

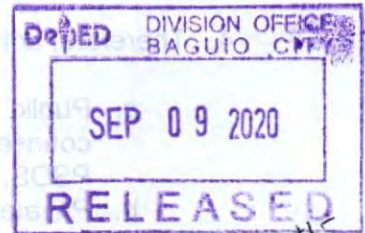


Republic of the Philippines

Department of Education

CORDILLERA ADMINISTRATIVE REGION

SCHOOLS DIVISION OF BAGUIO CITY



DIVISION MEMORANDUM NO. 343, S. 2020

TO : CID Chief
Public School District Supervisors
Public School Heads
Public School CPP Coordinators, Guidance Counselors/Designates,
and Public School ICT Coordinators
Private School Heads/Administrators
Public School SPG, SSG and Advisers
Parents - Teachers Association
Baguio City Federation of PTA Officers
SDO Baguio City Personnel, and
All Others Concerned

FROM : **MARIE CAROLYN B. VERANO, CESO V**
Schools Division Superintendent


SUBJECT : **Conduct of Teleconferencing/Web Conferencing to Cascade the Regional Policy on the Gender Responsive and Non-discriminatory School Discipline Manual (GRaNdSDisM), and Legal Services Information System (LSIS) 3.0**

1. The DO GRaNdSDisM Technical Working Group in partnership with the ICT Unit of the Division Office, will conduct a teleconferencing/web conferencing to cascade the Regional Policy on the Gender Responsive and Non-discriminatory School Discipline Manual (GRaNdSDisM), and Legal Services Information System (LSIS) 3.0, on various dates from September to November 2020;
2. DepEd – CAR issued the attached Regional Manual on student discipline (see *Enclosure 1*) which can be adopted by the schools as their manual or may serve as the basis of the schools in crafting, developing, or amending their Learners' Discipline Manual, Anti-Bullying Policy, and Child Protection Policy.¹ The participants are requested to review the Policy prior to their scheduled teleconferencing/web conferencing;
3. Furthermore, in order for the public and private schools in the division office to achieve 100% compliance to the requirements of the Regional Office pursuant to DepEd –CAR Regional Memorandum No. 384.2016 dated December 28, 2016, and Regional Order No. 002.2017 dated May 12, 2017, in relation to the various child protection policies/guidelines of the Department,² the newest version of the LSIS shall be rolled-out.

¹ See Regional Memorandum 173.2020 dated June 20, 2020.

² DepEd Order Nos. 40, s. 2012, 55, s. 2013, 18, s.2015.

4. Therefore, adherence to attend the activity by the following is mandated:
 - a. Public schools – school heads, CPP coordinators, guidance counselors/designates, and ICT coordinators, accompanied by their PSDS;
 - b. Private schools – school heads/administrators or guidance counselors and ICT personnel;
 - c. Supreme Pupil Government and Supreme Student Government presidents and advisers;
 - d. Parents-Teachers Association presidents and one additional PTA officer of public schools, and Baguio City Federation of PTA officers; and
 - e. All personnel of the Division Office;
5. *Enclosure 2* of this Memorandum provides for the clustering of schools/participants and their respective schedules of teleconferencing/web conferencing;
6. Confirmation of attendance is mandatory at least five (5) days prior to the scheduled teleconference/web conference through e-mail, addressed to Mr. Dennis Daniwis of the DO Legal Unit at dennis.daniwis@deped.gov.ph;
7. The *Positive Discipline in Everyday Teaching – A Primer for Filipino Teachers* is also attached for reference of the public and private schools in the division office as *Enclosure 3*;
8. Immediate and wide dissemination of and strict compliance with this order is directed.


MARIE CAROLYN B. VERANO, CESO V
 Schools Division Superintendent

ALD.08.26.2020

1. The DO Regional Technical Working Group in partnership with the ICT Unit of the Division Office will conduct a teleconferencing/web conference to cascade the Regional Policy on the Gender Responsive and Non-discriminatory School Discipline Manual (GRANDS) and Legal Services Information System (LSIS) 3.0 on various dates from September to November 2017.

2. DepEd - CAR issued the attached Regional Manual on student discipline (see *Enclosure 1*) which can be adopted by the schools as their manual or may serve as the basis of the schools in creating/revising or amending their learners' Discipline Manual, Anti-Bullying Policy, and Child Protection Policy. The participants are requested to review the Policy prior to their scheduled teleconferencing/web conferencing.

3. Furthermore, in order for the public and private schools in the division office to achieve 100% compliance to the requirements of the Regional Office pursuant to DepEd - CAR Regional Memorandum No. 384-2016 dated December 28, 2016, and Regional Order No. 002-2017 dated May 17, 2017 in relation to the various child protection policies/businesses of the Department, the newest version of the LSIS shall be rolled out.

Gender Responsive and Non-discriminatory Student Discipline Manual (GRaNdSDisM)

I. RATIONALE

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.¹

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.²

Under Article 218, 220 and 233 of the Family Code of the Philippines and PD 603 (The Child and Youth Welfare Code), the school, its administrator and teachers, or the individual, entity or institution engaged in child care, shall have special parental authority 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.³

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.⁴

Lastly, the Implementing Rules and Regulations of RA No. 10533 otherwise known as the Enhanced Basic Education Act of 2013 states that the Department of Education (DepEd) is mandated to ensure that the basic education curriculum is gender and culture-sensitive.⁵

¹ Art. XV.Sec.3 (2), 1987 Philippine Constitution

² Art. XIV.Sec.3 (2), 1987 Philippine Constitution

³ Sec. 2, DO 40, s. 2012 (DepEd Child Protection Policy)

⁴ Ibid

⁵ Rule II, Section 10.2(c), DO 43, s. 2013 (Implementing Rules and Regulations (IRR) of Republic Act No. 10533 Otherwise Known as the Enhanced Basic Education Act of 2013)

II. GUIDING PRINCIPLES

A. 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.

B. TEAM VISION

By 2022, we will have nation-loving and competent lifelong learners able to respond challenges and opportunities through the delivery of quality, accessible, relevant and liberating K to 12 Program by a modern, professional, pro-active, nimble, trusted and nurturing DepEd.

C. 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 stakeholders are actively engaged and share responsibility for developing life-long learners.

D. OUR CORE VALUES

Maka-Diyos/ Godly, God fearing, God-loving, Love for God

Makatao/ Humane, Love for Humanity

Makakalikasan/ Environment-friendly, Love for Nature

Makabansa/ Nationalistic, Love for Country

III. POLICY STATEMENT

This manual is based on the Constitution, international conventions, statutes, and DepEd issuances. It shall provide the minimum standards that shall be included in the creation of a gender responsive and non-discriminatory student discipline manual of the schools in DepEd CAR.

This manual serves as a guide for the effective implementation of the child protection policies in all schools and learning centers in conformity with standard procedures that is learner-centered, gender responsive, and culturally sensitive.

IV. SCOPE/COVERAGE

This manual applies to:

- a. Officials and employees of the Department of Education-Cordillera Administrative Region, SUCs and LUCs offering basic education;
- b. All school personnel of the public and private Elementary, Junior and Senior High schools, SUCs and LUCs offering basic education;
- c. Learners/students of public and private Elementary, Junior and Senior High schools and of learning centers for the Special Education and Alternative Learning System (ALS), and SUCs and LUCs offering basic education
- d. Parents, guardians or custodians, school visitors or guests, and other stakeholders.

V. DEFINITION OF TERMS

As used in this manual, the following are defined as follows:

A. Child

- it includes pupils, students or learners who maybe eighteen (18) years of age or older but are in school.⁶

B. Pupil, Student or Learner

- Means a child who is enrolled in basic education, and regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.⁷

C. School Personnel

- Means the persons, singly or collectively, working in a public or private school. They are classified as follows:

⁶ Sec. 3(A), DO 40, s. 2012

⁷ Sec. 3(B) and Sec. 3(C), DO 40, s. 2012

C.1. School Head

- Refers to the Chief Executive Officer or administrator of a public or private school or learning center.⁸
- The person responsible for the administrative and instructional supervision of the school or cluster of schools.⁹

C.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.¹⁰

C.3 Academic Personnel

- Include 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.¹¹

D.4 Other Personnel

- Include all other non-academic personnel in the school, whatever maybe the nature of their appointment and status of employment.¹²

D. Child Protection

- Refers to programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence.¹³

E. Parents

- Refers to biological parents, step-parents, adoptive parents and the common-law spouse or partner of the parent.¹⁴

F. 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.¹⁵
- A guardian is defined as any of the following: a) an individual authorized by the biological parent/s to whom the care and custody of the student

⁸ Sec. 3 (D.a), DO 40, s. 2012

⁹ Sec. 4 (m), R.A. 9155

¹⁰ Sec. 3(D.b), DO 40, s. 2012

¹¹ Sec. 3(D.c), DO 40, s. 2012

¹² Sec. 3(D.d), DO 40, s. 2012

¹³ Sec. 3(E), DO 40, s. 2012

¹⁴ Sec. 3(F), DO 40, s. 2012

¹⁵ Sec. 3(G), DO 40, s. 2012

has been entrusted; b) a relative of the student within the fourth degree of consanguinity or affinity provided that said relative has the care and custody over the child; c) an individual appointed by a competent court as the legal guardian of the student; or d) in case of an orphan, the individual/institution who has the care and custody of the student.¹⁶

G. 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).¹⁷
- It may also include those who are present during authorized off-campus school activity/ies (e.g. field trips, scout camping, immersion, contests conducted outside the school campus, seminars, trainings, clean up drives, tree planting activities, and conferences)

H. Child Abuse¹⁸

- 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 (RA 7610).

I. 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

¹⁶ No. 2, DO 54, s 2009 (Revised Guidelines Governing Parents-Teachers Associations (PTAs) at the School Level)

¹⁷ Sec. 3(H), DO 40, s. 2012

¹⁸ Sec. 3(I), DO 40, s. 2012

purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.¹⁹

J. Child exploitation²⁰

- 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.

K. Violence against children committed in schools and in authorized off-campus school activities²¹

- 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;

¹⁹ Sec. 3(J), DO 40, s. 2012

²⁰ Sec. 3(K), DO 40, s. 2012

²¹ Sec. 3(L), DO 40, s. 2012

- 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.

L. Bullying²²

- Refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:
 1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
 2. Any act that causes damage to a victim's psyche and/or emotional well-being;
 3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body;
 4. **"Cyber-bullying"** or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012; and

²² Section 3(b), DO 55, s. 2015 (Implementing Rules and Regulations of Republic Act 10627, otherwise known as the Anti-Bullying Act of 2013)

5. The term "bullying" shall also include:

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

M. Other acts of abuse by a pupil, student or learner²³

- 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.

N. Corporal Punishment²⁴

- 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 (CAT officers/cadets/cadettes, SSG/SPG officers, homeroom officers, club officers, and other organizations) 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 cane, broom, stick, whip, wooden rifle 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

²³ Sec. 3 (N), DO 40, s. 2012

²⁴ Sec. 3 (O), DO 40, s. 2012

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.

O. Positive and Non-Violent Discipline of Children²⁵

- It 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. Examples of positive discipline and non-violent discipline are the following:
 - **Parent-child encounter** - a strategy in inculcating positive discipline through set of activities designed to be done by the parent and child within the school premises
 - **Classroom Routine** - posting and discussing of desired values and behavior that the teacher wants the learner to develop. It is a way of motivating learners behave properly in a classroom set-up
 - **Reinforcement of positive behavior during the intervention**
 - **Other examples and approaches are in** Enclosure No. 2 (Primer on Positive Discipline in Everyday Teaching (PDET) by the Save the Children Foundation, E-NET and DepEd)

P. 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).²⁶

²⁵ Sec. 3(P), DO 40, s. 2012

²⁶ No. IV(b), DepEd Order No. 32, s. 2017 (Gender Responsive Basic Education Policy)

Q. 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).²⁷

R. 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.²⁸

S. Extra-Curricular Activity

- Activity not falling within the scope of regular curriculum.
e.g. Batang Pinoy (PSC), Scouting, Milo Little Olympics, Provincial/City sponsored activities. Other government/non-government agency sponsored activities such as DOH, PSA, DOLE, DA, LGU and the like.

T. 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.

U. 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.

VI. RIGHTS, PRIVILIGES, AND RESPONSIBILITIES OF STUDENTS/LEARNERS

A. RIGHTS

1. Convention on the Rights of a Child

- a. Every child has the right to be born well and to be cared and raised well;
- b. Every child has the right to live with a family who loves, cares; and teaches good morals to him or her;
- c. Every child has the right to have proper care and importance from other people;
- d. Every child has the right to have the basic needs of people such as food, water, shelter, clothing and health care;

²⁷ No. IV(g), DepEd Order No. 32, s. 2017

²⁸ No. IV(i), DepEd Order No. 32, s. 2017

- e. Every child has the right to everything he or she needs for a better life;
- f. Every child has the right to be educated;
- g. Every child has the right to play and enjoy whenever they have the opportunity;
- h. Every child has the right to be protected from abuse of adults;
- i. Every child has the right to live peacefully away from bad influence;
- j. Every child has the right to be cared whenever their parents are not available or cannot sustain their needs;
- k. Every child has the right to be living in a good government who helps them strengthen their faith and to become better citizens;
- l. Every child has the right to grow up peacefully and getting what they want for the good of their lives.

2. Rights of Learners According to Batas Pambansa No. 232

- a. 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;
- b. 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;
- c. The right to school guidance and counseling services for decisions and selecting the alternatives in fields of work suited to his potentialities;
- d. The right to access to his own school record, the confidentiality of which the school shall maintain and preserve;
- e. 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;
- f. 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;
- g. The right to free expression of opinions and suggestions, and to effective channels of communication of the school and institution;
- h. 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;
- i. 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; and
- j. The right to be free from involuntary contributions, except those approved by their own organizations and societies.

B. PRIVILEGES

1. Free to join the curricular, co-curricular and extra-curricular activities upon parents/guardians consent;
2. Avail of the programs being conducted for the learners;
3. When absences cannot be avoided because of sickness, death in the family, other unavoidable circumstances which can be considered as excused, or for having participated in DepEd initiated or authorized out-of-school activities, the school must give the learner alternative methods and materials that correspond to the topics/competencies that were or will be missed. These include modules and materials for the Alternative Delivery Mode, and/or Alternative Learning System as well as those that are found on the Learning Resources Management and Development System (LRMDS).²⁹
4. Use personal gadgets for learning purposes upon the approval and close supervision of the concerned teacher/adviser/school head and parents/guardians.
5. Incentives and scholarships provided by LGU, NGAs, private institutions partners or school subject to their respective rules, regulations and policies.

C. DUTIES AND RESPONSIBILITIES

The following duties and responsibilities of a student or learner are mostly lifted from BP 232 (Education Act of 1982), and DO No. 40, s 2012 (Child Protection Policy).

a. Learner to Self

1. Exert his/her utmost to develop himself/herself potentialities for service, particularly by undergoing an education suited to his/her abilities, in order to become an asset to his/her family and to the society;
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;
3. Conduct himself/herself with his/her level of development, maturity, and demonstrate capabilities with proper regards for the rights and welfare of other persons;
4. Performs his/her own work which reflects his/her individual effort during a test, quiz or exam. It is his/her responsibility to avoid any form of cheating and undesirable behaviors.

²⁹ No. VIII, DO No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)

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;
2. Avoid engaging in fights, aggressive behavior, and all forms of bullying;
3. Avoid influencing his/her peers to perform acts contrary to existing laws or school rules and regulations; and
4. Avoid discrimination or leading a group of learners to discriminate another with reference to one's physical appearance, weakness, gender or status of any sort;

c. Learner to school

1. Accomplish curricular, co- and extra-curricular tasks and requirements required of or needed from him/her with utmost diligence and competence and submit the latter on or before due date;
2. Comply with reasonable regulations of the school;
3. Wear school identification cards at chest level at all times in the school campus and during off-campus related activities;
4. Learners shall refrain from:
 - a. Doing any act that is inappropriate or sexually provocative;
 - b. Participating in activities of other learners that are illegal, unsafe or abusive;
 - c. Marking or damaging any school property or facility;
 - d. Bringing into the school premises prohibited articles such as deadly weapons, sharp objects, drugs, alcohol, toxic, and noxious substances, cigarettes, and pornographic materials;
 - e. Performing other similar acts that cause damage or injury to another;
 - f. Doing acts that will destroy the reputation of the school;
 - g. Falsifying/forging of documents and signatures;
 - h. Not observing proper attire and proper haircut; and
 - i. Committing plagiarism.
5. Compliance to health protocols during Epidemic, Pandemic, Health emergencies such as:
 - a. Wearing of mask;
 - b. Observing social/physical distancing of at least 1-2 meters apart;
 - c. Maintaining proper hygiene such as regular washing of hands and disinfecting of personal things and gadgets, covering mouth and nose with flexed elbow or tissue when coughing or sneezing, disposal of used tissue immediately, etc.;
 - d. Exercising regularly and eating of healthy foods;
 - e. Avoiding hand shaking, "beso-beso", unnecessary movement or loitering;
 - f. Staying at your own space, staying at home when sick.

d. Learner to School Personnel

1. Respect authority of teachers, school administrators, and non-teaching personnel and treat them courteously, respectfully, and obediently;

e. Learner to Environment

1. Keep the school surrounding safe, clean and green at all times;
2. Dispose off garbage properly;
3. Conserve water, electricity and other school resources;
4. Protect school properties;
5. Avoid using single-use plastics;
6. Follow environmental laws/ordinances, rules, and regulations; and
7. Participate in socio-civic activities in the community (eg. Tree-planting, growing and caring)

f. Learner to Parents/Guardians/Visitors

1. Relate with parents, guardians, visitors coming to school with respect and courtesy;
2. Inform parents/guardians on meetings, conferences, clean-up drives, brigada eskwela, and other school activities as required by the school authorities or the Parents-Teachers Association (PTA).
3. Inform parents/guardians whenever problems arise between learner and teacher and such problem is to be resolved first at the school level.

g. Learner to Society

1. Conduct himself/herself according to acceptable norms, values, customs, culture, and traditions of the society;
2. Participate actively in school-drives or school-sanctioned activities that benefit the community; and
3. Participate in endeavors to realize full potentials to contribute meaningfully to building the nation.

VII. LEARNERS' CORE VALUES

The following behavior statements and indicators of the Core Values are mainly lifted from Table 12 of DepEd Order No. 8, s 2015:

A. Maka-Diyos

1. Expresses one's spiritual beliefs while respecting the spiritual beliefs of others.
 - a. Engages oneself in worthwhile spiritual activities;
 - b. Respects sacred places;
 - c. Respects religious beliefs of others;

- d. Demonstrates curiosity and willingness to learn about other ways to express spiritual life.
- 2. Shows adherence to ethical principles but upholding truth.
 - a. Tells the truth;
 - b. Returns borrowed things in good condition;
 - c. Demonstrates intellectual honesty;
 - d. Expects honesty from others ;
 - e. Aspires to be fair and kind to all;
 - f. Identifies personal biases;
 - g. Recognizes and respects one's feelings and those of others.

B. Makatao

- 1. Sensitive to individual, social, and cultural differences.
 - a. Shows respect for all;
 - b. Waits for one's turn;
 - c. Takes good care of borrowed things;
 - d. Views mistakes as learning opportunities;
 - e. Upholds and respects the dignity and equality of all including those with special needs;
 - f. Volunteers to assist others in times of need;
 - g. Recognizes and respects people from different gender, economic, social, and cultural backgrounds.
- 2. Demonstrates contributions toward solidarity.
 - a. Cooperates during activities;
 - b. Recognizes and accepts the contribution of others toward a goal;
 - c. Considers diverse views;
 - d. Communicates respectfully;
 - e. Accepts defeat and celebrates others' success;
 - f. Enables others to succeed;
 - g. Speaks out against and prevents bullying.

C. Makakalikasan

- 1. Cares for the environment and utilizes resources wisely, judiciously, and economically.
 - a. Shows a caring attitude toward the environment;
 - b. Practices waste management;
 - c. Conserves energy and resources ;
 - d. Takes care of school materials, facilities, and equipment;
 - e. Keeps work area in order during and after work;
 - f. Keeps one's work neat and orderly;
 - g. Avoid spitting within the school premises is prohibited because it is detrimental to public health and cleanliness;
 - h. Avoid smoking cigarette and vaping;

- i. Avoid vandalism;
- j. Participate in clean and green projects and or other community projects.

D. Makabansa

1. Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen.
 - a. Identifies oneself as a Filipino;
 - b. Respects the flag and national anthem;
 - c. Takes pride in diverse Filipino cultural expressions, practices, and traditions;
 - d. Promotes the appreciation and enhancement of Filipino languages;
 - e. Abides by the rules of the school, community, and country;
 - f. Enables others to develop interest and pride in being a Filipino;
2. Demonstrates appropriate behavior in carrying out activities in the school, community, and country.
 - a. Manages time and personal resources efficiently and effectively;
 - b. Perseveres to achieve goals despite difficult circumstances;
 - c. Conducts oneself appropriately in various situations;
 - d. Patronize locally-made products and services.

VIII. ACCOUNTABLE PERSONNEL/COMMITTEE

- a. School Head
- b. Academic Personnel or Other School Officials
- c. Other School Personnel
- d. Committee

ROLES AND FUNCTIONS OF SCHOOL PERSONNEL/COMMITTEE

a. School Head

- The School Head shall have the following duties and responsibilities:³⁰
 1. Ensure the institution of effective child protection policies and procedures, and monitor compliance thereof;
 2. Develop and maintain a healthy school atmosphere conducive to the promotion and preservation of academic freedom and effective teaching and learning, and to harmonious and progressive school-personnel relationship;
 3. Observe due process, fairness, promptness, privacy, constructiveness and consistency in disciplining his teachers and other personnel;
 4. Ensure that the school adopts a child protection policy;

³⁰ Sec. 7, DO No. 40, s 2012; Section 17, BP 232 (Education Act of 1982)

5. Ensure that all pupils, students or learners, school personnel, parents, guardians or custodians, and visitors and guests are made aware of child protection policy.
6. Organize and convene the Child Protection Committee of the school;
7. Conduct capacity building activities for the members of the Child Protection Committee and Guidance Counselors/Teachers;
8. Conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners;
9. Ensure that the participation and other rights of children are respected and upheld in all matters and procedures affecting their welfare;
10. Maintain a record of all proceedings related to bullying, Children-at-Risk (CAR), Child in Conflict with the Law (CICL), child abuse, and submit reports through the CPP Data Tool / Legal Services Information System (LSIS);
11. Conduct appropriate training and capability building activities on child protection measures and protocols for all school personnel;
12. 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;
13. 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;
14. 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;
15. 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;
16. 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.
17. Disciplining authority for the learners.

b. Academic Personnel or Other School Officials

- Article 218, 220 and 223 of the Family Code of the Philippines, and Presidential Decree No. 603 provides the following responsibilities of school administrators, teachers, academic, non-academic and other personnel over the children under their supervision, instruction and custody:
 1. 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.

2. Keep them in their company and support, educate and instruct them by right precept and good example;
 3. Give them love and affection, advice and counsel, companionship and understanding;
 4. Enhance, protect, preserve and maintain their physical and mental health at all times;
 5. 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;
 6. Represent them in all matters affecting their interests;
 7. Inculcate the values of respect and obedience;
 8. 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;
 9. Perform such other duties as are imposed by law upon them, as substitute parents or guardians.
- The School personnel shall also strictly comply with the school's child protection policy.³¹
 - Teachers should refrain from making deductions in students' scholastic rating for acts that are clearly not manifestations of poor scholarship.³²

c. Other School Personnel

1. 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 Legal Services Information System (LSIS)
2. Department Head – assist the School Head in instruction and discipline of learners
3. Assistant Principal – assist the School Head in instruction and discipline of learners
4. Non-teaching personnel

d. Committee

1. The Child Protection Committee (CPC)
 - It shall be composed of the following:³³
 - i. School Head/Administrator – Chairperson
 - ii. Guidance Counselor/Teacher – Vice Chairperson
 - iii. Representative of the Teachers as designated by the Faculty Club

³¹ Sec. 8, DO 40, s 2012

³² Sec. 16, BP 232

³³ Sec. 10, DO 40, s. 2012

- iv. Representative of the Parents as designated by the Parents-Teachers Association
 - v. Representative of students, except in kindergarten, as designated by the Supreme Student Council; and
 - vi. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC). For private schools, a representative from the Community provided in the preceding number shall be optional.
- Child Protection Committee and its Sub-Committee/s as provided under relevant Department of Education issuances who shall ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.³⁴
 - The Child Protection Committee 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;
 - 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;
 - 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

³⁴ Sec. 10, DO 40, s. 2012

welfare (Section 9.B, DepEd Order No. 40, series of 2012).

2. Anti-Bullying Committee³⁵

- The Committee shall have the same composition as the Child Protection Committee
- In addition to their duties and responsibilities provided by DepEd Order No. 40, s. 2012, the CPC shall perform the following tasks:
 - a. Conduct awareness-raising programs with school stakeholders in preventing and addressing bullying;
 - b. Ensure that the anti-bullying policy adopted by the school is implemented;
 - c. Monitor all cases or incidents related to bullying reported or referred by the teacher, guidance counselor or coordinator or any person designated to handle prevention and intervention measures mentioned by the preceding sections of this IRR; and
 - d. Make the necessary referrals to appropriate agencies, offices or persons, as may be required by the circumstances.

3. Office of the Prefect of Discipline/School Discipline Committee³⁶ headed by the school head which is in charge of resolving student disputes, including investigating complaints and provide resolutions to all student discipline related function. They shall promote discipline according to core values, and provide guidance for the integral development of students' moral values.

▪ **School Head as Chair**

- He/she shall serve as prefect of discipline within the curriculum year level.
- He/she shall investigate cases listed on the offenses punishable by suspension or expulsion

▪ **Head Teacher as Co-chair**

- He/she shall serve as co-prefect of discipline within the year level in the absence of School Discipline Officer who shall investigate cases listed on the offenses punishable by suspension or expulsion
- He/she shall secure records with confidentiality
- He/she shall serve as mediator between the offender and the aggrieved party.

³⁵ Sec. 9, IRR of RA 10627 (Anti Bullying Act of 2013)

³⁶ 2000 DECS Service Manual

4. School Health and Safety Committee³⁷

Duties and Functions of the Safety and Health Committee. The Safety and Health Committee is the policy making body on matters pertaining to safety and health. The Committee is tasked to:

- a. Develop OSH policy and standards internal to the agency which should be in accordance with the herein rule;
- b. Plan and develop health related trainings/seminars for the furtherance of promotion and accident prevention programs in the workplace;
- c. Initiate and implement improvement of working conditions relative to a safe and healthy working environment;
- d. Ensure the health promotion and accident prevention efforts of the agency in compliance with the government safety programs to maintain healthy work habits and safety practices in the workplace;
- e. Conduct periodic safety meetings;
- f. Submit reports on its meetings and other activities to the head of the agency;
- g. Review reports of inspection, accident investigations and implementation of programs;
- h. Provide the necessary support to government inspection authorities in the proper conduct of the said activities;
- i. Initiate safety trainings on OSH for the agency by coordinating with appropriate training institutions;
- j. Develop and maintain contingency plans and provide trainings/seminars in handling disaster situations; and
- k. Submit to the head of the agency an Annual Work and Financial Plan and budget needed to support the OSH programs.

IX. INTERVENTIONS, SANCTIONS, AND PROHIBITED ACTS

CLASSIFICATION OF VIOLATIONS

A. NON-DISCIPLINARY

- Violation/s which is/are NOT related to or for the purposes of punishment/sanction. These are acts or omissions which are not subject to sanctions or penalties such as written reprimand, suspension, exclusion, and expulsion.

³⁷ Civil Service Commission, Department of Health, Department of Labor and Employment JOINT MEMORANDUM CIRCULAR NO. 1, s. 2020

- Violations subjected to corrective measures such as warning with a promise from the learner not to do it again, verbal reprimand, counseling, call parent, parent-child encounter.

1. Public Elementary and Secondary Schools:

a. Attendance; Uniform & I.D.; Haircut

- It is important for learners to be in school every day. Learners' class attendance shall be recorded by teachers daily. At the end of each quarter, the attendance is reflected in the report card.³⁸
- Habitual tardiness, especially during the first period in the morning and in the afternoon, is discouraged.³⁹
- 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:
 - i. 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.
 - ii. Attendance of students in special holidays, activities relative to their religions shall be allowed provided permission of the school head is sought subject to DepEd Order 105, s. 2010 (Constitutional Right of DepEd Personnel and Students to free exercise of religion).
- **Pursuant to DepEd Order Nos. 45 & 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.

- i. The wearing of a school uniform shall not be required in public schools.
- ii. Identification (ID) cards shall be provided to students at no cost to them. The school administration shall fund the ID cards from their MOOE.

³⁸ No. VIII, DO No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

³⁹ Ibid.

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 APPROPRIATE school attire. The following principles should serve as a guide:

- i. 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.
- ii. A student's attire should reflect respect for the school as an institution for learning.
- iii. A student's attire should not become a cause for discrimination particularly for students of a lower socio-economic status.
- iv. A student's attire should respect gender expression.
- v. 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 or with prints as long as decent
- Pants (long, short allowed for Elementary learners) – any color
- Footwear – any

• **For Female –**

- Dress, skirt and blouse, blouse and pants – any color, print as long as decent
- Footwear-any, except high pointed heels

Other Considerations:

- ✓ 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 flashy, glamorous, party attires, prom attire, tight-fitting pants/blouses/dresses such as tights or leggings, mini-skirts, shorts, blouses with plunging necklines, hip-hop pants for boys, and sleepwear.
 - ✓ Stud earrings for girls – dangling earrings are highly discouraged
 - ✓ Light make up for Secondary (light dusting only); No make-up for Elementary
 - ✓ Nails should be trimmed, - no long nails or nail extensions, no acrylic nails, painted nails (natural color only).
 - ✓ Tattoos are highly discouraged. It can be allowed if culturally accepted or tattoos which are temporary as part of a school cultural or art program, exhibit or activities.
 - ✓ Artificial coloring of hair is highly discouraged. If the hair needs to be colored, the suggested colors are dark brown, black hues - no bright colored hair, no bright highlights.
- **Haircut for boys:** at least 1 inch above the ear and 3 inches above the collar line subject to cultural/indigenous practices such as the practice of "kolot" in Ifugao
- **NO "KULTAP"**
 - Inappropriate haircut: Mohawk, skinhead
- b. **Littering** (plastic cups, bottles, candy wrappers or any waste) inside the school campus especially inside the classroom and corridors. If there is an ordinance by the LGU that violates littering, this will be treated as a disciplinary violation on account of the violation of the ordinance.
- c. **Loitering** and staying inside or immediate premises of the school during class hours.
- d. **Spitting** whether with or without betel quid or moma. If there is an ordinance by the LGU that violates spitting, this will be treated as a disciplinary violation on account of the violation of the ordinance.

- e. **Unauthorized use of personal gadgets** like cellular phones, i-pad, psp, etc. during class hours, except when allowed by the teacher, during breaks and emergencies.
- f. **Controllable misbehavior** inside the school premises, during assemblies, school activities, etc.
- g. **Non-delivery/Not giving letter/s** to parents or guardians
- h. **Simple dishonesty**
 - It is simple dishonesty if it did not cause damage or prejudice to another and did not result in any gain or benefit. It is purely personal in nature.

❖ **INTERVENTIONS**

- i. **ON ATTENDANCE**
 - 1 day (unexcused)
 - Inform parents
 - Letter of Explanation duly signed by parent/s or guardian/s
 - Adviser-learner conference
 - 2 days or more
 - Home visitation
 - Referral to the Guidance Counselor/designate
 - Counseling
 - Case study
 - other appropriate actions depending on the reason/s of absences
- ii. **TARDINESS**
 - 5 consecutive days of tardiness⁴⁰ or less
 - Teachers shall inform the parents/ guardians through a meeting
 - Occasional- intermittent tardiness for more than five tardiness in a month
 - Inform parents
 - Promissory note duly signed by learners, parent/s or guardian/s
 - Adviser-Learner conference
 - Habitual- five continuous tardiness committed twice in a month or for two consecutive months
 - Home visitation by Adviser/Teacher
 - Referral to the Guidance Counselor/Designate for counseling

⁴⁰ DO No. 8, s. 2015

- Case Study
 - other appropriate actions depending on the reason/s of absences
- iii. Cutting-Class
- Occasional-not more than twice in a month
 - Inform parents
 - Promissory note duly signed by learner/s, parent/s or guardian/s
 - Adviser-Learner conference
 - Habitual – more than twice in a month and/ or twice a month for two consecutive months
 - Home visitation
 - Referral to the Guidance Counselor/Designate for Counseling
 - Case Study
 - (other actions will depend on the reason/s of habitual tardiness)
 - ❖ Notes:
 - Absence is different from tardiness but cutting-class is absence in a particular subject
 - Those who incurred justified/reasonable absences may have make-up activities/requirement
 - Parents to submit letter of explanation for non-attendance due to religious obligation
- iv. ON WEARING OF INAPPROPRIATE SCHOOL ATTIRE, NON-WEARING OF ID, and IMPROPER HAIRCUT
- Inform parents
 - Promissory/Explanatory note duly signed by learner/s, parent/s or guardian/s
 - Adviser-Learner conference
 - Counseling
 - Follow-up
- ❖ Learners from the LGBTQIA+ group may adopt a haircut and attire of their preference, provided, proper grooming and proper attire is observed.
- v. OTHER NON-DISCIPLINARY MISBEHAVIORS IN THE CLASSROOM/ CAMPUS
- Inform parents
 - Promissory/ Explanatory note duly signed by learner/s, parent/s or guardian/s
 - Adviser-Learner conference
 - Counseling

- Follow-up
- ❖ A learner who violates the above guidelines is required to present a letter of explanation or promissory note 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.
- ❖ The learner is encouraged to submit a written reflection.
- ❖ The teacher-adviser shall inform the parent or guardian of the misbehavior of the learner or issue a notice to the parent for a conference thru any available means of communication.

2. Private Schools:

- a. Pursuant to DepEd Order No. 88 s. 2010, 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 (20%) of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and given no credit for the course or subject.

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.

❖ 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 of DepEd rules and regulations such as but not limited to:
 - a. DepEd Orders No. 88, s. 2018 sections 133, 157.1 and 157.2
 - b. DO 40, s. 2012
 - c. DO 32, s. 2017
 - d. DO 55, s. 2013

B. DISCIPLINARY CASES

1. LIGHT VIOLATIONS.

- a. Uttering profanities/swearwords inside the school campus and its immediate premises
- b. Going to restricted places as determined by the school
- c. Tampering of the school ID card such as placing stickers and other objects on school ID card
- d. GRAFFITI- it is the act of scratching, etching, painting, or other form of writing or drawings made on a wall or other surface, usually without permission and within public view.
- e. Violation of local ordinances on littering or spitting, etc.

Occurrence	Sanction and intervention
1st Violation	- Written reprimand and counseling with parent
2nd Violation	- Suspension of one (1) school day and counseling with parent
3rd Violation	- Suspension of two (2) school day and counseling with parent - Shall be treated as a less grave violations - Referral to proper authorities, institutions, or experts

2. LESS GRAVE VIOLATIONS

- a. Cheating such as but not limited to copying the works of other for his/her own benefit
- b. Drinking intoxicants and liquor or entering the school premises under the influence of liquor, or bringing of alcoholic beverages
- c. Illegal Gambling
- d. Immorality, disgraceful and immoral conduct
- e. Instigating, leading or participating in concerted activities leading to stoppage of classes; formation of gangs
- f. Intentional display of Private parts, except if the individual is mentally ill as certified by a professional
- g. Posting disrespectful/unacceptable entries/comments, unverified statements in the Social Media platforms (cyber-libel)
- h. Smoking inside the school premises and bringing tobacco products, vapes, etc.
- i. Vandalism (destruction of school property).
- j. Hooliganism-violent or rowdy behavior by young troublemakers, typically in a gang.

Occurrence	Sanction and intervention
1st Violation	<ul style="list-style-type: none"> - Suspension for two (2) school days, counseling with parents, attendance to any training related to improvement of behavior,
2nd Violation	<ul style="list-style-type: none"> - Suspension for three (3) school days, counseling with parents, attendance to any training related to improvement of behavior, referral to proper authorities, institutions, or experts
3rd Violation	<ul style="list-style-type: none"> - Suspension for four (4) school days counseling with parents, attendance to any training related to improvement of behavior, referral to proper authorities, institutions, or experts - Shall be treated as a grave offense

3. GRAVE

- a. Assaulting school personnel or other learners, or any other school authority or his agents;
- b. Bullying;
- c. Carrying and concealing dangerous or deadly weapons or instruments such as "knuckles, ice pick, knife, firecrackers, etc.;
- d. Corporal punishment committed by a learner/student who has been given or has assumed authority or responsibility for punishment or discipline;
- e. Dependency of prohibited drugs or drug use, possession, and sale of prohibited drugs such as marijuana, ecstasy, shabu, etc. subject to the Guidelines prescribed by DO 40 s. 2012 (Guidelines for the Conduct of Random Drug Testing in Public and Private Secondary Schools, and RA 9165 and its IRR);
- f. Engaging in prostitution activities;
- g. Extortion of money or in kind from others;
- h. False testimonies during investigation;
- i. Fighting, causing injury to others;
- j. Forging or tampering with school records/forms, securing or using forged school documents;
- k. Hazing in any form or manner whether inside or outside the school premises as per DO No. 7, s. 2006 (Reiterating the prohibition of the practice of hazing and the operation of fraternities and sororities in Elementary and Secondary Schools);
- l. Identity theft such as using someone's pictures and name (e.g. social media);

- m. Gross misconduct, serious dishonesty
- n. Patronizing prostitution den, gambling, establishment/building of ill repute and pornographic places;
- o. Other acts of abuse by a pupil, student or learner;
- p. Possession, bringing in, using, selling and circulating of pornographic materials;
- q. Preventing, threatening learners or faculty members or school authorities from discharging their duties or from attending classes or entering school premises;
- r. Selling stolen goods in school;
- s. Sexual assault/harassment/abuse;
- t. Stealing;
- u. Voyeurism;
- v. "Tsansing", touching of private parts of others
- w. Other analogous acts

Occurrence	Sanction and Intervention
1st Violation	<ul style="list-style-type: none"> - Suspension for four (4) school days, counseling with parents, attendance to any training related to improvement of behavior, referral to proper authorities, institutions, or experts
2nd Violation	<p>Public School</p> <ul style="list-style-type: none"> - Suspension for five (5) school days or more but not more than one school (1) year (Public School). - The Decision shall be automatically referred to the SCHOOLS DIVISION SUPRINTENDENT for approval if suspension is more than five (5) school days - counseling with parents, attendance to any training related to improvement of behavior, referral to proper authorities, institutions, or experts. <p>Private School</p> <ul style="list-style-type: none"> - Pursuant to D.O. Pursuant to Sec. 36, D.O 88, s. 2010, the school is allowed to deny or deprive an erring pupil or student of attendance in classes for a period not exceeding twenty (20%) percent of the prescribed class days for a school year or term.

	<ul style="list-style-type: none"> - The decision of the school on every case involving the penalty of suspension which exceeds twenty (20%) percent of the prescribed school days for a school year or term shall be forwarded to the Regional Office concerned within ten (10) days from the termination of the investigation of each case for information.
3rd Violation	<ul style="list-style-type: none"> - Suspension for more than one (1) year - The Decision and the whole records of the case shall be automatically referred to the Secretary for approval - counseling with parents, attendance to any training related to improvement of behavior, referral to proper authorities, institutions, or experts
4th Violation	<p>Public School:</p> <ul style="list-style-type: none"> - Expulsion - The Decision and the whole records of the case shall be automatically referred to the Secretary for approval - counseling with parents, attendance to any training related to improvement of behavior, referral to proper authorities, institutions, or experts <p>Private School</p> <ul style="list-style-type: none"> - Pursuant to Sec. 36, D.O 88, s. 2010, the school can exclude or drop the name of the erring pupil or the student from the school rolls for being undesirable, and issue transfer credentials immediately after a summary investigation has been conducted. No prior approval by the Department is required in the imposition of the penalty. - The decision of the school on every case involving the penalty of exclusion from the rolls, together with all the pertinent papers therefor, shall be filed in the school for a

	period of one year in order to afford the Department the opportunity to review the case in the event an appeal is taken by the party concerned.
--	---

- ❖ 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.

- ❖ INTERVENTION MECHANISMS
 - Intervention program can be in the form of Flexible Learning Option (FLO) such as activity sheets, assignments, or modules suited to the needs of learners.
 - Community service at the barangay or school coordinated with the Barangay CPC (applicable to bullying cases only)⁴¹

- ❖ SUSPENSION:
 - The student will stay at home and will be prevented from entering the school premises during school days. Teachers should give homework or remedial activity to be accomplished so that the learner will not miss any school requirement during the duration of the suspension.
 - The student should submit a written reflection

- ❖ The following are **prohibited** sanctions or actions by the school:
 - i. Transfer as a sanction in the guise of exclusion;
 - ii. Manual labor such as hauling or transferring of heavy objects such as stones, clay, sand, soil; errands outside the school; carpentry works like painting, those using electrical tools, those that use sharp tools and equipment, washing/cleaning the personal vehicle of any school personnel, other analogous activities detrimental to the health and safety of the learner or that demeans the well-being of the child;
 - iii. Fines/ Contributions in cash or in kind;
 - iv. Amicable settlement as proscribed by law, rules and regulations

⁴¹ D.O 55,s. 2013

- v. "kultap" for improper haircut
- vi. Non return of confiscated items except for illegal drugs, weapons or any illegal item, which shall be turned over to appropriate authorities;
- vii. Corporal punishment, child abuse, discrimination against children/learners, child exploitation, violence against children;
- viii. Barring entry to the school during class hours for whatever reason except when the learner is under preventive suspension or suspension;
- ix. Sending out learners outside the classroom or school premises;
- x. Demerits in grades/ deductions of scores;
- xi. Deprivation in any school activity except in sports and other competitions where banning the participant is justified under existing policies.

❖ In all cases, whether disciplinary and non-disciplinary, the best interest of the child is the paramount consideration. Thus, the school shall exercise gender responsive, positive and non-violent discipline in disciplining learner at all times.

❖ **Any violation by the School of the prohibited sanctions or actions shall be dealt with pursuant to applicable provisions of DO No. 88, s. 2010, DO No. 40, s. 2012, DO No. 49, s. 2006, DO No. 41, s. 2012, and other applicable laws and issuances.**

X. PROCEDURE IN LEARNER'S DISCIPLINE

- A. Receipt of a complaint. Any complaint maybe reported verbally, electronically or written by any person who has personal knowledge regarding the situation/incident.
- B. The School Head shall issue a Notice of Complaint in writing to the learner through the Parent/Guardian by personal service or any other means of service within three (3) working days from date of incident/report.
- C. The Answer in writing of the learner with the assistance of the parents/guardian must be submitted within three (3) working days from receipt on Notice.
- D. A Notice of Conference with parents/guardian shall be issued within three (3) working days from receipt of Answer. The conference shall be before the School Head if it is a first light offense; otherwise, before the Child Protection Committee/Office of the Prefect of Discipline/School Discipline Committee
 - i. The parties shall be given a chance to be heard. The conferences shall be terminated within 7-working days and a report together with the records of the case shall be submitted to the School Head

within three (3) working days from the termination of the conferences.

- ii. The conferences must be recorded through a minutes of conference duly signed by all the parties and members present.
- iii. Preventive suspension

E. The Decision in writing shall be issued within 3 working days by the School Head/Administrator from termination of the Conferences upon receipt of the conference report, which contain the relevant facts, evidences, basis of the decision and the appropriate penalty in case of conviction as follows:

- ii. Reprimand shall be final and executory.
- iii. The Decision imposing a penalty of suspension is appealable to the Schools Division Superintendent for public schools. For private schools, exhaust administrative remedies available within the school/institution, and the final decision of the private school is appealable to the Schools Division Superintendent. The appeal must be made within seven (7) working days from receipt of the Decision. The Schools Division Superintendent must resolve the appeal within seven (7) working days. The Decision of the Schools Division Superintendent is executory.

For private schools, the penalty of suspension shall not exceed 20% of the prescribed school days of a school year. If it does, the decision shall be forwarded to the Regional Director concerned, within ten days from the termination of the investigation of each case for its information.

- iv. The Decision imposing exclusion for private school is appealable to the Schools Division Superintendent and higher authorities. No prior approval of the Department is required in the imposition of the penalty.

The decision of the school on every case involving the penalty of exclusion from the rolls, together with all the pertinent papers therefor, shall be filed in the school for a period of one year in order to afford the Department the opportunity to review the case in the event an appeal is taken by the party concerned.

- v. The Decision in every case involving the penalty of expulsion, together with the supporting papers shall be forwarded to the Regional Director concerned within ten (10) days from the termination of the investigation of each case.

The decision imposing the penalty of expulsion must be referred to the Secretary for approval before implementation.

- vi. Pending the case, the learners and parents/guardians shall undergo counseling and appropriate interventions such as but not limited to the following: referral to the Municipal Social Welfare and Development (MSWD) for psycho-social support, attendance to character formation activities, provided it will not disrupt class hours, etc.
- vii. Disqualification to candidate for honor or award as an accessory sanction for the student who have been administratively disciplined within the current school year and sanctioned with offenses/violations punishable by suspension or higher sanction pursuant to DO No. 92, s. 2009, DO No. 74, s. 2012 and DO 36, s. 2016.

XI. 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 strictly 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.

XII. MONITORING, EVALUATION, REPORTING

Monitoring shall be in accordance with DO No. 40 s. 2012 (DepEd Child Protection Policy), DO 55, s. 2015 (Implementing Rules and Regulations of Republic Act 10627, otherwise known as the Anti-Bullying Act of 2013), DO No. 74 s. 2012 (Guidelines on the Selection of Honor Pupils and Students of Grades 1 to 10 of the K to 12 Basic Education Curriculum), DO No. 92 s 2009 (Revised Guidelines on the Selection of Honor Pupils and Students in Public Elementary and Secondary Schools), and other applicable laws and issuances.

XIII. MISCELLANEOUS PROVISION

The School may contextualize this manual subject to its presentation and consultation with by the General Parents-Teachers Association (GPTA) and approval of the Schools Division Superintendent (SDS), provided it shall not contravene existing laws, rules and regulations.

XIV. EFFECTIVITY AND TRANSITORY PROVISIONS

This Regional Memorandum shall take effect 15 days from the date of its publication in the DepEd CAR website.

Provisions of this guidelines that become inconsistent with any issuance of the Department in the future shall be deemed amended.

A. Public Elementary and Secondary school heads, school CPP coordinators, school guidance counselors/designates, and school ICT coordinators (4/school) and assigned PSDS (4 clusters)

Cluster/Schedule	Districts/Schools	PSDS
1/ September 16 <i>19 schools x 4: 76 pax PSDS 3 pax</i>	<u>District 1</u> 1. Bgo. Country Club Village P/S 2. Gibraltar Elem. School 3. Lindawan Elem. School 4. Quezon Elem. School 5. Rizal Elem. School 6. Lindawan National High School 7. Rizal National High School <u>D4</u> 1. A. Mabini Elem. School 2. Brookspoint Elementary School 3. Don Mariano Marcos Elem. School 4. Doña Aurora Elem. School 5. Doña Nicasia Puyat Elem. School 6. Dona Aurora National High School <u>D9</u> 1. A. Tabora Elem. School 2. Magsaysay Elem. School 3. Pinget Elem. School 4. Quirino Hill Elem. School 5. Magsaysay National High School 6. Pinget National High School	Leonard Dawaton Fernando Eleponga Rufina Suanding
2/ September 17 <i>14 schools x 4: 56 pax PSDS 2 pax</i>	<u>District 5</u> 1. Adiwang Elem. School 2. Crystal Cave Elementary School 3. Dontogan Elem. School 4. Sto. Tomas Elem. School 5. Roxas Elem. School 6. Roxas National High School 7. Sto. Tomas National High School <u>D6</u> 1. Baguio Central School 2. Dominican Mirador Elem. School 3. Emilio Aguinaldo Elem. School 4. Josefa Cariño Elem. School 5. San Luis Elementary School 6. Dominican Mirador National High School 7. Pines City National High School	Lulia Ladiiong Lourdes Lomas-e
3/ September 23 <i>20 schools x 4: 80 pax PSDS 3 pax</i>	<u>District 2</u> 1. Happy Hollow Elem. School 2. Fort del Pilar Elem. School 3. Kias Elementary School 4. Springhills Elementary Schools 5. BCHS - Fort del Pilar Annex 6. Happy Hollow National High School	Simeon Yangyang

	<p>5. St. Martin School, Inc. 6. Calvary Ministries Academy of Baguio 7. Easter College, Incorporated 8. Baguio International Academy 9. The School of St. Isidorus, Inc. 10. Androgynous Heritage School 11. Pines Faith Mountain Academy Incorporated</p> <p><u>D6</u></p> <p>1. Christian Legacy Academy 2. Northridge Academy, Inc. 3. Subido Christian School 4. UCCP Baguio Educational Center, Inc. 5. Union School International 6. Victory Baptist Academy 7. Baguio City Foursquare Heritage School, Inc. 8. Baguio Multicultural Institute 9. Glad Tidings Integrated School, Inc. 10. Headstart Play and Learn Montessori Inc. 11. San Luis King's Kids Christian Academy</p> <p><u>D7</u></p> <p>1. Educare Learning School 2. Casiciaco Recoletos Seminary, Inc. 3. 4th Watch Maranatha Christian Academy of Baguio City, Inc. 4. Cypress Christian Foundation School 5. Irisan Children's Learning Center, Inc. 6. JMC Christian Academy, Inc. 7. Learning by the Hillside, Inc. 8. Living Epistle Christian Academy, Baguio Inc. 9. St. Joseph de Mary Academy 10. St. Vincent de Ferrer Learning Center 11. Westville School, Inc.</p>	<p>Lourdes Lomas-e</p> <p>Leticia Hidalgo</p>
<p>Cluster 7/ October 21</p>	<p><u>District 8</u></p> <p>1. Baguio City Academy Colleges, Inc. 2. Northern Luzon School for Visually Impaired, Inc. (NLSVI) 3. AMA Computer College - Baguio City 4. Baguio Central University 5. BSBT College, Inc. 6. Data Center College of the Philippines of Baguio City, Inc. 7. Informatics Baguio City Center, Inc. 8. NorthPhil Polytechnic Institute, Inc. 9. Pines City Colleges 10. Baguio Seventh Day Adventist School Academy 11. Logos International School in Luzon, Inc.</p>	<p>Brendalee Awingan</p>

	<u>D9</u> 1. Baguio Baptist Church Learning Center 2. Our Lady of Mt. Carmel Montessori 3. School of Thought Integrated Learning Experience 4. Yesu Maeul Christian Academy 5. Academia de Sophia International, Inc. 6. Fame Golf Mission School, Inc. 7. Philippine Women's University - CDCEC, Baguio City, Inc. 8. University of Baguio High School 9. University of Baguio Science High School - JH 10. University of Baguio Science High School - SHS 11. University of the Cordilleras - Senior High School 12. Sienna Hills Academy, Inc.	Rufina Suanding
	<u>D10</u> 1. Saint Louis School of Aurora Hill, Inc. 2. Baguio Siloam Christian Academy, Inc. 3. Lumen Christi Academy of Baguio, Inc. 4. BBCCC Foundation Preschool 5. Berkley School, Inc. 6. Baguio Vision Christian Academy Foundation 7. Cherubim School, Inc. 8. Daily International School, Inc. 9. Phases Learning Center 10. St. Paul II Learning Center, Inc. 11. Westmont School Montessori 12. Baguio College of Technology	Santiago Bugtong

C. Supreme Pupil/Student Governments of Public schools (2/school) (1 cluster)

Cluster 8/November 11

67 schools x 2 (President and Adviser)

134 pax

D. PTA officers (2/school) with the FPTA officials (1 cluster)

Cluster 9/November 12

67 schools x 2 (President and another officer)

134 pax

FPTA Officers

15 pax

E. DO Proper Personnel (1 cluster)

Cluster 10/November or December 2020

National and SEF-paid

124 pax

ROLL-OUT PROPER THROUGH TELECONFERENCING/WEB CONFERENCING

PROGRAM A – Public and Private Schools

PROGRAM STARTS AT 8:30AM

Activity	Person in-charge
Registration/Attendance	Secretariat
Lupang Hinirang	Secretariat
Invocation	Secretariat
Welcome Remarks	Division GRaNdSDisM TWG
Message	Marie Carolyn B. Verano, CESO V Schools Division Superintendent
Roll Call	Secretariat
Activity Orientation/House Rules/ Expectation Setting	Division GRaNdSDisM TWG
ROLL-OUT PROPER	
Introduction – The TWG and the Drafting of the Policy The Policy on Gender-Responsive and Non-discriminatory School Discipline Manual 1. Rationale, Guiding Principles, and Policy Statement, Scope/Coverage and Definition of Terms 2. Rights, Privileges, and Responsibilities of Students/Learners and Learners’ Core Values, Accountable Personnel/Committee, and Roles, Functions of School Personnel/Committee 3. Interventions, Sanctions and Prohibited Acts 4. Procedure in Learner’s Discipline, Confidentiality, Monitoring, Evaluation, Reporting, Miscellaneous Provision, and Effectivity and Transitory Provisions OPEN FORUM	Division GRaNdSDisM TWG
Introduction/Brief presentation of Enclosure No. 2 to RM No. 173 s 2020 GRaNdSDisM – Positive Discipline in Everyday Teaching, A Primer for Filipino Teachers	
The Legal Services Information System (LSIS) 3.0 OPEN FORUM	
Instructions and Closing Remarks	Secretariat

PROGRAM B – SPG/SSG, PTA and FPTA, DO Personnel
PROGRAM STARTS AT 9:00AM

Activity	Person in-charge
Registration/Attendance	Secretariat
Lupang Hinirang	Secretariat
Invocation	Secretariat
Welcome Remarks	Division GRaNdSDisM TWG
Message	Marie Carolyn B. Verano, CESO V Schools Division Superintendent
Roll Call	Secretariat
Activity Orientation/House Rules/ Expectation Setting	Division GRaNdSDisM TWG
ROLL-OUT PROPER	
<p>Introduction – The TWG and the Drafting of the Policy</p> <p>The Policy on Gender-Responsive and Non-discriminatory School Discipline Manual</p> <ol style="list-style-type: none"> 1. Rationale, Guiding Principles, and Policy Statement, Scope/Coverage and Definition of Terms 2. Rights, Privileges, and Responsibilities of Students/Learners and Learners’ Core Values, Accountable Personnel/Committee, and Roles, Functions of School Personnel/Committee 3. Interventions, Sanctions and Prohibited Acts 4. Procedure in Learner’s Discipline, Confidentiality, Monitoring, Evaluation, Reporting, Miscellaneous Provision, and Effectivity and Transitory Provisions <p>Introduction/Brief presentation of Enclosure No. 2 to RM No. 173 s 2020 GRaNdSDisM – Positive Discipline in Everyday Teaching, A Primer for Filipino Teachers</p> <p style="text-align: center;">OPEN FORUM</p>	Division GRaNdSDisM TWG
Instructions and Closing Remarks	Secretariat

POSITIVE DISCIPLINE IN EVERYDAY TEACHING



A Primer for Filipino Teachers



Save the Children

Positive Discipline In Everyday Teaching

A Primer for Filipino Teachers

NOVEMBER 2015

Department of Education
E-Net Philippines
Save the Children

Positive Discipline In Everyday Teaching
A Primer for Filipino Teachers

Department of Education
E-Net Philippines
Save the Children

NOVEMBER 2015

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FOREWORD

This primer on Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers is made through the cooperation of E-Net Philippines, Department of Education and Save the Children. Its purpose is to help teachers apply a positive discipline approach in classroom management. It outlines steps teachers can follow and situations they can refer to in applying positive and non-violent discipline.

This Primer consists of four (4) main parts. The first is mainly a discussion on Corporal Punishment, its magnitude, and the legal basis for prohibiting its practice in school. The second part is a brief introduction on the Positive Discipline Model or the PDET Building Block, which identifies the key elements of the PDET approach. The third and main section is a twenty-two (22) page spread on “Examples of Responding with Positive Discipline”. Also, contained in page 41 is a note on the teachers’ well-being to support and help them cope with stress. The Primer is capped with a list of references and helpful reading materials for further study on positive discipline.

The ten (10) common classroom cases presented in this Primer were compiled through inputs of teachers, pupils/students, and experts during a series of focus group discussions conducted by E-Net Philippines and Save the Children. These were further reinforced by information on the common cases reported to the Department of Education. The cases presented show how to respond with positive discipline. However, the steps and methods outlined in the Primer are not the only ways in which we can apply positive discipline and handle challenges. It is encouraged that teachers explore other ways to teach students how to manage their emotions and resolve conflict without hurting them physically and emotionally. In order to cultivate an environment where the children thrive and grow healthily, we must find ways to help rear them in the most positive way we can.



MESSAGE FROM

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION




The Department of Education launches this Primer on Positive Discipline in Everyday Teaching as a small contribution to the universal duty to protect children.

As our children grow, we must recognize that how they think and how they act also evolve, consistent with their development as children and adolescents. Children are not small adults. In school, their actions can easily be seen as misbehavior that requires disciplinary action. But discipline imposed by teachers and school administrators, for it to be in the best interest of the child, should be positive and non-violent. This Primer, developed in collaboration with Save the Children and E-Net Philippines, aims to help teachers implement positive and non-violent discipline in the school.

The Primer outlines easy-to-follow steps for the teacher in using positive and non-violent discipline to address the common challenges posed by children's behavior in school. Likewise, a note on teacher's well-being is included in the Primer to help teachers manage stress.

I hope that through the continuing efforts of the Department and all partners and stakeholders, the policy on zero tolerance for any act of violence against children in school, including corporal punishment, enshrined in the DepEd Child Protection Policy (Department Order No. 40, s. 2012), shall be observed and implemented more effectively.

As teachers, we play a vital role in shaping the lives of these children. How we treat them in school could have a long-lasting effect, whether it be positive or negative. Therefore, let us perform our duties as teachers with full awareness of the consequences if our acts on the lives of our learners. Let us work together to ensure a nurturing and safe school environment for all children.


ATTY. ALBERTO T. MUYOT
Undersecretary

MESSAGE FROM



E-Net Philippines

E-Net Philippines in cooperation with the Department of Education and Save the Children is happy to present this Positive Discipline in Everyday Teaching: A Primer for Filipino Teacher. This primer intends to help teachers to apply positive discipline approach in classroom management. It provides practical tips on how to resolve common classroom problems between teacher and learners and among learners in a positive way.

As adult educator, I appreciate the role of teacher and educator in molding the behavior of children to be responsible, productive, empowered, and successful individuals. This long-term goal for learners is one of the foundations of the positive discipline approach. We in E-Net Philippines believe in many studies that corporal punishment will not result in positive outcomes in the long run.

I invite teachers and educators to use positive discipline approach in disciplining your learners. E-Net hopes that this material will help you apply your knowledge and skills in positive discipline in everyday teaching.

Mabuhay ang mga guro!

Mr. Edicio G. dela Torre
President, E-Net Philippines



MESSAGE FROM **Save the Children**

Since the beginning of humanity, we have taught our children how to resolve problems by using violence. Our parents were taught that spanking and hitting children was the best way to discipline children, and teachers were also taught to use violence and humiliation to punish children as a part of the educational system. The use of violence against children by those who are most trusted to care for children, parents and teachers, has entrenched violence into our society, without any thought to what the other and perhaps better options exist for educating children.

The change from using physical punishment of children to positive discipline will be difficult and will not happen overnight. For this to be possible, the educational community will need to support their teachers, as children may be receiving contradictory messages in the home. Teachers will need support from their school administration, from each other and from other concerned organizations. This Primer on Positive Discipline in Everyday Teaching is meant to support teachers who have been trained in their practice of Positive Discipline in Everyday Teaching, using common situations teachers face on a daily basis. With the publication of this primer both in print and online, we hope to make real change in the way we treat children in schools, homes and in all other settings.

Let's make the world safe for children everywhere.

Ned Olney
Country Director
Save the Children Philippines

INTRODUCTION: A Positive Discipline Primer for Filipino Teachers

Positive Discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's rights to healthy development, protection from violence, and active participation in their learning.

This Positive Discipline Primer provides a quick reference guide for teachers who have already been trained in Positive Discipline in Everyday Teaching. It seeks to reinforce the teacher's learning from the training and encourages her/him to apply this in her/his classroom. It provides guidance on how to respond to common classroom situations using Positive Discipline.



The Department of Education has issued Department Order 40, s.2012, which prohibits the use of corporal punishment and promotes the use of Positive Discipline. This primer provides support to teachers to fulfill their responsibilities under this Order.

Part One: Corporal Punishment

What is corporal punishment?

Corporal Punishment is defined in the United Nations Committee on the Rights of the Child General Comment No. 8¹ as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children, with the hand or with an implement -- a whip, stick, belt, shoe, wooden spoon, etc. It can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scolding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). The Committee believes that corporal punishment is invariably degrading.

There are also non-physical forms of punishment that are cruel and degrading and are thus incompatible with the Convention. Examples are punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

In the Philippines, we aim to put an end to the practice of corporal and other humiliating and degrading forms of punishment.

Magnitude and Effects of Corporal Punishment

Of the forms of violence experienced by children globally, corporal punishment is the most common; 80% to 98% of

1 General Comments are interpretations of the human rights provisions of the UN Convention of the Rights of the Child. The Committee on the Rights of the Child, which monitors the implementation of the Convention, publishes these General Comments to provide guidance to States Parties on how to implement specific human rights provisions of the Convention.

children experience it in their homes². In the Philippines, a study conducted by Save the Children in 2005 revealed that 85% of children have experienced corporal punishment in their homes and that the most common form is spanking (65%). A majority of the children interviewed for this study (82%) reported that they had been hit on different parts of their body.³

In 2011, about **two in three** parents of children under 17 said they used corporal punishment. Spanking the bottom (**52%**) was the most prevalent form of corporal punishment used.⁴

Over the past 30 years, numerous studies have been conducted globally on the effects of physical punishment of children. They have consistently demonstrated that physical punishment predicts negative outcomes throughout childhood and into adulthood. It increases children's risks for increased aggression, increased delinquency and anti-social behavior, physical injury and reports to child welfare, poorer parent-child relationships, and poorer mental health (Gershoff, 2002).⁵ It is also associated with lower self-esteem and poorer academic success.⁶



2 Pinhero, Paulo Sergio (2006). *World Report on Violence against Children*. Geneva: United Nations Secretary-General's Study on Violence against Children.

3 Save the Children (2008). *A Time for Change, Philippines*.

4 Pulse Asia Survey (2011). *ULAT NG BAYAN SURVEY, November 10 - 23, 2011 /Philippines*.

5 Gershoff, Elizabeth (2002). *Corporal punishment by parents and associated child behaviors and experiences: A Meta-Analytic and Theoretical Review*" <http://www.apa.org/pubs/journals/releases/bul-1284539.pdf>

6 Please cite source here.- to be supplied

Legal Basis for Prohibiting Corporal Punishment and the Practice of Positive Discipline

The UN Convention on the Rights of the Child requires that States Parties “shall take all appropriate measures to protect the child from all forms of violence (Article 19).” States Parties are also required to “take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention. (Article 28(2)).”

In the Philippines, the Department of Education (DepEd) supports the prohibition of corporal punishment and practice of positive discipline in public and private schools.⁷











7 DepEd Order No. 40 s. 2012, known as “Policy and Guidelines on Protecting Children In School From Abuse, Violence, Exploitation, Discrimination, Bullying And Other Forms Of Abuse”.

Other policy measures protecting children in school are DepEd Order No. 55, s. 2013 which supports the implementation of Republic Act No. 10627, known as the Anti-Bullying Act of 2013; and DepEd Order No. 18, s. 2015 or the Guidelines and Procedures on the Management of Children-At-Risk and Children in Conflict with the Law.

Part Two: Positive Discipline in Everyday Teaching (PDET)

Effective discipline is positive and constructive. It involves setting goals for learning, and finding constructive solutions to challenging situations.⁸ School should respect children's developmental levels, their rights to dignity and physical integrity, and their right to participate fully in their learning.






*Positive Discipline is:*⁹

-  About finding long term solutions that develop students' own self-discipline;
-  Clear and consistent communication;
-  Consistent reinforcement of your expectations, rules and limits;
-  Based on knowing your students and being fair;
-  Aimed at building a mutually respectful relationship with your students;
-  Teaching students life-long skills and fostering their love of learning;
-  Teaching courtesy, non-violence, empathy, self-respect, and respect for others and their rights; and
-  Increasing students' competence and confidence to handle academic challenges and difficult situations.

8 Durrant, Joan E. (2010). *Positive Discipline in Everyday Teaching*. Bangkok: Save the Children.

9 Durrant, Joan E. (2010). *Positive Discipline in Everyday Teaching*. Bangkok: Save the Children.

Positive Discipline is not:

-  Permissiveness;
-  Letting students do whatever they want;
-  Having no rules, limits or expectations;
-  Short-term reactions; or
-  Alternative punishment to slapping, hitting and shaming.

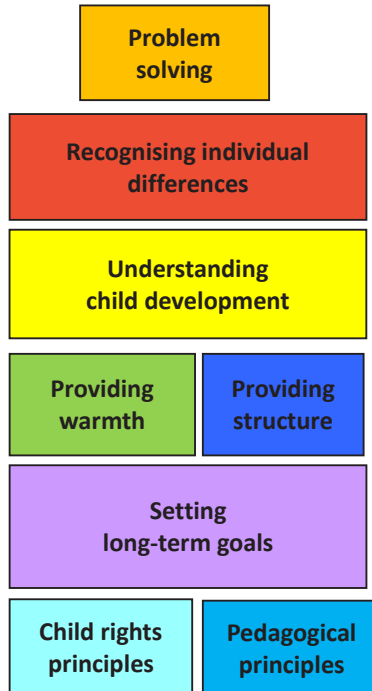
The Positive Discipline in Everyday Teaching approach is based on sound pedagogical principles and practice. Positive Discipline is:

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



The practice of Positive Discipline in Everyday Teaching (PDET) uses the following model:

PDET BUILDING BLOCK



This model identifies the key elements of the PDET approach. All must be put into practice in all interactions with students.

IDENTIFYING LONG-TERM GOALS

Teachers play an important role in helping children become caring, capable and resilient adults. For this to happen, it is crucial that you as their teacher consider what kind of people you want your students to become, and to use everyday interactions with them in school to teach the values and skills that they will need to become strong and compassionate adults. The first step in implementing PDET is setting long-term goals.

PROVIDING WARMTH

WARMTH is creating school and classroom environments that ensure your students feel physically and emotionally safe. It requires that you recognize and respect their developmental levels, are sensitive to their academic and social needs, and empathize with their emotions and the situations they may be facing. Children learn best and will cooperate more in a warm, safe and caring environment. Examples of showing warmth are listening to them, showing them respect even when they make mistakes, encouraging them especially when they are having difficulties and looking at things from their point of view.

PROVIDING STRUCTURE

STRUCTURE is the information students need in order to succeed academically and behaviorally. It gives students the tools they need to solve problems, work out conflicts, and succeed academically. Examples of providing structure are providing opportunities to fix their mistakes in a way that helps them to learn, hearing their point of view, controlling your anger, teaching them about the effects of their actions on other people, involving them in setting rules, explaining the reasons for rules, and being a good role model to them.

UNDERSTANDING CHILD DEVELOPMENT

Students change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students' ways of thinking, needs, and interests change. The warmth and structure that you provide to your students to reach your long-term goals will change depending on their stage of development.

IDENTIFYING INDIVIDUAL DIFFERENCES

While all children go through the same stages of development, children are not all alike. They come from different homes

and cultural environment and have different personalities, talents, temperaments and abilities, which all affect their behavior and performance in school. A teacher who understands and respects students as individuals can make the difference between their success and failure in school.

PROBLEM SOLVING WITH POSITIVE DISCIPLINE

The possibility of conflict between students and teachers is always present. But by implementing the PDET model, you can use conflict as an opportunity to teach students how to manage their emotions and resolve conflict without hurting others physically or emotionally. Before you respond:

- 1) Think about all the possible reasons for the student's behavior. Consider the child's stage of development and individuality. List as many reasons as you can why a child would behave this way and then think about which of those reasons might explain this child's behavior in this situation.
- 2) Remember your long-term goals. Think about the characteristics that you hope your students will develop. What kind of long-term impacts do you hope to have on your students?
- 3) Provide warmth. Think about how you can ensure that the student feels safe and respected as you solve this problem. What are some ways that you could provide warmth or support?
- 4) Provide structure. Think of what the student needs to understand about the situation and how you will engage him or her in finding solutions to the problem. What are some ways that you could provide guidance and information?
- 5) Respond with positive discipline. Once you have thought through the problem, you can now respond in a positive way to resolve it. Involve the student in thinking about and finding solutions to challenges and difficulties.

Part Three: Examples of Responding with Positive Discipline

Positive discipline is practiced everyday and not only when problems occur. We use problem solving when we are facing challenging situations in the classroom. Let us look at some common classroom situations and explore possible ways of responding using the Positive Discipline. It is important to note that every situation is different and that teachers need to consider each situation and follow each step. Each step will help teachers respond with Positive Discipline. The examples of the responses to classroom situations below are not the only ways of responding with Positive Discipline. The teachers may arrive at other responses when they follow all the steps.

IN KINDERGARTEN

CONTINUOUS CRYING

A boy in your Kindergarten class has been crying, screaming, and clinging to his mother every morning whenever he drops him off. You feel this is disrupting the class and taking much of your time and attention. How could you find a solution to this problem that does not harm the child?

Step 1-What are all of the possible reason/s why a child of this age might behave this way?

Some reasons could be:

- * It is his first time being separated from his parents.
- * He has difficulty adapting to new situations/surroundings.
- * He has a very intense response to new situations and events.
- * He is scared of the new surroundings.
- * He doesn't know when his mother will return.
- * He was left behind in a store once, and is now very afraid of being alone.



- * He has difficulty managing his emotions.
- * He is afraid of the teacher because someone told him that children are hit at school.
- * The teacher looks like someone he is afraid of.

Step 2-Now remember your long-term goals.

- * You want the child to feel safe and happy in a learning environment.
- * You want the child to gradually become more comfortable in new environments.
- * You want the child to gradually become independent and able to manage stress on his own.
- * You want the child to gradually learn how to manage his feelings.

Step 3-In this situation, how can you show warmth?

- * Remember that entering school is a huge transition and a tremendous challenge for children.
- * Recognize the child's anxiety and stress, and show empathy.
- * Show him that you care about his feelings.
- * Speak to him using a calm and soothing voice.

Step 4-In this situation, how can you provide structure?

- * Tell him about the activities he will do at school today.
- * Ask him what he likes to do and show him how he can do that in your classroom.
- * Assure him that his mom will come back for him after school.
- * Introduce him to one other student who would be supportive.
- * Ask the child what would help him feel more comfortable.

Step 5-Responding with Positive Discipline

By putting all of the previous steps together, you will generate a response that will ensure that the child feels safe and will help him understand more about the situation. Positive Discipline is about problem solving, so you may try several different ways of providing warmth and structure before you find the response that actually addresses the problem as the child sees it. Successful problem solving requires us to see the situation through the child's eyes.

GRABBING OTHERS' BELONGINGS (TOYS, THINGS, FOOD, ETC.)

While you are conducting activities in your kindergarten class, one of your pupils approaches you and complains about her classmate who grabbed her pencil and took her crayons without her permission.

Step 1-What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- * The child doesn't really understand the idea of personal property yet.
- * The child might not fully understand the effects of her behavior on other children.

- * The child may not know how to approach another child to borrow things or ask for food.
- * The child may think that acting like this is playing.
- * The child may be seeking attention.
- * The child may want to initiate socialization with a classmate but does not know how to do it.



Step 2- Now, remember your long-term goals.

- * You want the child to be able to respect others' belongings.
- * You want the child to be able to learn to share and to cooperate with others.

Step 3- In this situation, how can you show warmth?

- * Understand that children at this age do not understand the concept of ownership and the need to ask and wait for permission.
- * Speak to the child with a gentle, reassuring voice.

Step 4- In this situation, how can you provide structure?

- * Explain and establish the rules of behavior right at the beginning of the school year. The children themselves should participate in identifying the rules so that they own the rules.
- * Help the children understand that if they want to borrow something from their classmate, asking permission is a good way to build a relationship.
- * Explain and perhaps role play what the other child might feel if one does not share and if one takes things without permission.

Step 5-Responding with Positive Discipline

Do not punish. Instead of scolding and humiliating the child in front of her classmates, talk to her privately. In a calm voice, express understanding, care and concern. Explain the value of asking and waiting for permission to use other children's things. Explore the child's ideas of how to have fun while sharing toys and things.

You may integrate values education on sharing, cooperation, and taking turns with teaching concepts such as numbers. You may teach children the values of sharing and asking for permission to introduce concepts of adding or subtracting.

Try Role Playing during playtime to teach your pupils about sharing with others. Then, it would also be good to remind the class about the rules of sharing and taking turns.

THE CHILD COULD NOT CONTROL TOILET NEEDS (URINATING OR DEFECATING IN CLASS)

It is after break time and you resume teaching your kindergarten class. Suddenly, one of your pupils complains about a foul odor coming from a boy pupil. When you check the boy, you find out that the boy has defecated in his pants.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- * The child has diarrhea or may have eaten something that upset his stomach.
- * The child is not yet toilet-trained.
- * The child is anxious or worried about something.
- * The child may be too shy to ask the teacher if he could go to the toilet so he tried to hold it in.
- * The child might be scared or ashamed to tell the teacher about soiling his pants.

Step 2- Now remember your long-term goals.

- * You want the child to be able to regulate his bowel movements.
- * You want the child to be able to communicate his needs to others appropriately.

Step 3- In this situation, how can you show warmth?

- * Ask the child if he is sick or if he has a stomachache.
- * Understand that he might have eaten something that upset his stomach.
- * Understand that this is a common occurrence among children who are not yet in full control of their bladder and bowel movement.
- * Understand that some kids may be too shy to ask the teacher for permission to go to the toilet.



Step 4- In this situation, how can you provide structure?

- * Talk to the child privately in a calm soothing voice and assure him that it is okay and that it can happen to anyone.
- * Tell the child that if he feels like that again, he should not hesitate to tell you or any other teacher immediately.
- * Remind him of the rules and that anyone can ask to be excused to go to the toilet if needed.
- * Help the child wash himself or if possible, call the parent or guardian for assistance if necessary.

Step 5- Responding with Positive Discipline

Instead of shouting and humiliating the child in front of his classmates, help the child wash himself or if possible ask for the assistance of the parent or guardian. Talk to the child privately in a calm, soothing voice and explain to him that it can happen to anyone. Remind the child to ask for help if he feels sick or needs to go to the toilet.

If other pupils have noticed, you may decide to talk to the rest of the class and explain that this can happen to anyone. It should not be a cause for embarrassment. When they need to go to the toilet, they can ask for permission even in the middle of a lesson or activity. If other pupils haven't noticed, there is no need to share this with them.

IN GRADE SCHOOL

DISRUPTIVE BEHAVIOR (TALKING IN CLASS)

You are teaching the class and you notice a noisy group of boys and girls at the back near the window. They keep talking and laughing during the lesson. The noise disrupts the class and you find it difficult to concentrate.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- The children may not understand the lesson so they ask each other about the topic.
- One of their classmates may have shared a joke and the others cannot control their laughter.



- The children may have seen something outside the classroom that caught their interest.
- The children may be getting bored with the lesson.
- The children may be talking about something else.

Step 2- Now remember your long-term goals.

- You want the children to be able to show respect by listening when someone is talking.
- You want the children to be able to set priorities.
- You want the children to be aware of the effect of their actions on others.
- You want the children to love learning and prioritize activities in class.

Step 3- In this situation, how can you show warmth?

- Understand that some children can be easily distracted.
- Understand that they have different interests and learning styles; some learn faster through discussions, while some learn better through activities.
- Understand that children may not always be aware of the effect of their actions on others.

Step 4- In this situation, how can you provide structure?

- Ask them calmly what is happening. Let the children share what they were talking and laughing about.
- Tell them that you and the other pupils are distracted by noise.
- Remind them about the rules they have set.
- Remind them that conversations about other topics may be done between classes and during recess time.
- Provide interactive discussions or activities so everyone can participate.

Step 5- Responding with Positive Discipline

Do not throw the eraser or chalk, shame, or shout at the children in front of their classmates. Instead, control your anger and ask them in a calm voice what is going on.

You may also ask them if they have questions about the lesson. Explain to them that noise can distract your teaching and thinking process, and that it is also distracting to their classmates. Remind them about the rules on listening and that they were part of creating those rules for the class. Tell them that they can discuss other topics during their free time or in between classes.

Remind the whole class about the classroom rules and explain to them the importance of listening. You may also introduce innovative teaching methods where interaction is possible such as role-playing, dance or action songs so everyone can participate. This can also provide a break for children who are easily bored or who need to discuss issues raised in class with other students rather than just listening to the teacher speak.



FIGHTING

You have a group activity for your Grade 2 pupils. Your pupils alerted you to the fact that two of their boy classmates in one group were fighting. You found out that the fight started with the pupils teasing each other. They made each other angry and then started punching each other.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- ❑ Children may not be aware of how their words and actions affect others.

- Children may not know how to respond in a non-violent way when they are offended.
- Children may be sensitive and may easily get angry or irritated.
- Children may not know how to handle or manage their anger properly.
- Children's reaction to situations may be very intense.

Step 2- Now remember your long-term goals.

- You want children to be able to manage and handle their anger properly.
- You want children to know how to resolve conflicts without using violence.
- You want children to be aware of the effect of their words and actions on others.

Step 3- In this situation, how can you show warmth?

- Understand that at this age, children may not know how to manage or handle anger effectively.
- Understand that children may not know how to resolve conflicts in a non-violent way.
- Remember that some children may come from violent homes and their exposure to this can sometimes lead them to act out in violent ways in school.
- Understand that children are not trying to annoy you or challenge your authority.
- Understand children's diverse temperaments.
- Make sure that everyone is safe from injury or if injured, that they are sent to the school clinic for treatment.
- Listen to what each child has to say.

Step 4- In this situation, how can you provide structure?

- Talk to the children immediately. Listen to each child's explanation about what happened. Ask what the fight was about.
- Remind the children about classroom rules.
- Remind them about the effects of their behavior on others and on the rest of the class.

Step 5- Responding with Positive Discipline

Instead of shouting and getting angry, blaming others or having your pupils standing outside the room, call them calmly and talk to them separately. Let each child explain what happened from his/her own perspective. Ask them about how their behavior affected the other child and the rest of the children in the class. Ask them what can be done next time to prevent such fights from occurring and remind them that in whatever situation, hitting or hurting others will not help resolve the conflict. You can then ask the children for ideas on what they can do now to resolve the situation.

In case a fight between and among pupils results to serious physical injuries or death, teachers and school administrators can refer to the various DepEd issuances¹⁰ for proper guidance in handling the case.

RUDENESS

You noticed that one of your Grade 4 pupils has low grades in most of her subjects. You decide to talk to her first before talking to her parents or guardians. When you were talking to her about her grades, she started talking back at you and answering your queries in what you felt was a rude manner.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- The child may not actually be attempting to be rude. It's just that her usual manner of speaking may be misinterpreted as rudeness by others.

10 Procedures in Handling Bullying Incidents in Schools (Section 10, DepEd Order No. 55, s. 2013)

10 Principle of Restorative Justice (Section 15, DepEd Order No. 18, s. 2015)

10 Procedure in the Management of Children-at-Risk (Section 16, DepEd Order No. 18, s. 2015)

10 Procedure in Managing Children in Conflict with the Law (Section 17, DepEd order No. 18, s. 2015)

- ❑ The child may have a very intense reaction to the information given. She may be scared about what will happen to her if she fails in most of her subjects.
- ❑ The child is not yet able to handle and respond appropriately when given feedback.
- ❑ The child may be frustrated because she could not explain herself properly.

Step 2- Now remember your long-term goals.

- ❑ You want the child to know how to control and manage anger or intense feelings.
- ❑ You want the child to be able to communicate using constructive language in any situation.
- ❑ You want the child to be able to respond to any kind of feedback in a non-violent way.



Step 3- In this situation, how can you show warmth?

- ❑ Understand that she is not being disrespectful nor challenging your authority.
- ❑ Do not pre-judge. Understand that sometimes children answer rudely because they could not manage their frustrations or anger.

Step 4- In this situation, how can you provide structure?

- ❑ Control your anger and handle the situation accordingly.
- ❑ Tell the child how you feel when he talks back at you in a rude tone or use rude language.
- ❑ Start your sentence with "I feel..." when talking about the effect of her behavior on you.
- ❑ Remind the child about the class rules. Tell the child that you want to help her perform better in school.

Step 5- Responding with Positive Discipline

Instead of getting angry and punishing the child, calm down and manage your anger. Tell the child, "I feel disrespected when you spoke rudely to me." Mention the exact word that offended you to let her know that words can be hurtful.

Acknowledge the child's feelings of anger, frustration, and fear about the possible consequences of having low grades. Assure her that you want to help her succeed.

Listen to the child's response or explanation. Ask her what she thinks she should do to resolve this issue. Allow the child to analyze the issues and propose solutions. Help the child evaluate the solutions to identify which is best for her.

Teach the child how to express her feelings appropriately and how to react properly in a challenging situation.

IN HIGH SCHOOL

NO ASSIGNMENTS OR PROJECTS

A graduating high school student in your advisory class is in danger of failing. He has several projects in different subjects that he could not submit. There are also projects that he was not able to do.

When you asked him why this is so, he said that he is always running out of time to do the projects.



Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- ▲ The student may have low persistence level.
- ▲ The student may have difficulty managing his time, balancing school work and social life.
- ▲ The student may be pressured by peers to join activities away from school work such as drinking, smoking, etc.
- ▲ The project may not be suited to the student's capability.

Step 2- Now remember your long-term goals

- ▲ You want the student to be able to manage time and balance school work and social life.
- ▲ You want the student to set priorities.
- ▲ You want the student to keep trying even if the projects may be difficult.
- ▲ You want the student to ask for help when he has difficulties.
- ▲ You want the student to become a competent person.

Step 3- In this situation, how can you show warmth?

- ▲ Talk to the student in private.
- ▲ Show concern to the student regarding his performance in school.
- ▲ Provide support and guidance, rather than punishment and criticism.

Step 4- In this situation, how can you provide structure?

- ▲ Provide clear instructions about how to do the projects.
- ▲ Ask the student about possible time-saving strategies that can be used to complete the projects.
- ▲ Provide information about the importance of completing projects.
- ▲ Let him know that he can always ask for your help if he needs it.

Step 5- Responding with Positive Discipline

Instead of telling students that they will fail the subject if they don't comply with the requirements, show support and concern for the student. Ask him if he needs help in doing the project.

Negotiate with him on how he can make up for the assignments and projects. Ask his suggestions on the best possible way to accomplish the task.

The student may need to be shown how learning, projects and assignments may actually improve his work prospects. Relate the student's special skills to what he is learning in class.

Encourage students to help each other in completing assignments (peer-to-peer learning).

CUTTING CLASSES

You are checking the attendance when you notice two of your students are absent. You ask their classmates where they are and learn that they were actually present in their first period class. When you ask their classmates and friends further, you find out that they cut classes not just in your subject but also in other subjects. According to their classmates, they are playing computer games outside the school.

Step 1- What do you think could be the possible reason/s why children might behave that way?

Some reasons could be:

- ▲ The students are bored with the lessons and with their teacher's way of teaching.
- ▲ The students are having difficulties in understanding the lessons and they want to avoid embarrassment if they can't answer the teacher's questions.
- ▲ The students are being pressured by their peers to cut classes and engage in activities outside the school.

- ▲ The students enjoy playing computer games.

Step 2- Now remember your long-term goals.

- ▲ You want your students to be able to express their difficulties about school/ lessons appropriately.
- ▲ You want your students to be able to resist peer pressure.
- ▲ You want your students to be able to set their priorities.

Step 3- In this situation, how can you show warmth?

- ▲ Understand that students have different interests and learning styles. You can make or integrate new and different teaching methods. You can also make the discussions more participatory where everyone can express their opinion.
- ▲ Understand that at this age, socialization and having peer groups are very important for them.
- ▲ Understand that this is the age of challenging authorities, which can involve breaking rules and being adventurous.

Step 4- In this situation, how can you show structure?

- ▲ Manage your anger. Talk to the students privately and calmly.
- ▲ Explain how their absence can affect their understanding of the lessons in your class and their general performance in school.
- ▲ Remind them about the rules you set in class.
- ▲ Ask the students why they are cutting classes. Listen to each student's response and explanation.



- ▲ Provide support if they have difficulties in understanding the lesson.
- ▲ Encourage them to set aside time for attending classes and doing school work and time for socialization and leisure.
- ▲ Ask the students for possible solutions to the problems they have identified.
- ▲ If necessary, ask the assistance of their parents in monitoring their children and motivating them to stop cutting classes.



Step 5- Responding with Positive Discipline

Instead of punishing the students with suspension or assigning unrealistic tasks, talk to them privately and express your concern. Remind them that cutting classes will affect their performance in class and their future.

Find out if they are having difficulties on the lessons and if there is anything you could do to help them on this. Review the way you teach your lessons and consider updating your methodology to fit the interests of your students.

If you think it would help, you may talk to their parents about the students' behavior and seek their support in monitoring their children and encouraging them to stop cutting classes.

Remind them and the whole class about the rules about school attendance and explain the importance of asking for permission if they have to go out of the school.

ABSENTEEISM OR TARDINESS

You are checking your advisory class record and you notice that one of your female students is frequently absent.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- ▲ The student may be sick.
- ▲ When the parents are working, the student has to take care of younger siblings.
- ▲ The student may be suffering from bullying and she does not want to go to school.
- ▲ There is peer pressure to skip school.
- ▲ The student is having difficulties in class because the teaching methods used do not fit her learning style.
- ▲ The student was not able to complete the assignments due on those days and is embarrassed to show up empty-handed.



Step 2- Now remember your long-term goals.

- ▲ You want the student to be able to seek help if she is experiencing difficulties such as bullying.
- ▲ You want the student to be able to resist peer pressure and set priorities.
- ▲ You want her to be a responsible student.
- ▲ You want her to be accountable for her actions.

Step 3- In this situation, how can you show warmth?

- ▲ Through caring gestures and conversations, show the students that she is important to you.
- ▲ Understand that at this age, socialization is very important to students.
- ▲ Talk to the student calmly and privately and let her explain why she is frequently absent.

Step 4- In this situation, how can you provide structure?

- ▲ Provide proper monitoring of the child. You may conduct home visits and talk to her parents or guardians.
- ▲ Remind the student about the school rules.
- ▲ Explain the effects of her behavior on her class performance.
- ▲ Provide ideas on how to manage time and set priorities.
- ▲ Consider the student's learning style and use activities suited to her learning preference such as music, dance, physical activity, or interactive discussion where the student and the rest of the class can participate.



Steps 5- Responding with Positive Discipline

Instead of embarrassing her for always being absent, talk to the student calmly and privately and ask why she is frequently absent. Listen to her explanation and explain the effects of her behavior on her school performance.

Remind her of the class rules and provide tips on how she can manage her time and set priorities. Remind her about the importance of education.

Enhance your teaching methods. Give students more activities suitable to their learning styles, talents, and interests. Lead discussions where they can share their opinion, feel that they belong and that they are important.

VIOLATION OF RULES (SUCH AS VANDALISM)

You are walking through the school corridor when you hear a group of students laughing. You see that some of them have paint on their hands. When you follow them to find out why, you discover that they are painting graffiti at the back of one of the rooms in the school.

Step 1- What do you think could be the possible reason/s why children might behave that way?

Some reasons could be:

- ▲ Students may be bored and are looking for activities to show their talents.
- ▲ Students may want adventure and try new things.
- ▲ Students may be seeking attention.
- ▲ The students perceive vandalism as an avenue to express their feelings or opinions about the school.
- ▲ There may be peer influence to engage in this behavior.

Step 2- Now remember your long-term goals.

- ▲ You want your students to be able to express their feelings and opinions appropriately.
- ▲ You want your students to understand the right to self-expression.
- ▲ You want your students to be able to value and preserve shared spaces.
- ▲ You want your students to be able to observe and follow rules.

Step 3- In this situation, how can you show warmth?

- ▲ Talk to them privately and calmly. Ask for and listen to their explanation for painting graffiti on the room's back wall.
- ▲ Recognize their feelings and their needs.
- ▲ Understand that at this age, students are adventurous and may challenge authority.
- ▲ Understand that at this age, socialization and the need to belong is important to students.
- ▲ Understand that at this age students need to express their identity.
- ▲ Understand that students have very intense emotions and may not be able to express these appropriately.
- ▲ Assure the students that they can trust you with their problems and that you are ready to listen to them.



Step 4- In this situation, how can you provide structure?

- ▲ Ask them if what they are doing is a school sanctioned project. If it is not, explain to them that the room is a shared space and that the graffiti may distract other students from their lessons.
- ▲ Remind them of school rules and why such rules are needed.
- ▲ Remind them that everyone is responsible for protecting school property.
- ▲ Provide ideas on how to express their feelings and opinions in socially accepted ways.

Step 5- Responding with Positive Discipline

Do not punish! Instead of punishing or scolding them, talk to the students calmly and privately. Let them explain their actions. Listen and acknowledge their feelings and opinions.

Assure the students that they can trust you and share with you their problems. Tell them that you are a friend that they can count on.

Ask them how their actions affect school property and other students and school personnel. Discuss how they can better express their identity, opinions, and emotions and still preserve the integrity of school property.

Provide different venues for students to express their opinions and feelings. Remind them also of the school rules and the consequences of violating them.



Part Four: Conclusion

The discussion of the various situations above is aimed at providing guidance to teachers in problem-solving using Positive Discipline to common classroom challenges.

Practicing Positive Discipline involves a thoughtful and holistic approach to your relationships with young people. It may seem more difficult to you right now, but it will help make your interactions with students more respectful and caring, and in the longer term that investment will provide a happier and calmer classroom and school environment. It is a continuous learning process for both teachers and students. It requires commitment and adherence to the rights of the child to be taught and treated with respect while in school.

For further assistance in practicing Positive Discipline, kindly get in touch with Positive Discipline Facilitators, E-Net Philippines, and Save the Children.

Now you are ready to apply the principles of Positive Discipline. As the saying goes:



***“NOW THAT YOU KNOW
BETTER, YOU DO BETTER.”***



A Note on Teachers' Well-Being and Stress Management

Our temperaments also affect our behavior in the classroom. Teacher-student relationships are strongly affected by the match between the student's and the teacher's temperaments. It is very important for us to think of our own temperament to be able to consider how we can adjust our expectations, meet our students' needs, and find ways of resolving conflict without punishment.

There are many resources that can help teachers fight stress. The *Experiential Learning Activities for Positive Discipline in Everyday Teaching*¹⁰ offers the following activities to help teachers and their students deal with stress:

- * Feathers and Paper Plates (p. 10)
- * Shake, Count, Clap (p. 20)
- * Cool My Soup (p. 22)
- * Smell the Flowers... Blow Out the Candles (p. 24)

¹⁰ Pascual, M. et. al. (2015). *Experiential Learning Activities for Positive Discipline in Everyday Teaching*. Unpublished draft June 2015.

The Northern Illinois College of Education (NIU-CEDU) has published methods of stress management for teachers. These methods recommend a simple ABC stress management model where the person first, acknowledges the stress; second modifies his/her behavior; and finally communicates with students and other staff.

A widely recognized proactive stress management method is to maintain a healthy physical state through regular exercise, a nutritious diet and good sleep. Another well-recognized proactive method of combating stress is to maintain a strong mental state: intellectually, emotionally and spiritually. Also, establishing clear classroom expectations can alleviate many of the stressors existing in a classroom between the teacher and students.

" ... There is no ambiguity: 'All forms of physical or mental violence' does not leave room for any level of legalized violence against children. Corporal punishment and other cruel or degrading forms of punishment are forms of violence and the State must take all appropriate legislative, administrative, social and educational measures to eliminate them."

UNITED NATIONS COMMITTEE ON THE RIGHTS OF
THE CHILD, GENERAL COMMENT NO. 8 ON THE
CONVENTION ON THE RIGHTS OF THE CHILD

For Further Reading:

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DEPARTMENT OF EDUCATION
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SAVE THE CHILDREN

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