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Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

June 9, 2026

REGIONAL MEMORANDUM

No. **736** s. 2026

**REITERATION ON THE IMPLEMENTATION OF DEPED'S ANTI-BULLYING
POLICY AND DISSEMINATION OF BULLYING PREVENTION
IEC MATERIALS IN SCHOOLS**

To: Schools Division Superintendents
School District Supervisors
School Heads
All Others Concerned

1. Attached is Memorandum OM-OUOPS-2026-13-1137 from Malcolm S. Garma, Undersecretary for Governance and Operations, dated March 19, 2026, relative to the **Reiteration of the Implementation of DepEd's Anti-Bullying Policy and Dissemination of Bullying Prevention IEC Materials in Schools.**
2. This Office, through the Education Support Services Division (ESSD)- Special Programs and Projects Section (SPPS), requests all Schools Division Offices (SDOs) and public and private schools to read and review the attached DepEd Memorandum for guidance and reference, and to access the IEC Materials through the following link: <https://tinyurl.com/BullyingPreventionIEC2025>.
3. For clarifications and other matters related to this Memorandum and learner rights and protection concerns, concerned offices may coordinate with the DepEd Regional Office VIII Learner Rights and Protection Division through learnershelpline.ro8@deped.gov.ph or with their respective Schools Division Learner Rights and Protection (LRP) Focal Persons.
4. Immediate dissemination of and strict compliance with this Memorandum are desired.

for:
SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Regional Director

Enclosures: As mentioned
References: As mentioned
To be indicated in the Perpetual Index under the following subject:
ANTI-BULLYING
IRR
LRPD

ESSD-SPPS-HRMC



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Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

MEMORANDUM

OM-OUOPS- 2026-13-1137

TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL DISTRICT SUPERVISORS
SCHOOL HEADS
REGIONAL/DIVISION LRP FOCAL PERSONNEL
ALL OTHERS CONCERNED

FROM : MALCOLM S. GARMA
Undersecretary for Governance and Operations

SUBJECT : URGENT REITERATION OF THE IMPLEMENTATION OF
THE DEPED'S ANTI-BULLYING POLICY AND
DISSEMINATION OF BULLYING PREVENTION IEC
MATERIALS IN SCHOOLS

DATE : March 19, 2026

In line with the Department of Education's (DepEd) zero tolerance policy against all forms of abuse, violence, and bullying¹, in schools and DepEd's policy against bullying, this Memorandum is issued in response to reported incidents of bullying and violence in schools.

This initiative aligns with DepEd's strong commitment to respecting, protecting, fulfilling, and promoting the rights of learners, emphasizing DepEd's role as a duty-bearer under the United Nations Convention on the Rights of the Child (UNCRC). Accordingly, as stated in Section 4, Rule III of DO No. 55, s. 2013, all schools are required to implement policies to address bullying, *to wit*:

Section 4. Adoption of Anti-Bullying Policies

All public and private kindergarten, elementary, and secondary schools shall adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions on prohibited acts, prevention and intervention programs, mechanisms, and procedures.

To ensure the operationalization of the aforementioned provision, the following areas of implementation are sought to be addressed:

¹ DepEd Order No. 40, s. 2012.

1. Enhanced Localized Anti-Bullying Policy

The Learner Rights and Protection Division (LRPD) has provided technical assistance to the Regional and Division Offices in developing a Localized Anti-Bullying Policy.

In line with DepEd Order No. 6, s. 2026², which harmonizes all DepEd policies related to ensuring a safe learning environment, schools are further guided to ensure that their localized anti-bullying policies are aligned with existing DepEd issuances on learner protection. Specifically, under Section VI. Prevention Strategies of the DepEd Order, all public schools and Community Learning Centers (CLCs) are required to adopt a localized anti-bullying policy that reflects learners' and community needs. Such policy shall be submitted to the Schools Division Office (SDO) and integrated into the Learner Handbook. Private schools are likewise encouraged to adopt similar measures aligned with DepEd issuances.

Further, as provided in Annex D of the said DepEd Order, schools and CLCs may refer to the Anti-Bullying Policy Template for Schools, which may be adopted in full or in part, as appropriate to their operations, ensuring alignment with the provisions of the Order and other related issuances.

In line therewith, the LRPD last October of 2024 and January of 2025 led the conduct of the "Bullying Prevention Program: Review, Revisiting, Updating, and/or Crafting of a Localized Anti-Bullying Policy and Code of Conduct." Participants thereto are expected to submit their localized anti-bullying policy and code of conduct.

A copy of the output per regional office and schools division office may be accessed at this link:

https://drive.google.com/drive/folders/18YL4v9tgr_VxXdtuvJmzilZ3nCvFdYGG

or

<https://tinyurl.com/RO-AntiBullyingPolicy>

Review and alignment of the draft Anti-Bullying Policies is requested to align with the Revised IRR of RA 10627 or the "Anti-Bullying Act of 2013", as well as with the provisions of DepEd Order No. 6, s. 2026. The developed and uploaded localized anti-bullying policies emphasize the duties and responsibilities of each governance level, including a code of conduct, which helps define the appropriate behavior expected from each stakeholder. This ensures that learners, school personnel, and parents understand their responsibilities and act in line with the values promoted by DepEd. However, implementing the Code of Conduct and Localized Anti-Bullying Act in schools requires prior discussion and consultation among all stakeholders.

In support thereof, a copy of a "Model DepEd School-Based Child Protection and Anti-Bullying Policy" from the Stairway Foundation Inc. (SFI) is added and is accessible at the same link.

² DepEd Order No. 6, s. 2026. Guidelines on Ensuring a Safe and Motivating Learning Environment

By virtue of DepEd Order No. 3, s. 2021, which established the Child Protection Unit and the Child Rights and Education Desk, later merged into the Learner Rights and Protection Division (LRPD), all reports related to the implementation of learner rights and protection must be submitted to the LRPD.

Further, the school's Child Protection Committee (CPC)³ shall convene as the Anti-Bullying Committee. The CPCs are reminded to organize and convene to guarantee that the members are fully aware of their functions. As guidance, an advisory on the use of the functionality tool shall be issued separately.

2. Posting of Information, Education, and Communication (IEC) Material and Incorporating Anti-Bullying Reminders During Flag Raising Ceremonies and Daily Announcements

To intensify our efforts to address the issue of bullying and violence in schools, the following information, education, and communication (IEC) materials are to be disseminated at the school level. The IEC materials may be accessed at this link:

https://www.canva.com/design/DAGrz83I5uQ/qxTAGNFDHdXfYPRXWEAwg/edit?utm_content=DAGrz83I5uQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

OR

<https://tinyurl.com/BullyingPreventionIEC2025>

These IEC materials provide reminders to our learners of their right to be protected from bullying and violence in school, as well as their overarching duty and responsibilities to advocate for their peers' rights by becoming upstanders – learners who stand firm against bullying and bullies and advocates. The IEC material depicts the importance of balancing learners' rights with their responsibilities, reinforcing their important role in creating a safe learning environment. DepEd's core values of becoming *Maka-Diyos, Makatao, Makakalikasan, at Makabansa* are incorporated in the material. Moreover, schools are not precluded from designing their own IEC Materials, provided that the messaging aligns with DepEd's mandates and includes the DepEd LRPD-LTCCH's contact number and/or Regional Helpline numbers. Region and Division Offices and Schools may download the materials to include their localized reporting numbers.

Funding for printing the proposed IEC materials may come from Regional Funds or the school's maintenance and other operating expenses (MOOE), as applicable. Additionally, to support our advocacy, the LRPD and the Bureau of Learner Support Services (BLSS) have allocated Program Support Funds (PSF) for the Learner Rights and Protection (LRP) on Wheels and the *Bullying Prevention Caravan Reinforcing Kindness and Empathy*. The guidelines for using these PSF are outlined in Office Memorandum No. OUOPS-2025-07-02351 titled, "Implementing Guidelines on the Allocation, Utilization, Documentation, and Reporting of Program Support Funds (PSF) for the Field Implementation of the Learner Support Programs for Financial Year (FY) 2025."

³ Section 10, DepEd Order No. 40, s. 2012 or DepEd Child Protection Policy

3. Reminders During Flag Raising Ceremony

In addition, the uploaded IEC material contains a reminder statement intended for use during flag-raising ceremonies or school announcements. Its purpose is to reinforce that bullying and violence have no place in schools, and to highlight the importance of showing kindness and empathy toward oneself, others, and the community. These values are essential to creating a better learning environment and contributing to the progress of our nation.

4. Installation of Closed-Circuit Television (CCTV) in the School's Common Areas

To deter potential misconduct, schools with sufficient resources are advised to install closed-circuit television (CCTV) systems as part of DepEd's efforts to enhance campus safety. Before installation, however, schools are reminded to comply with constitutional and administrative requirements and to conduct scheduled consultations with learners, school personnel, parents, and other stakeholders to ensure that privacy and data protection standards are fully observed.

5. Implementation of Random Bag Inspection to Deter the Bringing of Potential Weapons or Contraband

The school's duty to safeguard learners and personnel is of utmost importance. Conducting a school search is allowed when the actions taken are reasonably connected to the purpose of the search. Its scope must also remain appropriate, meaning the measures used should be aligned with the search objective and should not be overly intrusive.

In simpler terms, school personnel may carry out a bag inspection as long as the following conditions are satisfied:

- a. Justified search/inspection – there is reasonable ground for suspecting that a learner violated a law;
- b. The measures adopted for the search/inspection are not excessively intrusive in the light of the age of the learner and the nature of the infraction.

Implementing random bag inspections in schools helps maintain a safe environment for both learners and personnel.

6. Accessibility of the Learners' TeleSafe Contact Center Helpline and the Establishment of the Regional Learners' TeleSafe Helpline

To improve access to reporting and support services, Regional Offices are directed to establish a Regional Learners' Helpline that responds to diverse needs and aligns with the region's geographic conditions. This helpline should be reachable through multiple platforms, including landline, text messaging, email, messenger, and an on-site help desk located at the regional office. Its contact information must be prominently displayed on all IEC materials distributed or posted in schools.

The aforementioned DepEd initiatives are designed to foster a safer learning environment, consistent with DepEd's 5-Point Reform Agenda, which emphasizes creating an enabling learning environment and promoting the overall well-being of learners.

For strict compliance.

Thank you very much.

[BLSS-LRPD|ASPR]



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Doc. Ref. Code	OM-OUOPS	Rev	01
Effectivity	03.23.23	Page	5 of 5



Certificate No. PNP 0281
22 03 0065

**REVISED IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC
ACT NO. 10627 OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF
2013**

RULE I. GENERAL PROVISION

Section 1. Title. – These rules and regulations shall be referred to as the Revised Implementing Rules and Regulations (Revised IRR) of the “Anti-Bullying Act of 2013”.

Section 2. Scope and Coverage. – Unless otherwise specifically provided in the subsequent sections, the provisions of this IRR shall apply to all public and private basic education schools and Community Learning Centers (CLCs), including those granted authority and/or supervised by the Department of Education (DepEd), such as Philippine Schools Overseas and International Schools.

Section 3. Declaration of Policy. – The State recognizes education's vital role in human capital development, socio-economic equality, inclusive growth, sustainability, and fulfillment of human rights. Towards this end, educational institutions shall cultivate humanism, respect for rights, strengthen ethical and spiritual values, develop moral character and personal discipline, and create safe, inclusive environments through the development of comprehensive anti-bullying policies aimed at:

- a. Promoting safe learning environments which ensure that educational institutions are free from bullying and violence and fosters an atmosphere that is conducive to learning;
- b. Upholding children's rights, ensuring that every child has the right to express their views and have those views considered in matters affecting them;
- c. Developing character and social-emotional skills to cultivate positive character traits such as empathy, kindness, respect, and responsibility while equipping children with essential social and emotional skills to navigate relationships effectively, manage emotions, and resolve conflicts constructively; and
- d. Fostering positive school climate by requiring schools to proactively create and maintain a learning space where every learner feels physically, emotionally, and socially secure and cultivating a culture where respect, empathy, and understanding are consistently modeled and reinforced.

RULE II. DEFINITION OF TERMS

Section 4. Definition of Terms. – As used in this Revised IRR, the following terms shall mean or be understood as follows:

- a. **“Act”** refers to Republic Act (RA) No. 10627, otherwise known as the “Anti-Bullying Act of 2013”;
- b. **“Alternative Learning System (ALS)”** refers to a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both nonformal and informal sources of knowledge and skills;
- c. **“ALS Learner”** refers to out-of-school children in special cases, out-of-school youth, and out-of-school adults which include, among others, indigenous peoples, learners with disabilities, teenage mothers, socioeconomically disadvantaged learners, children in conflict with the law, persons deprived of liberty, rebel returnees, learners in emergency situations, and other marginalized sectors who have not completed basic education and are enrolled in the ALS Program;
- d. **“Bully”** refers to any learner who commits acts of bullying as defined by the Act or this Revised IRR;
- e. **“Bullying”** refers to any severe, or repeated use by one or more learners of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another learner that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to their property; creating a hostile environment at school for the other learner; infringing on the rights of another learner at school; or materially and substantially disrupting the education process or the orderly operation of a school such as but not limited to the following forms:
 - i. **Physical Bullying** refers to any unwanted physical contact between the bully and the victim, like punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head locking, grappling, inflicting school pranks, teasing, fighting and the use of any available objects as weapons;
 - ii. **Psychological or Emotional Bullying** refers to any act that causes damage to a victim’s psyche and/or emotional well-being;
 - iii. **Verbal Bullying** refers to any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, teasing, name-calling, tormenting, taunting, threats, cursing, making offensive jokes, and commenting negatively or inappropriately on victim's looks, clothes and body; and all forms of aggression involving the use of written or spoken language to demean, harm, or exert power over another learner;

- iv. **Cyber-bullying** refers to all forms of bullying, including online harassment, carried out through the use of technology or any electronic means such as, but not limited to, texting, emailing, instant messaging, chatting, trolling, spamming, posting hurtful comments, or posting of inappropriate photos and videos;
- v. **Social Bullying** refers to a form of bullying that aims to damage the social reputation of a learner or a group of learners, including but not limited to relationships affecting the victim's social standing. Such acts include, but are not limited to, deliberate, repetitive, or aggressive social behavior against learners with disabilities, learners who are members of indigenous or ethno-linguistic groups, and learners who are part of religious groups, among others;
- vi. **Gender-based bullying** refers to any act that humiliates, excludes a person or targets individuals based on their gender or perceived gender identity and gender expression. It includes acts that create an intimidating, hostile, or humiliating environment for the victim such as unwanted sexual remarks or actions, and the use of sexist, homophobic, misogynistic, or transphobic remarks, among others.
- f. **“Bystander”** refers to any person who witnesses or has personal knowledge of any actual or perceived incidents of bullying or retaliation as defined by this Revised IRR;
- g. **“Community Learning Center (CLC)”** refers to a physical space to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. It is a venue for face - to - face learning activities and other learning opportunities for community development and improvement of the people's quality of life;
- h. **“Hostile environment”** refers to the situation where unwelcome or offensive behavior creates an intimidating, unfriendly, aggressive, or abusive atmosphere for the victim and upstander, among others;
- i. **“Learner”** refers to a pupil or student, or a learner in the alternative learning system;
- j. **“Philippine Schools Overseas”** refers to a private educational institution operating outside the Philippines and implementing the Philippine basic education curriculum with a permit or recognition from the Department of Education, wherein its operation is in accordance with the laws of the Philippines and its host country;
- k. **“Precursor to Bullying”** refers to acts, whether physical or through the use of technology or any electronic means, which indicate that bullying may occur or that a learner is starting to bully or to be bullied;

- l. **“Retaliation”** refers to acts which include any form of intimidation, reprisal, or harassment, against a person who reports bullying, or who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying;
- m. **“School Personnel”** refers to all persons working for an educational institution, which includes the following:
 - i. **Teacher** refers to a person who is directly engaged in teaching or in the delivery of instruction in the elementary and secondary levels (junior high school and senior high school), whether on a full-time or part-time basis, in schools and CLCs.
 - ii. **Non-Teaching Personnel** refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement agency outcomes, but do not involve nor directly support the actual conduct of teaching or delivery of instruction.
 - iii. **Related-Teaching Personnel** refers to a person whose primary duties and responsibilities contribute to the delivery of basic education services and achievement of agency outcomes, through the provision of direct support to teaching and the delivery of instruction, such as standard setting, policy and program formulation, research, and sector monitoring and evaluation;
- n. **“Service Provider”** refers to any person who is not school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel;
- o. **“Victim”** refers to any learners to whom acts of bullying or retaliation, as defined by the Act or this IRR are directed; and
- p. **“Upstander”** refers to a person who speaks, acts or intervenes on behalf of a learner being bullied, including but not limited to getting help from a trusted adult.

Section 5. Adoption of Standard Anti-Bullying Policies. – All public basic education schools and CLCs shall adopt and operationalize the standard anti-bullying policies to be cascaded by the DepEd Central Office. Nothing shall preclude the Schools Division Office from aligning the standard anti-bullying policies appropriate to their social context to address the existence of bullying in their respective institutions.

Private basic education schools are likewise required to adopt and operationalize anti-bullying policies, which should, at minimum, align with the standard policy released by the DepEd Central Office.

Section 5.1. Standard Anti-Bullying Policies in ALS. – DepEd shall establish guidelines on the Standard Anti-Bullying Policies applicable to ALS, specifically addressing instances of bullying that occur within CLCs or other learning spaces.

Section 6. Minimum Provisions in the Standard Anti-Bullying Policy. – The standard anti-bullying policy shall be updated every three (3) years, and at the minimum, shall include provisions on the following:

- a. School-wide prevention programs to prevent bullying incidents;
- b. Intervention Programs for all parties involved in bullying to include others who may be affected by the bullying incident;
- c. Prohibited acts and clear definitions of bullying behaviors and examples;
- d. Range of disciplinary administrative sanctions that consider the nature and gravity of the offense committed by the bully and the necessary, appropriate interventions;
- e. Roles and responsibilities of the school, teacher, other school personnel, other local key stakeholders, and learners, including parents or parent substitutes;
- f. Clear procedures and strategies for the following:
 - i. Proper information dissemination and communication, including orientation, on anti-bullying policies and programs;
 - ii. Reporting acts of bullying, precursors to bullying or retaliation including enabling students to anonymously report the same;
 - iii. Responding promptly to and investigating reports of bullying or precursors to bullying;
 - iv. Assessing whether there is a need for further intervention on all involved learners;
 - v. Restoring a sense of safety for all the parties involved;
 - vi. Protecting a person who reports acts of bullying, retaliation, precursors to bullying, or provides information relative thereto; and
 - vii. Providing intervention programs such as counseling, or any other appropriate forms of aid necessary for victims of bullying.
- g. Resources for support and provision of appropriate referral or strategy, including contact information for school personnel, other government agencies, and external organizations;

- h. Educating students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms of such school for the anonymous reporting of acts of bullying or retaliation;
- i. Educating parents and guardians about the dynamics of bullying, the anti-bullying policies of the school and how parents and guardians can support and reinforce such policies at home; and
- j. Maintaining a public record of relevant information and statistics on acts of bullying or retaliation in school: *Provided*, That, the names of learners who committed acts of bullying or retaliation shall be strictly confidential and only made available to the school administration, teachers directly responsible for the said learners, and parents or guardians of learners who are or have been victims of acts of bullying or retaliation.

Section 7. Inclusion of the standard Anti-Bullying policies in the school's handbook. – The standard anti-bullying policies shall be incorporated in the student and employee handbook and posted in at least three (3) conspicuous places on the school premises. These policies shall likewise be posted on the school's website or social media accounts, if applicable, and discussed during the opening of the school year at the parents' and learners' orientation.

Section 8. False Accusation of Bullying. – If the learner, after an investigation, is found to have knowingly made a false accusation of bullying, the said learner shall be subjected to disciplinary actions or to appropriate interventions in accordance with the existing rules and regulations of DepEd or the private school.

RULE III. PROHIBITED ACTS

Section 9. Prohibited Acts. – The following acts are prohibited:

- a. All forms of bullying as provided under Section 4(e) of this IRR;
- b. Bullying:
 - i. at the school grounds;
 - ii. at the property immediately adjacent to school grounds up to a two- (2)kilometer radius from the school;
 - iii. at school-sponsored or school-related activities, functions, or programs, whether on or off school grounds;
 - iv. at school bus stops;
 - v. at school buses or other vehicles owned, leased, or used by a school; or

- vi. using technology or an electronic device owned, leased, or used by a school;
- c. Bullying at a location, activity, function or program that is not school-related, through the use of technology or an electronic device that is not owned, leased or used by a school if the act or acts in question create a hostile environment at the school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school; and
- d. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

RULE IV. ROLES AND RESPONSIBILITIES

Section 10. The Department of Education (DepEd). –

Section 10.1 Central Office. – The DepEd Central Office shall:

- a. Develop the framework and standards for Anti-Bullying Programs such as but not limited to information dissemination campaigns, training programs, or activities, which will provide opportunities for teaching, teaching-related, non-teaching personnel, and parents and parent substitutes to develop their knowledge and skills in preventing or responding to any bullying act;
- b. Plan, implement, coordinate, monitor, and evaluate programs, projects, and activities, including intervention mechanisms, related to bullying management;
- c. Initiate training programs and activities, through its relevant strands and bureaus, including the Bureau of Human Resource and Organization Development (BHROD), Bureau of Learning Delivery (BLD), the National Educators' Academy of the Philippines (NEAP), to provide opportunities for school personnel to develop their knowledge and skills in addressing bullying issues;
- d. Formulate policies and guidelines, in coordination with concerned offices, on all matters to minimize bullying issues and incidents;
- e. Provide technical assistance and support to the field offices based on the reports submitted;
- f. Coordinate with various offices of the Department to give due emphasis in integrating bullying prevention and life skills in the curriculum;

- g. Engage with the stakeholders, private educational institutions, and other national government agencies, local government units, non-government organization, and other key education partners in the implementation of this IRR;
- h. Establish guidelines regarding anti-bullying policies applicable to ALS specifically addressing instances of bullying that occur within CLCs or other learning spaces;
- i. Monitor and assess the national implementation and enforcement of this Revised IRR;
- j. Establish and maintain a monitoring and reporting mechanism for all bullying-related concerns and a central repository of reports focusing on the number of incidents of bullying including the interventions taken and status of cases, results of investigations undertaken to verify the details made in complaints, and the sanctions imposed;
- k. Formulate review and regularly update the intake sheets and annual bullying reports or its equivalent to ensure that it is responsive to changing circumstances;
- l. Monitor, evaluate, and report, the cases and incidents of bullying annually to the Secretary and to the Executive Committee;
- m. Regularly review and revise the performance indicators of offices and ensure the implementation of contextualized and comprehensive anti-bullying policies to promote the proper recording of bullying cases;
- n. Review, update, and issue guidelines regarding the designation of learner formation officer; and
- o. Transmit a comprehensive report of bullying to the Committee on Basic Education of both the House of Representatives and the Senate.

Section 10.2 Regional Offices. – The Regional Offices shall:

- a. Encourage, support and ensure implementation of anti-bullying campaigns and capability-building activities on handling bullying cases;
- b. Provide technical assistance and support to the Schools Division Offices (SDO), including the development and implementation of prevention and intervention programs, based on the reports submitted by the SDOs;

- c. Engage with the stakeholders and encourage activities related to anti-bullying campaigns initiated by the stakeholders;
- d. Create and implement clear and concise methods for reporting of bullying cases, including anonymous reporting, walk-ins, calls on a designated hotline, or any other potential methods as may be deemed appropriate;
- e. Monitor, assess, and evaluate the implementation and enforcement by public and private schools of this Revised IRR in the Region through the:
 - i. Development of a monitoring tool with the technical assistance from the Central Office, if needed, in checking the effectiveness of the school's adoption of anti-bullying policies and its prevention and integrating it to monitoring on school-based management;
 - ii. Use of feedback to refine the monitoring tool and enhance technical assistance offerings;
 - iii. Implementation of periodic quality assurance reviews of the anti-bullying policies created by schools and the implementation of such; and
 - iv. Submit consolidated annual reports of the cases, implementation, and interventions to the Central Office;
- f. Ensure that the standard Anti-bullying policy is properly disseminated and enforced by the SDO; and
- g. Submit a report of incidents and cases of bullying at the regional level to the Central Office.

Section 10.3. Division Offices. – The Division Offices shall:

- a. Designate a focal person in the Division Office who shall be responsible for coordinating and overseeing the implementation of the Act and this revised IRR;
- b. Conduct information dissemination and capacity building activities for school heads, teachers, school counselors, school counselor associates, learner formation officers, and other school personnel;
- c. Monitor the adoption of the standard anti-bullying policies in all public and private elementary and secondary schools within the

Division and maintain a repository of such policies, and submit reports on compliance to the Regional Office;

- d. Consolidate annual reports on incidents and cases of bullying of all schools in the Division and submit a Division Report to the Regional Office. The consolidated reports should include recommendations for policy improvements based on the data gathered;
- e. Assess and evaluate the implementation and enforcement by public and private schools and CLCs of this Revised IRR through the creation of channels for schools to share their experiences and challenges in implementing anti-bullying policies;
- f. Review the anti-bullying policies submitted by the schools and CLCs to ensure compliance with this Revised IRR;
- g. Resolve appeals in bullying cases in both public and private schools and CLCs pursuant to the existing rules and regulations of DepEd;
- h. Provide technical assistance and support to aid in the development and implementation of prevention and intervention programs of schools and CLCs, as necessary;
- i. Coordinate with appropriate offices and other agencies or instrumentalities for assistance, as may be required, in the performance of its functions; and
- j. Engage the stakeholders and encourage activities related to anti-bullying campaigns initiated by them.

Section 11. Schools and CLCs. – All public and private schools and CLCs shall have the duty to protect their learners from all forms of violence and bullying, taking a proactive approach in responding to behavior exhibited by learners officially registered in their respective institutions. The minimum roles and responsibilities of the members of the school community in handling and resolving bullying cases, which include all school personnel, learners, parents, and parent-substitutes are established in the succeeding sections.

Section 11.1. Responsibilities of School Personnel. – Specific roles and responsibilities of all school personnel shall include, but are not limited to, the following:

- a. **Principal/School Head.** – The principal or school head shall:
 - i. Designate a Learner Formation Officer to handle bullying incidents, taking into consideration the population of the school and the historical data on the prevalence of bullying. In

no case shall the school counselor and school counselor associate be designated as a Learner Formation Officer;

- ii. Adopt, implement, and oversee the effective implementation of the standard anti-bullying policy in accordance with this Revised IRR;
- iii. Coordinate with the concerned local government unit for aid in the implementation of anti-bullying policies and programs;
- iv. Ensure that parents are informed of the learners involved in the incidence of bullying or retaliation;
- v. Report, refer, and monitor all cases or incidents related to bullying and ensure that bullying incidents investigated and resolved within the period indicated in the school's policies;
- vi. Monitor, evaluate, and assess the implemented plans, programs, and policies;
- vii. Spearhead advocacy activities or orientations on anti-bullying programs and procedures for reporting bullying cases for learners, school personnel, parents or parent-substitutes;
- viii. Lead the consolidation and maintenance of a public record of relevant information and statistics on acts of bullying and retaliation in the school;
- ix. If it is determined that bullying or retaliation, including precursors to bullying, has occurred:
 - a) Notify law enforcement should they believe that criminal charges under the Revised Penal Code may be pursued against the bully;
 - b) Take appropriate disciplinary administrative action;
 - c) Notify the parents or guardians of the bully;
 - d) Notify the parents or guardians of the victim of the incident and of the action/s taken to prevent any further acts of bullying or retaliation; and
 - e) Should the incident involve learners from more than one school, the school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school so that both may take appropriate action.

- b. **School Counselor/School Counselor Associate.** – The school counselor or school counselor associate shall support all learners through the following:
- i. Conduct learning sessions or activities for teachers and other school personnel in handling bullying cases;
 - ii. Conduct regular awareness-raising programs, at least annually, with school stakeholders, including but not limited to parents or parent-substitutes, learners, and school personnel, to prevent and address bullying incidents;
 - iii. Ensure the safety and well-being of the victim of bullying, the bully, upstander and the bystander, determine their needs for protection and appropriate intervention, and ensure that these are provided to them;
 - iv. Refer cases to the appropriate offices and other agencies or instrumentalities or non-government organizations for appropriate assistance and intervention, as required by the circumstances;
 - v. Monitor learners who have gone through third-party intervention to ensure their continuous improvement and attendance in the intervention program; and
 - vi. Attend and participate in capacity-building and seminars relevant to counseling.
- c. **Learner Formation Officer.** – The Learner Formation Officer is responsible for maintaining a safe and respectful learning environment by enforcing school policies and managing learner behavior. Further, it shall be their task to:
- i. Provide learners and their parents and/or parent-substitutes with a copy of the anti-bullying policy adopted by the school;
 - ii. Enable learners to anonymously report bullying or retaliation and provide clear instructions on how to make an anonymous report: Provided, however, that no disciplinary or administrative action shall be taken against a bully solely on the basis of an anonymous report;
 - iii. Handle and resolve bullying complaints and cases, and ensure that the rights of the victim, the bully, the upstander, and the bystander are protected and upheld during the conduct of the investigation while maintaining confidentiality throughout the process;

- iv. Maintain a public record of relevant information and statistics on acts of bullying and retaliation in school: Provided, that the names of learners who committed acts of bullying or retaliation shall be strictly confidential and be made available only to the school administration, teachers directly responsible for the said learners who are or have been victims of acts of bullying or retaliation; and
 - v. Render desk duty for at least two (2) hours a day for sessions or consultations with learners, school personnel, and parents or parent-substitutes for purposes of reporting and inquiries.
- d. **Teaching and Non-Teaching Personnel.** – All teaching and non-teaching personnel shall work together collaboratively to immediately address and respond to all cases of bullying. Further, it shall be their task to execute the following:
- i. Participate in and promote all bullying prevention and intervention measures mandated by the Revised IRR, including ongoing training and professional development on effective strategies in addressing and reporting bullying issues;
 - ii. Aid victims of bullying or those who are experiencing precursors to bullying;
 - iii. Report to the designated school authorities any incident of bullying or any of the precursors to bullying that may be taking place within school property or within a two (2) kilometer radius of the school's property, including incidents already resolved by the teacher or other school personnel;
 - iv. Create and maintain a positive school environment which allows learners to safely report incidents of bullying by regularly monitoring learner interactions and identifying bullying behaviors; and
 - v. Establish and maintain teacher-parent collaboration to prevent and address bullying concerns.

Alongside these responsibilities, the principal or school head, school counselor, school counselor associate, and learner formation officer shall convene on a quarterly basis to review all reports of bullying to ensure the prompt handling of all cases and to properly assess the effectiveness of all prevention and intervention strategies adopted.

Section 11.2. Role of the Learners in the Prevention of Bullying. – Learners shall actively participate in all measures to prevent bullying. It shall be their duty and responsibility to:

- a. Actively participate in and cooperate with all prevention, intervention, and related measures implemented by the school to address bullying and its precursors;
- b. Familiarize themselves with the relevant anti-bullying policies;
- c. Refrain from engaging in any conduct that may be classified as bullying or that may contribute to an environment conducive to bullying; and
- d. Report all incidents of bullying or precursors to bullying that come to their attention.

Section 11.3. Role of Parents and Parent-Substitutes. – Parents and parent-substitutes shall be encouraged to:

- a. Actively participate and cooperate with all prevention, intervention and related measures concerning anti-bullying initiatives implemented by the school;
- b. Familiarize themselves with the relevant school plans, programs, and policies related to anti-bullying;
- c. Cooperate with school authorities in managing incidents of bullying that involve their child/children;
- d. Adopt positive discipline strategies when addressing behavioral issues with their child/children; and
- e. Report any incidents of bullying or precursors to bullying that came to their attention to the designated school authorities.

RULE V. RULES OF PROCEDURE

Section 12. Procedure in Commencing Actions in Cases of Bullying. – In cases of bullying incidents, an action may be commenced by the student, his/her representative or any school personnel through the filing of a Complaint before the disciplining authority, including the Learner Formation Officer, as designated by the school in its policy.

The commencement of any action under RA 10627 and this Revised IRR shall not prejudice the right to file any other action pursuant to other laws, as may be appropriate.

Section 13. Action on the Complaint and Period to Render Decision. – The disciplining body shall investigate and resolve the complaint within thirty (30) days from its filing.

Section 14. Appeal to the Division Offices. – The party adversely affected by the decision of the disciplining body may appeal the decision to the Division Offices.

Section 15. Appeal to the Regional Offices. – The decision of the Division Offices, as appealed by a party, may be reversed or sustained by the Regional Offices through an appeal filed by the party.

Section 16. Appeal to the Secretary. – The decision of the Regional Offices may be further appealed to the Undersecretary of the Legal and Legislative Affairs by authority of the Secretary of DepEd. However, this authority given to the Undersecretary does not preclude the Secretary from directly issuing a decision on the appeal.

The decision of the Undersecretary or the Secretary, as the case may be, is final and executory.

Section 17. Motion for Reconsideration. – No motion for reconsideration will be entertained throughout the process of appeal.

Section 18. Period of Filing Appeals. – The party adversely affected by a decision may appeal the same in accordance with the procedure as stated in these Rules within ten (10) days from receipt thereof. If no appeal is filed within the ten (10)-day period, the decision shall be considered final and executory.

RULE VI. PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

Section 19. Prevention Programs. – All public and private schools and CLCs shall implement bullying prevention programs for all learners, regardless of their risk or vulnerability. Such programs shall be comprehensive, multi-faceted and shall involve all education stakeholders and personnel. It shall also include school-wide initiatives that will foster a positive learning environment, adopt a whole-school approach to safety, and implement evidence-based interventions.

The programs may contain, among others:

1. School-wide initiatives centered on:
 - a. Positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships, and the understanding of and respect for individual differences;

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

2. Classroom-level initiatives that focus on:

- a. Reinforcing school-wide rules pertaining to bullying;
- b. Building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
- c. Discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
- d. Teaching positive online behavior and safety, and how to recognize and report cyberbullying; and
- e. Providing an inclusive and caring learning environment for learners.

3. Parental involvement in bullying prevention activities, such as:

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

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

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

Section 20. Intervention Programs. – All public and private schools and CLCs shall develop intervention programs and strategies to promote the continuity of comprehensive anti-bullying policies.

Intervention refers to a series of activities which are designed to address issues or circumstances that influence the commission of bullying and its effects. It may include programs such as counselling, life skills training, education, and other mental health and psychosocial support activities that will enhance the psychological, emotional and psychosocial well-being of the victim, the bully, the bystander, the upstander, and the school community. Such programs may:

- a. involve activities that will address acts of bullying;
- b. emphasize formative and corrective measures rather than punishment;
- c. conform to principles of child protection and positive and non-violent discipline;
- d. help the victim, the bully, the upstander, and the bystanders understand the bullying incident and its negative consequences;
- e. provide opportunities to practice prosocial behavior; and
- f. facilitate referrals to external service providers to ensure learners receive appropriate support, including specialized medical attention, for issues beyond the school's capacity to manage.

RULE VII. MECHANISMS AND PROCEDURES IN HANDLING BULLYING INCIDENTS IN SCHOOLS.

Section 21. Handling of Bullying Incidents in Schools. –

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

2. **Procedures.** – Consistent with the provisions of this Act, all public and private basic education schools shall adopt anti-bullying measures with minimum response standards, such as, immediate response and reporting,

thorough investigation, intervention programs, adherence to due process, and appropriate referrals.

3. **Due Process.** – In all cases where a penalty is imposed on the bully, the following minimum requirements of due process shall be complied with:
- a. The learners and the parents or parent-substitute shall be informed of the complaint in writing;
 - b. The alleged bully shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or the parent-substitute;
 - c. The decision of the school head shall be in writing, stating the facts and the reasons for the decision; and
 - d. The decision of the school head may be appealed in accordance with the appeal procedure under Rule V of this Revised IRR.

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

- a. **First Level of Discipline.** – This level of discipline applies to precursors to bullying or bullying behaviors that can be classified as “minor bullying acts.”

Minor bullying acts involve less severe actions that do not pose immediate physical, or psychological, or emotional harm, but still disrupt the learning environment and these behaviors can often be handled through direct intervention and guidance from teachers.

For minor bullying acts, the teacher, upon observing or being informed of a minor bullying case, shall immediately conduct an initial assessment and resolve the issue with appropriate interventions, while still ensuring that such cases are duly documented and reported.

In cases where minor bullying behaviors persist despite intervention or escalate into more serious incidents of bullying, teachers shall refer these cases to the Learner Formation Officer for further action in accordance with established school policies on bullying.

- b. **Second Level of Discipline.** – This level of discipline applies to bullying behaviors that can be classified as “serious bullying acts.”

Serious bullying acts are severe or repeated behaviors that go beyond minor offenses, which may pose immediate physical or psychological, or emotional harm, and necessitate a formal proceeding and require the intervention of the Learner Formation Officer or designated school personnel.

- c. **Third Level of Discipline.** – This level of discipline applies to acts of bullying that cannot be resolved by the teacher at the classroom level or by the Learner Formation Officer. These include more severe or complex situations as these incidents require a higher level of intervention due to their potential impact on learner safety and well-being.

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

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

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

6. **Applicability of Republic Act No. 9344, as Amended, and Other Related Laws.** – If the bullying incident or retaliation results in serious physical injuries or death, the case shall be handled in accordance with the provisions of Republic Act 9344 or the " Juvenile Justice and Welfare Act," as amended by RA No. 10630, along with its Implementing Rules and Regulations and other applicable laws, as warranted by the circumstances surrounding the bullying incident.

RULE VII. MISCELLANEOUS PROVISIONS

Section 22. Confidentiality. – Any information relating to the identity and personal circumstances of all parties involved in a bullying or retaliatory incident shall be treated with the utmost confidentiality by all parties that collected the said data, including but not limited to the school head or school

principal, teachers, school counselor or school counselor associate, and parents or parent-substitutes. Furthermore, all personal information, sensitive personal information, and/or privileged information collected shall be subject to the rules and regulations set forth in Republic Act No. 10173, or the Data Privacy Act of 2012 and its IRR.

Any school personnel who commits a breach of confidentiality shall be subject to appropriate administrative action in accordance with the existing rules and regulations of the DepEd or in the private school, without prejudice to any civil or criminal action.

Section 23. Reportorial Requirements. – All public and private basic education schools shall submit annually a copy of their updated policies, case reports, and intervention programs to combat and resolve all issues involving bullying to the Division Office within six (6) months from the effectivity of this IRR.

The schools shall also submit to the Division Office within the first week of each school year a report on cases of bullying, including precursors to bullying, interventions done, statistics on all occurrences involving bullying from the preceding school year, and other relevant information

Section 24. Sanctions for Non-compliance. –

Section 24.1. Public Schools. – School personnel of public elementary or secondary schools who fail to comply with the provisions of the Act or this Revised IRR shall be subject to administrative proceedings in accordance with the Civil Service Rules and other relevant issuances of DepEd.

The school administrator shall be held accountable for the non-compliance with the anti-bullying policy of the school. Further, the zero reporting of incidents of bullying shall not automatically be construed as a reflection of positive performance of the school.

Section 24.2. Private Schools. – School personnel of private elementary or secondary schools who fail to comply with the provisions of the Act or this Revised IRR shall be subject to appropriate disciplinary sanctions as may be imposed by the private school. A copy of the decision in such cases shall be submitted to the DepEd.

Private schools that fail to comply with the requirements of the Act or this Revised IRR shall be subject to appropriate administrative proceedings governing private schools.

Section 24.3. Secretary of Education. – The Secretary of the DepEd, through the Regional Director, may suspend or revoke, as may be appropriate, the permit or recognition of a private school that fails to comply with the requirements under the Act or this Revised IRR.

Section 25. Guidelines. – DepEd may formulate additional guidelines to implement the components of the adoption of the Revised IRR of the Anti-Bullying Act, as may be necessary.

Section 26. Separability Clause. – If any provision of this Revised IRR is declared invalid and/or unconstitutional, the remainder thereof not otherwise affected shall remain in full force and effect.

Section 27. Repealing Clause. – Department Order No. 55, series of 2013 is hereby repealed. All other Department Orders, issuances, or provisions thereof, that are inconsistent with this Revised IRR are likewise repealed, revised, or modified accordingly.

Section 28. Effectivity. – This revised IRR shall take effect immediately after its publication in the Official Gazette or a newspaper of general circulation and shall be filed with the Office of the National Administrative Register at the UP Law Center, University of the Philippines, Diliman, Quezon City.

This IRR shall take effect notwithstanding the non-issuance of the standardized anti-bullying policy, provided that existing policies align with the minimum standards herein and in the enabling law.

Signed this 1st day of August 2025, Pasig City, Philippines



SONNY ANGARA

Secretary

Department of Education