and expound the roles and responsibilities of various offices and personnel of DepEd, especially school heads, Child Protection Committees in schools and community learning centers, teachers and guidance counselors, other non-teaching personnel, community ALS implementors, parents, guardians, learners' peers and learners themselves in preventing, detecting, reporting and addressing child abuse, online sexual abuse and exploitation, neglect, violence, discrimination, and other forms of abuse.

5. This DepEd Memorandum also strengthens the responsive mechanisms of the Child Protection Policy, especially the referral system, and emphasizes the importance of DepEd linking with multi-disciplinary and collaborative child protection systems in Local Government Units and communities, including the Local Councils for the Protection of Children (LCPCs), as well as maintaining partnerships with other agencies, civil society organizations (CSOs), and private entities working for the protection of children.

6. This DepEd Memorandum is issued primarily to set clarifications to the DepEd Child Protection Policy in addressing the context of online safety, reiterate the referral system in consideration of the different learning modalities, emphasize the provision of intervention programs for learner-victims, and set in place the Learner Rights and Protection Office in the child protection system of the Department.

7. For more information, please contact the **Learner Rights and Protection Office**, 3rd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at lrpo@deped.gov.ph or at the telephone number (02) 8632-1372.

8. Immediate dissemination of this Memorandum is desired.

(Enclosure to DM-OUOPS-2024-____-____)

**Supplemental and Expanded Guidelines on the Implementation of DepEd
Order No. 40, s. 2012, or the DepEd Child Protection Policy**

I. INTRODUCTION

Pursuant to the 1987 Constitution, the State “shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.” (Article XV, Section 3 [2]) The State shall also defend the “right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development” (Article XV, Section 3 [2]).

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

As the State is mandated to uphold the right to quality and accessible education in a safe and nurturing environment for the learners, the DepEd recognizes its obligation to provide and foster safe and gender-sensitive learning environments, which promote inclusivity, positive discipline, and learner-centered teaching as well as protect and improve children’s physical, mental and socio-emotional well-being. Towards this end, the DepEd, in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of learners.

Finally, DepEd recognizes the participatory rights of the learners, with consideration of their evolving capacities and maturity, in the formulation and implementation of policies, and in all proceedings affecting them, whether they be victims or aggressors, either directly, or through a representative.

Accordingly, the DepEd reiterates a zero-tolerance policy for any act of child abuse, exploitation, neglect, violence, discrimination, and other forms of abuse, and hereby supplements DepEd Order No. 40, s. 2012, or the “DepEd Child Protection Policy” by providing clarifications and expansion of the Child Protection Committees.

II. SCOPE AND COVERAGE

This DepEd Memorandum supplements the implementation of DepEd Order No. 40, s. 2012, or the “DepEd Child Protection Policy” by providing clarifications to reiterate the procedures in the management and referral of incidents. This DepEd Memorandum expands the prohibited acts as well as the membership, duties, and responsibilities of the Child Protection Committees in schools.

Further, DepEd Order No. 40, s. 2012 and this DepEd Memorandum shall apply to all public and private schools and community learning centers, in all their school-sponsored, school-related, and off-campus activities, functions, or programs.

III. DEFINITION OF TERMS

A. **“Child”** – refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves from abuse, neglect, cruelty, exploitation, or discrimination because of a physical or mental disability or condition (Sec. 3[a], RA 7610).

For purposes of implementing DepEd Order No. 40, s. 2012, the term also includes persons who may be above eighteen provided that they are enrolled in a basic education institution. Accordingly, “learner” may be interchangeably used with this term.

B. **“Child marriage”** – refers to any marriage entered into where one or both parties are children, and solemnized in civil or church proceedings, or in any recognized traditional, cultural, or customary manner. It shall include informal union or cohabitation outside wedlock between an adult and a child, or between children (Sec. 3[b], RA 11596).

C. **“Child Protection Specialists”** – refers to any DepEd personnel who has successfully completed the Child Protection Specialization Course.

D. **“Child Sexual Abuse or Exploitation Materials”** – refers to any representation, whether offline, or by, through or with the use of ICT, by means of visual, video, audio, written, or any combination thereof, by electronic, mechanical, digital, optical, magnetic or any other means, of a child engaged or involved in real or simulated sexual activities, or depicting acts of sexual abuse or exploitation of a child as a sexual object. It shall also include materials that focus on the genitalia or other private body parts of a child (Sec. 3[c], RA 11930).

E. **“Grooming”** – refers to predatory conduct, act, or pattern of acts, of establishing a relationship of trust, or emotional connection by another, with a learner, and/or the family, guardian, and/or caregivers, whether in person or via electronic and other similar devices, for the purpose of perpetrating sexual abuse or exploitation or the production of any form of CSAEM (Sec. 3[i], RA 11930).

F. **“Information and communications technology (ICT)”** – refers to the totality of electronic means to access, create, collect, store, process, receive, transmit, present and disseminate information.

- G. “Learner”** – refers to a child who attends classes in any level of the basic education system, under the supervision and tutelage of a teacher, learning facilitator, community ALS implementor, learning support aide, parents, guardian or other caregiver.
- H. “Learner Protection”** – refers to programs, services, procedures and structures that are intended to prevent, detect and respond to child abuse, exploitation, neglect, violence, discrimination, bullying, and other forms of abuse.
- I. “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.
- J. “Online Sexual Abuse or Exploitation of Children”** – refers to the use of ICT as a means to abuse and/or exploit children sexually, which includes cases in which offline child abuse and/or exploitation is combined with an online component. This can also include, but is not limited to, the production, dissemination, and possession of CSAEM; online grooming of children for sexual purposes; sexual extortion of children; sharing image-based sexual abuse; commercial sexual exploitation of children; exploitation of children through online prostitution; and live-streaming of sexual abuse, with or without the consent of the victim: Provided, That OSAEC may be used interchangeably with online child sexual exploitation or abuse (OCSEA) (Sec. 3[t], RA 11930).

IV. CLARIFICATION ON PROHIBITED ACTS

In view of the promulgation of Republic Act (RA) Nos. 11596² and 11930³, child marriage and OSAEC shall also be considered prohibited acts in relation to Section 15 of DepEd Order No. 40, s. 2012.

Further, DepEd shall join in preventing and reporting child marriage and OSAEC. Hence, awareness-raising and capacity-building activities, including procedures on reporting, shall form part of the preventive and responsive mechanisms of the Department.

² An Act Prohibiting the Practice of Child Marriage and Imposing Penalties for Violations Thereof.

³ Anti-Online Sexual Abuse or Exploitation of Children (OSAEC) and Anti-Child Sexual Abuse or Exploitation Materials (CSAEM) Act.

In relation to “Bullying or Peer Abuse” defined under Section 3(M) of DepEd Order No. 40, s. 2012, the said provision shall be disregarded in light of its express repeal by DepEd Order No. 55, s. 2013 or the “Implementing Rules and Regulations of Republic Act No. 10627 otherwise known as the Anti-Bullying Act of 2013”.

V. PREVENTIVE MECHANISMS

A. Establishment of the Child Protection Committee at the Regional Level

All Regional Offices shall establish a Child Protection Committee (Regional Child Protection Committee) to act as a multi-disciplinary team in the management of learner rights and protection concerns at the Regional level. The Regional Child Protection Committee (RCPC) shall have the following members:

1. Assistant Regional Director- Chairperson;
2. Regional Focal Person for Learner Rights and Protection- Vice Chairperson;
3. Chief of the Education Support Services Division- Member;
4. Representative of the School Health and Nutrition Unit- Member; and
5. Registered Guidance Counselor employed by the Regional Office or the Education Program Specialist for *Edukasyon sa Pagpapakatao*.

The RCPC shall convene when there are severe and complex incidents that requires the immediate attention of the Regional Director and the Central Office. The RCPC shall also be involved in the planning of preventive mechanisms, such as awareness-raising and capacity-building activities.

B. Duties and Responsibilities of the Regional Child Protection Committee

The Regional Child Protection Committee shall have the following functions:

1. Monitor learner rights and protection incidents in the Schools Division Offices and provide technical assistance relative to the referral of cases to partner agencies and other related services needed by the learner.
2. Recommend interventions for the well-being and development of learners;
3. Spearhead the conduct of capacity-building activities at the Regional level;
4. Strengthen inter- agency partnership and collaboration;
5. Provide timely and appropriate technical assistance to Schools Division Offices in the prevention, recognition, recording, reporting, and referral of learner rights and protection incidents;
6. Allocate funds for regional-level capability building, advocacy

- programs, and other related activities from Regional Maintenance and Other Operating Expenses Fund and downloaded Program Support Fund; and
7. Perform such other functions, as may be assigned by the Secretary.

C. Establishment of the Child Protection Committee at the Division Level

All Schools Division Offices shall establish a Child Protection Committee (Division Child Protection Committee) to act as a multi-disciplinary team in the management of learner rights and protection concerns at the Division level. The Division Child Protection Committee (RCPC) shall have the following members:

1. Chief of the School Governance and Operations Division – Chairperson;
2. Education Program Specialist of the School Governance and Operations Division - Vice Chairperson;
3. Division Focal Person for Learner Rights and Protection- Secretariat;
4. Representative of the School Health and Nutrition Unit- Member;
5. Division Federation of the School Supreme Elementary/Secondary Learner Government- Member; and
6. Registered Guidance Counselor employed by the Schools Division Office or the Education Program Specialist for *Edukasyon sa Pagpapakatao* and Guidance.

The DCPC shall convene when there are severe and complex incidents that requires immediate attention of the Schools Division Superintendent and the Regional Director. The DCPC shall also be involved in the planning of preventive mechanisms, such as awareness-raising and capacity-building activities.

D. Duties and Responsibilities of the Division Child Protection Committee Level

The Division Child Protection Committee shall have the following functions:

1. Monitor learner rights and protection incidents in the school and provide technical assistance relative to the referral of cases to partner agencies and other related services needed by the learner;
2. Provide immediate and appropriate technical assistance to the Child Protection Committees in schools in handling learner disclosures/complaints;
3. Allocate funds for school-level capability building, advocacy programs, and other related activities from the Maintenance and Other Operating

Expenses Fund of the Division and downloaded Program Support Funds from the Central Office;

4. Strengthen inter- agency partnerships and collaboration; and
5. Perform such other functions, as may be assigned by the Secretary or the Regional Director.

E. Clarifications on the Membership of the Child Protection Committees in Schools

When the school is dealing with an incident of sexual abuse or exploitation, and suicide or death due to abuse or violence, only the School Head/Administrator, School Learner Rights and Protection Focal Person, and the Registered Guidance Counselor/Designate shall be allowed to handle the incident due to the sensitive nature of the matter.

F. Duties and Responsibilities of the Child Protection Specialists

Child Protection Specialists (CPSs) shall have the following functions:

1. Provide technical assistance to their Schools Division Offices and schools in managing learner rights and protection concerns;
2. Assist in the referral of Learner Rights and Protection Incidents to other government or non-government agencies for appropriate interventions or further case management;
3. Build a network and liaise with these organizations, whether government or non-government, to help Child Protection Committees in schools in referring concerns to the appropriate organization. These organizations include, but are not limited to, the Barangay Councils for Children Protection (BCPCs), Women and Children's Protection Desks (WCPDs), Local/City/Municipal Social Welfare and Development Offices (LSWDOs/CSWDOs/MSDWOs), Child Protection Units (CPUs) in hospitals, the Department of Social Welfare and Development (DSWD) and child-focused non-government organizations;
4. Create a clear directory of the partner organizations where services and various forms of assistance may be available for learner-victims. The directory shall be regularly updated and made readily available to all schools at all times; and
5. Provide timely technical assistance to schools in handling learner rights and protection concerns such as, but not limited to, child abuse, discrimination, exploitation, violence, and other similar acts.

G. Safeguarding Measures for Learners during the Conduct of Curricular and Co-Curricular Programs and Activities Inside or Outside the School Premises

All schools and the organizer of the curricular or co-curricular program or activity shall implement the following safeguarding measures:

- i. Intensify and promote learner participation;
- ii. Set up Learner Rights and Protection Desks capable to recognize, record, report, and refer incidents;
- iii. Formulate safeguarding protocol for all participants (Template for Safeguarding Protocol is attached as Annex “A” of this DepEd Memorandum); and
- iv. Discuss the safeguarding protocol during the preliminary activities of every program.

H. Online Protection

In relation to DepEd Order No. 40, s. 2012, Section 3(K), this DepEd Memorandum clarifies that Child Exploitation may be committed online. Further, with the enactment of RA 11930 and its Implementing Rules and Regulations, Online Sexual Abuse or Exploitation of Children committed against learners should be detected, reported, and acted upon.

It is also acknowledged by the Department that there are emerging issues on online protection such as the appearance of learners in the social media accounts of DepEd personnel.

To protect learners from any form of online exploitation, all DepEd offices and personnel should observe the Safeguarding Guidelines in the Use of Information and Communications Technology and Social Media for Learners and DepEd Personnel. (The Safeguarding Guidelines in the Use of Information and Communications Technology and Social Media for Learners and DepEd Personnel is attached as Annex “B” of this DepEd Memorandum).

I. Capacity Building of Schools Officials, Personnel, Parents/Guardians, Learners, Division, and Regional Focal Persons

1. All public and private basic education schools, as well as community learning centers, shall formulate preventive programs, projects, and activities to capacitate learners, teaching and non-teaching personnel, parents, guardians, and caregivers, to uphold learner protection and manage child abuse, exploitation, neglect, violence, discrimination, bullying and peer violence, and other forms of abuse.

Capacity-building activities shall include, but not be limited to, the conduct of sessions, trainings, seminars and workshops on positive peer relationships, positive and non-violent discipline in classroom management, enhancement of social and emotional competence, anger and stress management, gender sensitivity, as well as prevention,

recognition, recording, reporting, and referral to appropriate agencies and authorities of child abuse, exploitation, neglect, violence, discrimination, bullying, and peer violence, and other forms of abuse.

Capacity-building activities shall also cover the enhancement of pedagogy and andragogy skills in integrating and teaching children's rights, including child protection, and the development of instructional materials and other social behavior change materials.

2. Recognizing the need for awareness-raising and capacity-building of school/learning center officials, personnel, parents, guardians, and learners on matters pertaining to learner online protection, capacity-building activities shall include orientations and trainings on Child Online Safeguarding, Online Sexual Abuse and Exploitation of Children, and similar topics.

VI. RESPONSIVE MECHANISMS

A. Reporting to the Learners TeleSafe Contact Center Helpline

The Learners TeleSafe Contact Center Helpline shall have the following duties and responsibilities:

1. The Learners TeleSafe Contact Center Helpline under the Learner Rights and Protection Office shall be the central repository of data on incidents of abuse, violence, exploitation, discrimination, and other forms of abuse.
2. The Learners TeleSafe Contact Center Helpline shall receive reports on incidents from the school, as endorsed and reviewed by the Regional and Schools Division Offices.
3. The Learners TeleSafe Contact Center Helpline shall likewise review and endorse reports of incidents from learners, parents or guardians, and concerned citizens. The reports received by the Learners TeleSafe Contact Center Helpline shall then be acted upon by the field offices as provided under DepEd Order No. 40, s. 2012.

B. Risk Assessment

The Child Protection Committees in schools, through the registered guidance counselors/designates and the school heads, shall accomplish the Initial Risk Assessment Form, in addition to the Intake Sheet, when there is a probable incident of abuse, violence, exploitation,

discrimination, and other forms of abuse. The Initial Risk Assessment Form is attached to this DepEd Memorandum as Annex “C”.

The Child Protection Committees in schools shall then refer the learner-victim to the Local Social Welfare and Development Office for proper assessment and intervention.

C. Reporting and Referral

1. All incidents of child abuse, violence, exploitation, discrimination, and other forms of abuse, whether raised to the school or based on Risk Assessment, should be reported to the Schools Division Offices, Regional Offices, and the Central Office, particularly to the Learner Rights and Protection Office.
2. If the incident happened at home and the perpetrators are not the personnel of a school, the matter should be referred to the Local Social Welfare and Development Office through the Municipal/City Social Welfare and Development Office, and the Philippine National Police through the Women and Children Protection Desk.
3. If the incident requires intervention beyond the capacity of the school, the incident may also be referred to the appropriate agency.
4. The procedure of reporting and referral is attached to the DepEd Memorandum as Annex “D”.

D. Enhanced Intake Sheet

In handling all incidents of abuse, violence, exploitation, discrimination, and other forms of abuse, all schools shall utilize the enhanced Intake Sheet, which is attached to this DepEd Memorandum as Annex “E”.

Further, the Intake Sheet should be kept confidential. Only the Registered Guidance Counselors/Designates may keep the Intake Sheet unless otherwise required by laws, rules, and other issuances. In handling incidents, the School Head, the Division and Region Focal Persons for Learner Rights and Protection, as well as the Central Office may check the contents of the Intake Sheet for purposes of providing interventions to the learner-victim.

It is further clarified by this Memorandum that the Intake Sheets should be filled in by the Child Protection Committees in schools, through the Registered Guidance Counselors or Designates, and signed by the School Head.

VII. EFFECTIVITY

This Memorandum shall take effect immediately upon its approval. All other orders, issuances, rules, and regulations that are inconsistent with the provisions of these guidelines are repealed and rescinded accordingly.

VIII. REFERENCES

RA 7610 (*An Act Providing for Stronger Deterrence and Special Protection Against Exploitation and Discrimination, and for Other Purposes*)

RA 11930 (*An Act Punishing Online Sexual Abuse or Exploitation of Children, Penalizing the Production, Distribution, Possession and Access of Child Sexual Abuse or Exploitation Materials, Amending Republic Act No. 9160, Otherwise known as the “Anti-Money Laundering Act of 2001”, as Amended and Repealing Republic Act No. 9775, Otherwise Known as the “Anti-Child Pornography Act of 2009”*)

DepEd Order No. 40, s. 2012 (*DepEd Child Protection Policy*)



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ANNEX A

SAFEGUARDING PROTOCOLS DURING CURRICULAR AND CO-CURRICULAR PROGRAMS

All curricular and co-curricular programs and activities, whether conducted inside or outside the school, shall have the following guidelines as the minimum protocols (template) to prevent abuse, violence, exploitation, discrimination, and other forms of abuse:

Safeguarding Guidelines for the Learners

The Department of Education (DepEd) is committed to the promotion of the best interest of the child in all decisions and actions involving children in accordance with DepEd Order No. 40, s. 2012 or the “DepEd Child Protection Policy” and other relevant issuances. DepEd is mandated to provide special protection to learners. Thus, all trips, activities, and events arranged by DepEd should be guided by well-crafted safeguarding guidelines in order to minimize risk, guarantee safe space, and ensure positive event or activity experience for all participants, organizers, and others who are involved in the event or activity. Further, through the safeguarding guidelines, appropriate preventive, protective, and remedial measures will be properly implemented.

Based on the foregoing, the following safeguarding guidelines shall be put in place before, during, and after the conduct of this activity in all identified venues and/or billeting centers.

I. Safe Interactions Before, During, and After the Activity

- A. Everyone shall ensure that respectful, non-violent, and non-sexualized interactions are done during the Event / Activity. This applies to:
1. adult participants to learner participants;
 2. adult participants to fellow adult participants;
 3. learner participants to fellow learner participants; and
 4. learner participants to adult participants.

The use of foul and vulgar language is prohibited.

B. Adult participants are highly required to observe the following:

1. They are highly discouraged from sending a social media friend request or message to any child participant before, during, or after the activity.
2. They should obtain informed consent from the child’s parent or legal guardian or teacher before photographing or filming a child. The activity staff or the activity photographer/videographer must explain how the photograph or film will be used.

3. They must adhere to the two-adult rule: Two or more adults are required to supervise all activities where children are involved and present.
4. They should not spend time alone with a learner (one-on-one) or with learners away from others.
5. They should not share a room with one learner.
6. They should not engage in any form of inappropriate touching of learners.
7. They should not make sexually suggestive comments to a learner, even in fun.
8. They should not allow allegations made by a learner to go unchallenged, unrecorded, or not acted upon.
9. They should maintain a safe and appropriate distance from learners and young people.
10. They should ensure appropriate company with a learner or young person while in a car or other vehicle.
11. They should request written parental or official consent if activity organizers or partners are required to transport learners or young people.

C. As to the learner participants, the following shall be strictly observed;

1. If they receive a friend request or social media message from an adult participant who attended the activity, they are not obliged to accept or respond. They should tell their parents/guardians and/or their teacher about it.
2. They should always wear the activity identification cards.
3. They should use proper language when talking with other learners and adult participants.
4. They should never talk to other learners and adult participants privately and in secluded areas.
5. They are prohibited from bringing to the activity premises pornographic materials and dangerous chemicals and substances.

II. Activity's Presenters or Resource Persons

- A. Presenters or Resource Persons shall ensure that the visuals, words, and content presented in the Activity are age and developmentally appropriate, and follow the principles of non-discrimination, gender sensitivity, and inclusivity.
- B. Presenters will have to acknowledge the diversity of the activity participants and be sensitive about this.
- C. If a certain topic discusses violence or any potentially distressing content, a trigger warning shall be placed at the start of the presentation.
- D. Presenters shall also pay special attention to their language, ensuring that this is safe for learner participants.

III. Reporting Safeguarding Concerns during the Activity

- A. If a participant wishes to report a learner protection concern while the activity is ongoing, he or she may approach the Learner Rights and Protection (LRP) Desk.
- B. If a learner participant experiences distress or any protection concern during the Event/Activity, he/she may approach designated guidance counselors/designates or psychological first aid (PFA) providers present in the activity.

For any safeguarding concerns, please contact the Learner Rights and Protection Office – Learners Telesafe Contact Center Helpline at +639451759777 or at (02) 8632-1372. You may also approach any member of the activity's designated LRP Desk or Technical Working Group.

ANNEX B

**SAFEGUARDING GUIDELINES IN THE USE OF INFORMATION AND
COMMUNICATIONS TECHNOLOGY AND SOCIAL MEDIA FOR LEARNERS AND
DEPED PERSONNEL**

I. Personal information of Learners

If a personal information of learners would be processed or used in the school or community learning center's official social media page, or by the school personnel, the social media manager or the school personnel concerned, with the authority from the school or community learning center head, or the school or community learning center head himself or herself shall:

- a. Secure first the written consent of the learner and his or her parent, guardian, or caregiver. For this purpose, the written consent may be obtained through electronic signatures; and
- b. The written consent must be attained prior to the processing of the personal information with the declaration of the purpose for which the same would be used. The written consent must indicate that the learner and his or her parent or guardian are aware of the time, place, and manner of the use of the personal information.

II. Sensitive Personal Information of Learners

As a general rule, sensitive personal information of learners shall not be processed or used by the social media manager and the school personnel, except with the authority of the school or community learning center head, and only in the following cases:

- a. The learners with his parents, guardians, or caregivers have given their written consent, specific to the purpose disclosed to him or her before the processing; and
- b. The processing of the same is provided for under existing laws, rules, and regulations, such as those stated under the Data Privacy Act.

At all times, sensitive personal information of learners should be handled with utmost care and shall be kept confidential.

III. Handling of Reports Received by the School Social Media Page

In the event that the official social media page of the school receives reports related to an alleged violation of the DepEd Child Protection Policy, or other relevant laws, rules, and regulations, the social media manager shall inform the Child Protection Committee of the school. The Child Protection Committee of the school shall act upon the report following the procedures stated under DepEd Order No. 40, s. 2012.

IV. Group Chats

As a general rule, group chats may not be used for communications regarding school matters between school personnel and learners. However, group chats may be used for communication if the following requirements are met:

- a. If there are no other practicable means for teachers to communicate with learners;
- b. The communication is regarding school matters; and
- c. The parents consented to the making of the group chat.

V. Private Communications with Learners

As a general rule, online private communications between school personnel and the learners are not allowed, except in the following cases:

- a. With the consent of the learner, and of his parents, guardian, or caregiver, strictly on school or academic-related matters; and
- b. When the DepEd personnel receives complaints from learners related to the alleged violation of child protection policy and other relevant laws, rules and regulations.

School personnel are prohibited from conducting direct-private communications with learners through phone calls, SMS, e-mail, and social media accounts to mutually protect the learners and school personnel from a possible child abuse or exploitation incident or false accusation thereof.

VI. Use of Video Conferencing Platforms

- a. Regardless of the video conferencing platform to be used, teachers shall ensure that the privacy and safety features of the video conferencing platform are enabled. When needed, teachers are encouraged to seek the assistance of the Information Technology Personnel of the school.
- b. Teachers shall ensure that the video conference meeting details are confidential and are only known to learners and their parents or guardians.
- c. Teachers may be required to open the learners' webcams during online classes. In line with this, teachers may encourage learners to use virtual backgrounds during the online class.¹
- d. Teachers and learners, including their immediate environment, shall ensure that their webcam feed shows appropriate and safe video and audio streams.
- e. Teachers shall not leave the learners on their own after the online synchronous class to ensure that there is continuous supervision while online.
- f. Before the online class may be recorded, teachers must first secure the consent of the learners. The recording shall only be used for academic purposes.
- g. Learners are prohibited from recording the online class without the consent of the teachers and his/her classmates.

¹ NPC Bulletin No. 16. Bullet No.5 under Dos for teachers. Privacy Dos and Don'ts for Online Learning in Public K-12 Classes.

VII. Behavior in Social Media and Video Conferencing Platforms

Learners, teachers, non-teaching personnel, parents, and guardians should be mindful of the following prohibited behaviors on the official social media page of the school and video conferencing platforms:

- a. Using obscene, profane, or vulgar language or any derogatory language regarding race, gender, religion, sexual orientation, citizenship, socio-economic status or ability;
- b. Making sexually explicit, suggestive, humiliating, or degrading comments;
- c. Exhibiting harassing, intimidating, or bullying behavior;
- d. Doing any form of verbal, sexual, or mental abuse;
- e. Posting/Presenting any material inappropriate for children; and
- f. Posting/Presenting any material promoting alcohol or illegal drugs.

ANNEX C
INITIAL RISK ASSESSMENT FORM

Note: This tool shall be used by the Registered Guidance Counselor/ Guidance Designate of the school.

Use the following questions to complete the matrix below:

- **IDENTIFY-** What are the activities in school and at home which present a risk to children?
- **RISK-** What could go wrong?
- **PROBABILITY-** What is the likelihood of something going wrong?
- **IMPACT-** What would be the consequences to the child?
- **ACTION-** Identify ways to reduce these risks, and resources required to reduce the risks.

Name of Learner-Victim:

Context:

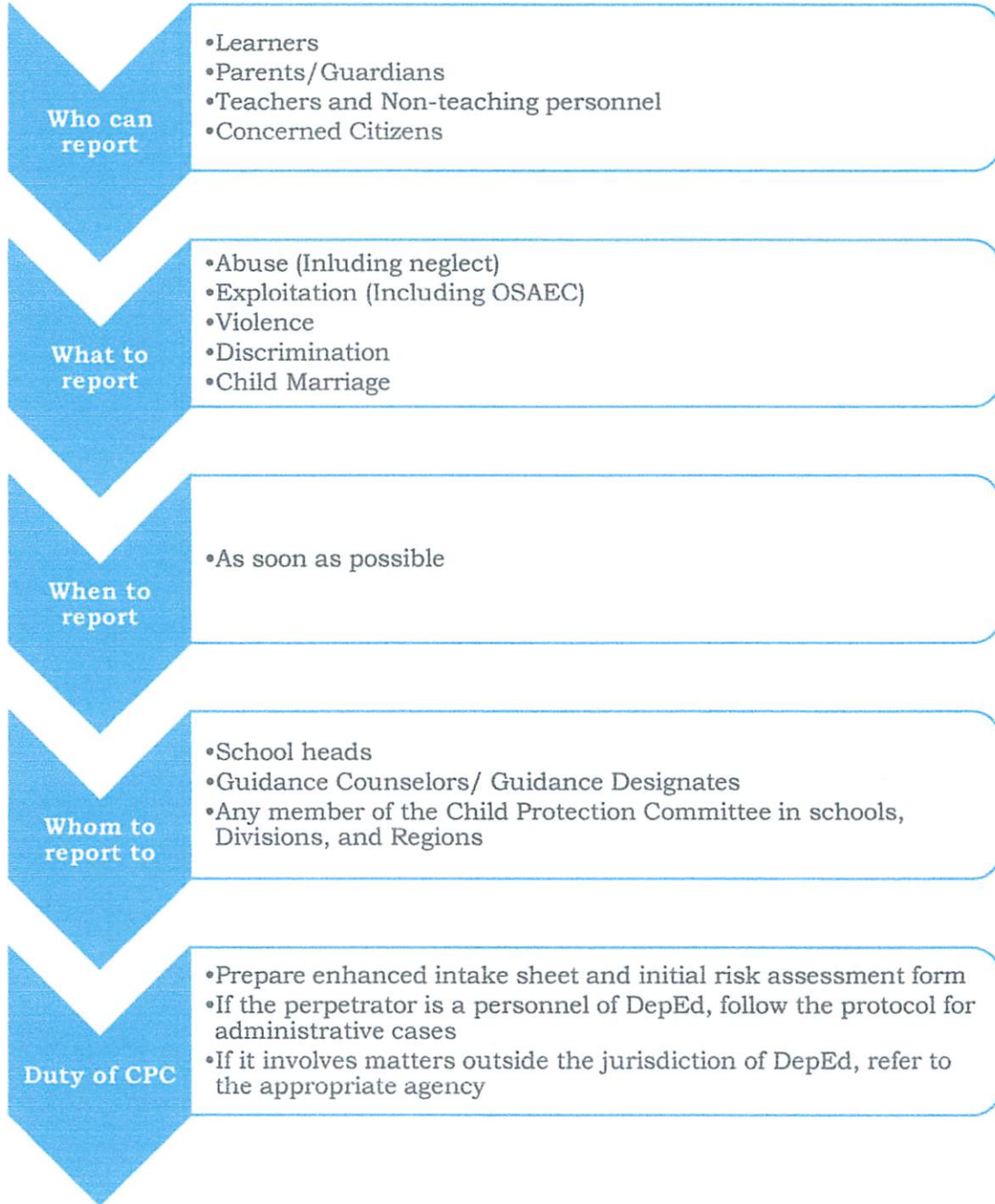
Identified Risk to Child	Analysis of Risk Factors	Probability			Impact	Action(s) to be Taken	By Whom	By When
		High	Medium	Low				

Prepared by:

**SIGNATURE OVER PRINTED NAME OF THE
REGISTERED GUIDANCE COUNSELOR/ GUIDANCE DESIGNATE**

ANNEX D

REPORTING AND REFERRAL PROCEDURE



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ANNEX E
ENHANCED INTAKE SHEET

Note: This intake sheet should be handled with utmost confidentiality to protect the sensitive personal information of the learner. As much as practicable, this incident should only be kept by the Guidance Counselor/Designate and may not be forwarded to uninterested parties, unless required by laws, rules, and regulations.

I. IDENTIFYING INFORMATION A. Learner-Victim: Name: _____ Age: _____ Sex: _____ Date of Birth: _____ Grade Level and Section: _____ Name of Adviser: _____ Adviser's observations on the learner-victim before the incident: <i>(May be responsive to the following: How was the school performance of the learner before the incident? How does the learner interact with his/her peers before the incident? Does the learner have health (physical or mental) concerns before the incident?)</i> _____ _____ _____ Adviser's observations on the learner-victim after the incident: <i>(May be responsive to the following: How was the school performance of the learner after the incident? How does the learner interact with his/her peers after the incident? Does the learner have health (physical or mental) concerns after the incident?)</i> _____ _____ _____ B. Parents and Guardian: Name of the mother: _____ Age: _____ Occupation: _____ Contact No.: _____
--

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Address: _____

Name of the father: _____ Age: _____

Occupation: _____ Contact No.: _____

Address: _____

If applicable:

Name of the guardian: _____ Age: _____

Occupation: _____ Contact No.: _____

Address: _____

C. Complainant:

Name: _____ Age: _____

Relation to the learner-victim: _____ Contact No.: _____

Address: _____

II. ALLEGED OFFENDER:

A. If the alleged offender is a School Personnel

Name: _____ Age: _____ Sex: _____

Date of Birth: _____ Contact No.: _____

Address: _____

Relationship to the learner-victim: _____

B. If the alleged offender is neither school personnel nor a student

Name: _____ Age: _____ Sex: _____

Date of Birth: _____ Contact No.: _____

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Address: _____

Relationship to the learner-victim: _____

III. DETAILS OF THE INCIDENT:

Date of the incident (estimation is acceptable): _____

1.

2.

3.

4.

5.

IV. INITIAL ACTIONS TAKEN:

1.

2.

3.

V. RECOMMENDATIONS/ NEXT STEPS:

Referral: (___) YES (___) NO

Referral to: _____

Reason for referral: _____

Other recommendations/next steps:

1.

2.

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3.	
4.	
5.	

Date of Intake: _____

Prepared by:

Reviewed by:

(GUIDANCE COUNSELOR/ DESIGNATE)

(SCHOOL HEAD)