|  |  |  |
| --- | --- | --- |
| **Gender Responsive and Non-disciplinary Student Manual (GRaNdSDisM) Draft 2** | | |
| **CONSOLIDATED INPUTS, SUGGESTIONS AND RECOMMENDATIONS DURING THE YEAR-END LEGAL SERVICE MONITORING, EVALUATION AND ASSESMENT AT BANAUE HOTEL, BANAUE IFUGAO ON JANUARY 21-24, 2020** | | |
|  | **Content** | **Remarks** |
| **PRELIMINARIES** |  |  |
| **THE DEPED VISION** | We dream of Filipinos  who passionately love their country  and whose values and competencies  enable them to realize their full potential  and contribute meaningfully to building the nation.  As a learner-centered public institution,  the Department of Education  continuously improves itself  to better serve its stakeholders. |  |
| **THE DEPED MISSION** | To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:  Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.  Teachers facilitate learning and constantly nurture every learner.  Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.  Family, community, and other stakeholder are actively engaged and share responsibility for developing life-long learners. |  |
| **OUR CORE VALUES** | Maka-Diyos  Maka-tao  Makakalikasan  Makabansa |  |
| **REGIONAL DIRECTOR’S MESSAGE** |  |  |
| **SCHOOLS DIVISION SUPERINTENDENT’S MESSAGE** |  |  |
| **I. POLICY STATEMENTS** | Pursuant to the Philippine Constitution, the State shall protect 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 (Art. XV.Sec.3 (b)). Further, all educational institutions shall foster love of humanity, respect for human rights and develop moral character and personal discipline (Philippine Constitution, Article XIV, Section 3b).  Under Article 218, 220, 233 of the Family Code of the Philippines and PD 60 states that the school, its administrator and teachers, or the individual, entity or institution engaged in child care the special parental and responsibility over the minor child while under their supervision, instruction or custody”. “Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution.  Further, 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. Government shall take measure to encourage regular attendance in school and reduce drop-outs pursuant to the right of the child to education (DO 40, s. 2012).  The Implementing Rules and Regulations of RA No. 10533 otherwise known as the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) is mandated to ensure that the basic education curriculum is gender and culture-sensitive (Rule II, Section 10.2)  This manual shall serve as a guide for the effective implementation of the child protection policies contained therein in all schools and learning centers in conformity with standard procedures that are gender and culturally sensitive. |  |
| **II. SCOPE/COVERAGE** | *This manual shall apply to all:*  a. Officials and employees of the DepEd  b. Officials and employees of public and private Elementary, Junior and Senior High schools and  c. Learners of public private Elementary, Junior and Senior High schools and of learning centers for the Special Education and Alternative Learning System (ALS) and Laboratory  d. Parents, guardians, custodians, visitors, and other stakeholders |  |
| **III.  DEFINITION OF TERMS** | *As used in this manual, the following terms shall be defined as:*  **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)  • it includes pupils or students who maybe eighteen (18) years of age or older but are in school (DO 40 s. 2012)  **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 center 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:  *D.1 School Head*  • Refers to the chief executive officers or administrator of a public or private school or learning center.  *D.2 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.  *D.3 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 who are responsible for academic matters, and other school officials.  *D.4 Other Personnel*  • Includes all other non-academic personnel in the school, whatever maybe 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. Guardian 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 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 commit 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 broom, belt; stick, whip a cane, or*  *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.  **Q. Gender**  • refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities, and relationships are socially constructed and are learned through socialization processes. (UN Women)  **R. Gender awareness**  • refers to the ability to identify problems arising from gender inequality and discrimination, even if these are not immediately apparent. (UNGEI)  **S. Gender-based violence**  • refers to violence that targets individuals or groups based on their gender. This includes acts that inflict physical, mental, or sexual harm or suffering, the threat of such acts, coercion, and other deprivations of liberty. (UN)  **T. Gender-based discrimination**  • refers to any gender-based distinction, exclusion, or restriction that has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by men and women regardless of their sexual orientation, gender identity, and civil status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field.  **U. Gender equality**  • refers to the principle asserting the equality of men and women and their rights to enjoy equal conditions realizing their full human potentials to contribute to and benefit from the results of development, and with the state recognizing that all human beings are free and equal in dignity and rights. (MCW)  **V. Gender equity**  • Moves beyond a focus on equal treatment. It means giving to those who have less on the basis of needs, and taking steps to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. (NCRFW)  **W. Gender expression**  • refers to the way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person's gender expression may or may not be consistent with socially prescribed gender  **X. Extra – curricular (RA 10533)**  Not falling within the scope of regular curriculum.  e.g. Batang Pinoy (PSC), Scouting, Milo Little Olympics, City/Provincial/ sponsored activities.  Other government/non - government agency sponsored activities such as DOH, PSA, DOLE, DA, LGU and the like.  **Y. Curricular Activities**  Activities prescribed and related to the curriculum. It includes all related activities done in the teaching and learning process such as immersion, conduct of researches and the like.  **Z. Co – curricular Activities**  It complements the regular curriculum. It includes sports, journalism, Division Festival of Talents (DFOT), Regional Festival of Talents (RFOT), National Festival of Talents (NFOT) and the like. |  |
| **IV. RIGHTS AND PRIVILIGES OF LEARNERS** |  |  |
| 1. **Rights** | 1. **Convention on the Rights of a Child** 2. Every child has the right to be born well and to be cared and raised well 3. Every child has the right to live with a family who loves, cares; and teaches good morals to him or her; 4. Every child has the right to have proper care and importance from other people; 5. Every child has the right to have the basic needs of people such as food, water, shelter, clothing and health care; 6. Every child has the right to everything he or she needs for a better life; 7. Every child has the right to be educated; 8. Every child has the right to play and enjoy whenever they have the opportunity; 9. Every child has the right to be protected from abuse of adults; 10. Every child has the right to live peacefully away from bad influence; 11. Every child has the right to be cared whenever their parents are not available or cannot sustain their needs; 12. Every child has the right to be living in a good government who helps them strengthen their faith and to become better citizens; 13. Every child has the right to grow up peacefully and getting what they want for the good of their lives; 14. **Rights of Learners According to Batas Pambansa No. 232** 15. The right to receive, primarily thorough competent instruction, relevant quality education in line with national goals and conducive to the full development as a person with human dignity; 16. The right to freely choose their field of study subject to existing curricula and to continue their course therein up to graduation, except in cases of academic deficiency, or violation of disciplinary regulations; 17. The right to school guidance and counseling services for decisions and selecting the alternatives in fields of work suited to his potentialities; 18. The right to access to his own school record, the confidentiality of which the school shall maintain and preserve; 19. The rights to the issuance of the school certificates, diplomas, transcript of records, grades, transfer credentials and other similar documents within thirty (30) days from request; 20. The right to publish a student newspaper and student publications, as well as the right to invite resource persons during assemblies, symposia and other activities of similar nature; 21. The right to free expression of opinions and suggestions, and to effective channels of communication of the school and institution; 22. The right to form, establish, join and participate in organizations and societies recognized by the school to foster their intellectual, cultural and spiritual and physical growth and development, or to form, establish, join and maintain organizations and societies for purposes not contrary to law; 23. The right to free expression of opinions and suggestions and to effective channels of communication with appropriate academic channels and administrative bodies of the school or institution; 24. The right to be free from involuntary contributions, except those approved by their own organizations and societies; |  |
| 1. **PRIVILEGES** | 1. Choose the curricular, co-curricular and extra-curricular one wants to join in; 2. Avail of the programs being conducted for the learners; 3. Be excused from class because of sickness, death in the family and other unavoidable family situations. Teachers shall provide ADM/Make-up 4. Avail of make up classes/ADM for missed classes because of having participated in DepEd initiated or authorized out-of-school activities and equitable computation of grades based on the written quizzes and graded performance activities that they attended. 5. Use personal gadgets for learning purposes upon the approval of the concerned teacher/adviser |  |
| **V. DUTIES AND RESPONSIBILITIES** | **A. Learner to Self**  1. Exert his/her utmost to develop himself/herself potentialities for service, particularly by undergoing an education suited to him/her abilities, in order to become an asset to him/her family and to the society.(RO 7, s. 2018);  2. Exercise his/her rights responsibly in the knowledge that he/she is answerable for any violation of the public welfare and the rights of others. (RO 7, s. 2018)  3. Conduct himself /herself with his/her level of development, maturity, and demonstrated capabilities with proper regards for the rights and welfare of other persons. (DO 40, s. 2012)  4. Do his/her own work. record should reflect his/her individual effort during a test, quiz or exam. It is his/her responsibility to avoid any form of cheating such as giving or receiving help. (Student Handbook of Benguet National High School).  **B. Learner to Learner**  1. Respect another person’s right regardless of opinion, status, gender, ethnicity, religion, as well as everyone’s moral and physical integrity.  **C. Learner to school**  1. Comply with the school’s regulations as long as they are in harmony with their best interest.  2. Learners shall refrain from:  a. engaging in discrimination or leading a group of learners to discriminate another with reference to one’s physical appearance, weakness and status of any sort;  b. doing any act that is inappropriate or sexually provocative,  c. participating in activities of other learners that are illegal, unsafe or abusive;  d. marking or damaging any school property or facility; ;  e. engaging in fights or any aggressive behavior;  f. bringing into the school premises prohibited articles such as deadly weapons, drugs, alcohol, toxic, and noxious substances, cigarettes, and pornographic materials;  g. performing other similar acts that cause damage or injury to another. (DO 40, s. 2012).   1. **Learner to School Personnel** 2. Respect authority of teachers, school administrators, and non-teaching personnel and treat them courteously, respectfully, and obediently. 3. **Learner to Environment** 4. Keep the school surrounding safe, clean and green at all times. Dispose garbage properly; 5. Conserve water, electricity and other school resources; 6. Protect school properties; 7. Avoid using single-use plastics; 8. Follow environmental laws/ordinances, rules, and regulations; 9. **Learner to Parents/Guardians/Visitors** 10. Relate with parents, guardians, visitors coming to school with respect and courtesy 11. Inform parents/guardians on meetings, conferences, clean-up drives, brigada eskwela, and other school activities as required by the school authorities or the PTA   **F. Learner to Society**   1. Conduct himself/herself according to acceptable norms, values, customs, culture, and traditions of the society |  |
| **VI. LEARNERS’ CORE VALUES** | 1. **Maka-Diyos** 2. Exercise one’s religious beliefs and practices. 3. Respect others’ religious beliefs and practices. 4. **Makatao** 5. Respect other persons’ life, property, liberty, rights and privileges; 6. Uphold the best interest of other learners; 7. Respect gender preferences of every learner; 8. Respect learners with special educational needs; 9. Respect others’ culture, ethnicity, economic status and family background; 10. Refrain from bringing of deadly weapons and sharp objects; 11. Refrain from profanity, vulgar or abusive speech, writing and actions; 12. Refrain from immoral conduct; 13. Observe proper attire, and proper haircut; 14. Avoid making false statement and practicing deception in any form; 15. Wear school identification cards at chest level at all times in the school campus and during off-campus related activities; 16. Refrain from falsification/forging of documents and signatures; 17. Refrain from extortion in any form; 18. Refrain from stealing; 19. Observe courtesy in the use of social media; 20. Observe cybersafety measures; 21. Observe confidentiality of information that pertain to other learners; 22. Refrain from plagiarism 23. **Maka-kalikasan** 24. Comply with the ecological and solid waste management; 25. Maintain and sustain the cleanliness, orderliness and greenness of the school; 26. Avoid chewing and spitting betel nut (momma) and tobacco within the school premises; 27. Avoid smoking cigarette and vaping; 28. Avoid vandalism. 29. **Makabansa** 30. Attend and participate during the flag ceremony subject to religious practices and beliefs; 31. Participate in all school celebrations, programs, and activities |  |
| **VII. ACCOUNTABLE PERSONNEL/COMMITTEE**  **a. Teacher/Adviser**  **b. Prefect of Discipline**  **c. School Head**  **d. Guidance Counselor/Designate**  **e. Child Protection Committee** | **I. ROLES AND FUNCTIONS OF SCHOOL PERSONNEL/COMMITTEE**  ***a) School Head***  The School Heads shall have the following duties and responsibilities:  1. Ensure the institution of effective child protection policies and procedures, and monitor compliance thereof;  ii. Ensure that the school adopts a child protection policy;  3. 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”).  4. Organize and convene the Child Protection Committee of the school;  5. Conduct capacity building activities for the members of the Child Protection Committee and Guidance Counselors/Teachers;  6. Conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners;  7. Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their welfare;  8. Maintain a record of all proceedings related to bullying, CAR, CICL, and child abuse, and submit reports through the CPP Data Tool / LSIS. 9. Conduct appropriate training and capability building activities on child protection measures and protocols for all school personnel  10. Ensure that the school adopts a student Code of Conduct to be followed by every pupil, student or learner while in school, or when traveling to and from school, or during a school-sponsored activity, and during break time, whether on or off campus;  11. 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;  12. Coordinate with the appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as may be required in the performance of his/her function;  13. 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 for counseling;  14. 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 7, DepEd Order No. 40, series of 2012]  ***b. Teacher/Adviser***  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 childcare to exercise the special parental authority and responsibility over the child, while under their supervision, instruction or custody.  Article 218 of the Family Code of the Philippines provides the following responsibilities of school administrators, teachers, academic and nonacademic and other personnel:  i. 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.  ii. 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:  iii. Keep them in their company and support, educate and instruct them by right precept and good example;  iv. Give them love and affection, advice and counsel, companionship and understanding;  v. Enhance, protect, preserve and maintain their physical and mental health at all times;  vi. 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;  vii. Represent them in all matters affecting their interests;  viii. Inculcate the values of respect and obedience;  ix. 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;  x. Perform such other duties as are imposed by law upon them, as substitute parents or guardians; and  xi. School personnel shall also strictly comply with the school’s child protection policy.  [Section 8, DepEd Order No. 40, series of 2012]  **c. Child Protection Committee**  The CPC shall perform the following functions:  i. 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”;  ii. Initiate information dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse;  iii. Develop and implement a school-based referral and monitoring system. The template for the referral system is attached as Annex “D”;  iv. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;  v. Identify, refer and, if appropriate, report to the appropriate offices cases involving child abuse, exploitation, violence, discrimination and bullying;  vi. Give assistance to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions;  vii. 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;  viii. 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  ix. Ensure that the children’s right to be heard are respected and upheld in all matters and procedures affecting their welfare.  [Section 9.B, DepEd Order No. 40, series of 2012]   1. Individual 2. Subject Teacher – perform special parental authority 3. Adviser - perform special parental authority 4. Guidance Counsellor/Designate – provides counselling, intervention, guidance, referral as necessary, secure records of learner clients, update and report cases and incidents require by CPP and Anti Bullying Policies through LSIS 3.0 5. Department Head – assist the School Head in instruction and discipline of learners 6. Assistant Principal – assist the School Head in instruction and discipline of learners 7. School Head – disciplining authority of the learners 8. Committee 9. Child Protection Committee and its Sub-Committee/s - as provided under relevant DepEd issuances |  |
| **VIII. PROHIBITED ACTS** |  |  |
| 1. **CLASSIFICATION OF VIOLATIONS** 2. **Non-Disciplinary** | 1. **SUGGESTED CLASSIFICATION OF VIOLATIONS**    1. Non-Disciplinary   **Attendance; Uniform & I.D.; Haircut**   1. *Public Elementary and Secondary Schools:*     1. The following guidelines in **attendance and punctuality** as stated in the Paragraph 1.2, Section 1, Chapter III, Part IV of 2000 DECS Service Manual shall be observed. 2. Regularity of attendance and punctuality are required in all classes. A student who has been absent or has cut classes is required to present a letter of explanation from his/her parents or guardians or to bring them to school for a short conference with the section adviser or guidance counselor as the case may be. 3. Attendance of students in special holidays, activities relative to their religions shall be allowed provided permission of the school head is sought. 4. Habitual tardiness especially during the first period in the morning and in the afternoon shall not be allowed. Teachers concerned shall call for the parents of the student concerned or visit him/her at home.    1. Pursuant to DepEd Order No. 45 s. 2008 and DepEd Order No. 46 s. 2008, wearing of **school uniform** is not mandatory:   \*\*\*  To increase school participation of all school-aged children, it is important to remove any and all obstacles, particularly financial, to their enrolment in public schools.   1. The wearing of a school uniform shall not be required in public schools. 2. Identification (ID) cards shall be provided to students at no cost to them.   The school administration shall fund these from their MOOE.  \*\*\*  While the general policy is that the wearing of a school uniform shall not be required in public schools (as embodied in DepEd Order No. 45 s. 2008), it is necessary to provide guidance on what constitutes proper school attire. The following principles should serve as a guide:   1. A student’s basic right to go to school, study and learn is of paramount importance and should be respected and promoted at all times. 2. A student’s attire should reflect respect for the school as an institution for learning. 3. A student’s attire should not become a cause for discrimination particularly for students belonging to a lower socio-economic status. 4. Promoting physical hygiene and proper school decorum is part of the teaching- learning process in schools, thus a student’s attire and physical appearance should manifest learnings from this process.   Given the above principles, the suggested attire for elementary and secondary learners may be:   * For Male Learners –   + Polo shirt/T-shirt with sleeves – any plain color, with a minimum prints   + Pants (long or short) – any color   + Footwear – any * For Female –   + Dress, skirt and blouse, blouse and pants – any color, print   + Footwear-any except high pointed heels   Learners with existing uniforms may continue using these uniforms, if they so desire, in order to avoid incurring additional costs for new attire.  Learners are discouraged from wearing expensive (signature or designer brands) or flashy clothes, tight-fitting pants/blouses/dresses, mini-skirts, short shorts, blouses with plunging necklines, hip-hop pants for boys, and sleepwear.  A learner who violates the above guidelines is required to present a letter of explanation from his/her parents or guardians or to bring them to school for a short conference with the section adviser or guidance counselor as the case may be.   * 1. Suggested haircut for boys: at least 1 inch above the ear and 3 inches above the collar line.   A learner who is not in proper haircut is required to present a letter of explanation from his/her parents or guardians or to bring them to school for a short conference with the class adviser or subject teacher/grade level coordinator as the case may be.   1. *Private Schools:*     1. Pursuant to DepEd Order No. 88 s. 2018, the following are the guidelines:   \*\*\*  Section 133. Absences. A pupil or student in every private school who incurs absences of more than twenty (20%) percent of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credit for the course or subject. However, the school may adopt an attendance policy to govern absences of its pupils or students who belong to the upper half of their respective classes.  \*\*\*  Section 157. **Attendance and Punctuality**. Regularity of attendance and punctuality are required in all classes. A pupil/student who has been absent or has cut classes is required to present a letter of explanation from his/her parents or guardian or to bring them to school for a short conference with the section adviser or guidance counselor as the case may be.  Attendance of pupils/students in special holidays, activities relative to their religion, e.g. Ramadan and Other important events requiring the presence of pupils/students shall be allowed provided permission of the school head and provided further that the pupil/student shall comply with any remedial activity that his/her adviser recommend is sought.  157.1 Absences. A pupil/student who incurs absences of more than twenty percent of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credit for the course or subject. Furthermore, the school head may at his/her discretion and in the individual case exempt a student who exceeds the twenty percent limit for reasons considered valid and acceptable to the school. Such discretion shall not excuse the student concerned from responsibility in keeping up with lesson assignments and taking examinations where indicated. The discretionary authority is vested in the school head, and may not be availed of by a student nor granted by a faculty member without the consent of the school head.  Habitual tardiness especially during the first period in the morning and in the afternoon shall not be allowed. Teachers concerned shall call for the parents of the student concerned or visit him at home.  157.2 **School Uniform**. A school uniform shall be prescribed for all pupils/students. Shoes are considered part of the uniform.  All students shall be required to wear the official school uniform in the school campus.  The acceptable **haircut** for boys shall be at least one (1) inch above the ear and three (3) inches above the collar line.  \*\*\*  **Violations on attendance, punctuality, uniform and ID, and haircut are not subject to administrative discipline warranting penalty/ies.** |  |
| 1. **Disciplinary** 2. **Light violations** 3. **Less Grave violations** 4. **Grave violations** | 1. **DISCIPLINARY CASES**   Considering the foregoing, the following are the infractions or violations of the learners that may be subjected to interventions and penalties as warranted:  **I.1. LIGHT VIOLATIONS**  **1.** Littering (plastic cups, bottles, candy wrappers or any waste) inside the school campus specially inside the classroom and corridors (ND)  2.Loitering and staying inside or outside the school campus during class hours (ND)  3.Using gadgets like cellular phones, i-pad, psp, etc. during class hours, except when allowed by the teacher during breaks and emergencies  4.Unruly behavior inside the school premises, during assemblies, school activities, etc. (ND)  5.Uttering profanities/swearwords inside the school campus  6.Going to restricted places as determined by the school  7.Tampering of school ID card such as placing stickers and other objects on school ID card,  8. Not giving letter/s to parents or guardians (ND)  9. Vandalism (writing)  10. Chewing of betel nut/ “momma” during class hours and other school activities (ND)  11. Spitting of “momma” in non-designated places  12. dishonesty such as lying (ND)  **I.2. LESS GRAVE**   * + - 1. Cheating such as but not limited to copying the works of other for his/her own benefit       2. Smoking inside the school premises and bringing tobacco products, vapes, etc.       3. Gambling of any sort       4. Drinking intoxicants and liquor or entering the school premises under the influence of liquor, or bringing of alcoholic beverages       5. *“Tsansing”,* Touching of private parts of others       6. Immorality, disgraceful and immoral conduct       7. Intentional display of Private parts       8. Instigating, leading or participating in concerted activities leading to stoppage of classes   9. Vandalism (destruction)  **I.3 GRAVE**  1. Assaulting a teacher, or any other school authority or his agents, or other learner/s  2.Carrying and concealing deadly weapons or instruments  3. Extortion of money or in kind from others  4.Fighting, causing injury to others  5.Hazing in any form or manner whether inside or outside the school premises  6. Sexual assault  7.Preventing, threatening learners or faculty members or school authorities from discharging their duties or from attending classes or entering school premises  8.Forging or tampering with school records or transfer forms  9.Patronizing suspected prostitution den, gambling and pornographic places  10. Bringing, using and selling of pornographic materials  11.Selling stolen goods in school  12. Dependency of prohibited drugs or drug use, possession, and sale of prohibited drugs such as marijuana, ecstasy, shabu, etc. (*it shall be subject to the Guidelines prescribed by DO 40 s. 2012 entitled Guidelines for the Conduct of Random Drug Testing in Public and Private Secondary Schools, and RA 9165 and its IRR*)  13. Identity theft such as using someone’s pictures and name  14. Other analogous acts of similar nature  15. Stealing  16. Vouyerism  17. Other analogous acts | *Define dishonesty like: Dishonesty such as lying and fabrication of documents…*  *Academic Dishonesty*  *\*Email the PPST Reference as basis for Classroom Management*  *\*ND-light violations with remarks as ND will be considered as Non-Disciplinary Acts instead* |
| **IX. ROLES AND PROCEDURES** | **PENALTIES AND PROHIBITED ACTS**   * + - * 1. **The penalty shall be commensurate to the violation committed. The following are the corresponding penalties that shall be given a learner:**  1. Light Violation    * 1st Violation – Written Reprimand with counseling with parent    * 2nd Violation – Suspension of 1-2 school days with counseling with parent    * 3rd Violation – shall be treated as a less grave violation, thus 3 school days suspension 2. Less Grave Violation    * 1st Violation – Suspension which shall not exceed three (3) school days    * 2nd Violation – Suspension for (4) school days    * 3rd Violation – shall be treated as a grave offense, thus 5 schools days suspension 3. Grave Violation    * 1st Violation – Suspension for seven (5) school days    * 2nd Violation – Suspension for more than 5 school days but not more than one school (1) year – refer to the SDS for approval    * 3rd Violation – Suspension for one (1) year or more – refer it to the Secretary for approval    * 4th Violation – Expulsion – refer to the Secretary for approval 4. Exclusion (applicable only in Private Schools and shall only be imposed for grave offenses)   **The following are *prohibited* sanctions or actions by the school:**   1. Transfer as a penalty in the guise of exclusion; 2. Manual labor detrimental to the health and safety of the learner or that demeans the well-being of the child; 3. Fines/ Contributions in cash or in kind; 4. Amicable settlement as proscribed by law, rules and regulations 5. “kultap” for improper haircut 6. Non return of confiscated items except for illegal drugs, weapons or any illegal item, which shall be turned over to appropriate authorities; 7. Corporal punishment; 8. Barring entry to the school during class hours for whatever reason except when the learner is under preventive suspension;    * A learner under investigation of a case involving the penalty of expulsion may be preventively suspended from entering the school premises if the evidence of guilt is strong and the school head is morally convinced that the continued stay of the pupil or student during the period of the investigation constitutes a distraction to the normal operations of the school or poses a risk or danger to the life of persons and property in the school. 9. Sending out learners outside the classroom or school premises; 10. Demerits in grades/ deductions of scores; 11. Deprivation in any school activity except in sports and other competitions where banning the participant is justified under existing polices |  |
| **X. TRANSFORMATIVE ACTION** |  |  |
| 1. **Disciplinary**    1. Community Service for bullying cases    2. Written Reprimand    3. Return of property/Reparation of damaged school property    4. Suspension    5. Exclusion (Private Schools ONLY)    6. Expulsion | * 1. Disciplinary      1. Written reprimand, community service, suspension, exclusion or expulsion, in accordance with existing rules and regulations of the school or of the Department for public schools, may be imposed, if the circumstances warrant the imposition of such penalty, provided that the requirements of due process are complied with.   [Section 10.b.f.2, DepEd Order No. 55, s. 2015] |  |
| * 1. **Non-Disciplinary**  1. ON ATTENDANCE  * Absences * 1 day (unexcused)   2 days or more | * Promissory note duly signed by parent/s or guardian/s * Adviser-learner conference * Inform parents * Home visitation * Referral to the Guidance Counselor/designate * Counseling * Case study   (other actions will depend on the reason/s of absences) |  |

|  |  |  |
| --- | --- | --- |
| * Tardiness * Occasional - * Habitual – repeated with pattern | * Promissory note duly signed by parent/s or guardian/s * Adviser-Learner conference * Inform parents * Home visitation * Referral to the Guidance Counselor/Designate * Counseling * Case Study * (other actions will depend on the reason/s of habitual tardiness) |  |
| * Cutting-Class * Occasional * Habitual - repeated with pattern | * Promissory note duly signed by parent/s or guardian/s * Adviser-Learner conference * Inform parents * Home visitation * Referral to the Guidance Counselor/Designate * Counseling * Case Study * (other actions will depend on the reason/s of habitual tardiness) |  |
| * Absence to make-up classes and other activities during weekends | * Promissory note duly signed by parent/s or guardian/s * Parents to submit letter of explanation for non-attendance due to religious obligation (ex. If the student is a Jehovah’s witness |  |
| 1. ON WEARING OF UNIFORM AND ID   *“A student attire should not become a cause for discrimination particularly for students belonging to a lower socio-economic status. Promoting physical hygiene and proper school decorum is part of the teaching-learning process in schools, thus, a student’s attire and physical appearance should manifest learning from this process.” (DepEd Order No. 46, s. 2008)*   * Wearing of inappropriate attire such as flashy clothes, tight-fitting pants/blouses/dresses, mini-skirts, short-shorts, blouses with plunging necklines, hip-hop pants and sleepwear   **\*Learners from the LGBT group may wear their preferred attire, provided they observe decency and refrain from using the inappropriate attires.”**  *“ Identification (ID) cards shall be provided to students at NO cost to them. The school administration shall fund these from their MOOE” (DepEd Order No. 46, s.2008)*   * Non-wearing of ID card | * Promissory note duly signed by parent/s or guardian/s * Adviser-Learner conference * Inform parents * Counseling * Follow-up * Adviser-Learner conference * Inform parents * Counseling * Follow-up |  |
| 1. ON HAIRCUT   For Boys  *“Suggested haircut for boys is at least 1 inch above the ear and 3 inches above the collar line.” (RO 007, 2018)*   * Non-conformity to required haircut   \*Learners from the LGBT group may adapt haircut of their preference, provided, proper grooming is observed.” | * Promissory note duly signed by parent/s or guardian/s * Adviser-Learner conference * Inform parents * Counseling * Follow-up |  |
| 1. UNRULY BEHAVIORS IN THE CLASSROOM/CAMPUS like teasing, loitering and other boisterous manners during class breaks | * Promissory note duly signed by parent/s or guardian/s * Adviser-Learner conference * Inform parents * Counseling * Follow-up |  |
| 2. PRIVATE ELEMENTARY AND SECONDARY SCHOOLS  The private elementary and secondary schools may have their own discipline manual provided the provisions are aligned with the requirements in DepEd rules and regulations such as:   * DepEd Orders No. 88, s. 2018 sections 133, 157.1 and 157.2 * DO 40, s. 2012 * DO 32, s. 2017 * DO 55, s. 2013 |  |  |

**ON SUSPENSION AND MAKE-UP CLASSES**

1. AUTOMATIC SUSPENSION OF CLASSES

* Storm signal number 1 as declared by PAG-ASA – classes at the Kindergarten level is suspended
* Storm signal number 2 as declared by PAG-ASA – classes in all levels is suspended

1. LOCALIZED SUSPENSION OF CLASSES

* Localized suspension of classes shall be based on local government orders and resolutions coordinated to the office of the Schools Division Superintendent.

**MAKE-UP CLASSES**

* Suspended classes shall be replaced during Saturdays or beyond class schedules as approved by the Schools Division Superintendents subject to the provisions of DepEd Order No. 43, series of 2012 and DepEd Order No. 7 series of 2019.

**INTERVENTION MECHANISMS**

Intervention program can be in the form of Alternative Delivery Modes (ADM), Flexible Learning Outcomes (FLO) and other school initiated activities suited to the needs of learners.

**CONFIDENTIALITY**

The right to privacy of a learner shall be respected at all stages of the proceedings. As such, all records and processes shall be considered privileged and confidential.

All concerned duty-bearers shall undertake all measures to protect the identity of the learner and to uphold the confidentiality of all the proceedings, including non-disclosure to the media.

**MISCELLANEOUS PROVISION**

The School may contextualize this manual as long as it is presented and consulted with by the GPTA and approved by the Schools Division Superintendent subject to this manual, existing laws, rules and regulations.

**EFFECTIVITY**

This \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shall take effect 15 days from the date of its publication in a newspaper of general circulation.