



Republic of the Philippines  
**Department of Education**

REGION I

SCHOOLS DIVISION OF THE CITY OF BATAC

DIVISION MEMORANDUM  
No. 525, s. 2025

12 AUG 2025

**GUIDANCE ON CRAFTING AND REVIEWING THE SCHOOL-BASED CHILD PROTECTION AND ANTI-BULLYING POLICY HANDBOOK**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Unit and Section Heads  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. In alignment with DepEd Order No. 40, s. 2012 (Child Protection Policy) and DepEd Order No. 55, s. 2013 (Implementing Rules and Regulations of RA 10627, Anti-Bullying Act of 2013), all schools are hereby directed to review and update the existing School-Based Child Protection and Anti-Bullying Policy Handbook. To facilitate this, a Handbook Review Form Guide (Annex A) is provided as a reference to ensure policy compliance and completeness.

2. The School-Based Child Protection and Anti-Bullying Policy Handbook Review Form Guide outlines the essential components that must be included in the policy. It ensures that the handbook covers all necessary aspects of child protection, bullying prevention, and intervention measures. Schools are encouraged to refer to the guide while crafting or revising the handbooks. Key sections in the review form guide are as follows:

- Legal Basis and Compliance: Ensure alignment with DepEd guidelines and relevant laws, including RA 10627.
- Policy Objectives and Commitment: The handbook must clearly state the school's commitment to providing a safe and supportive environment free from bullying and child abuse.
- Roles and Responsibilities: Clearly define the roles of the Child Protection Committee (CPC), school personnel, students, and parents in maintaining a safe school environment.
- Reporting Mechanisms: Establish clear reporting channels for incidents of bullying or abuse, including the use of DepEd's Intake Forms.
- Preventive and Corrective Measures: Include clear preventive strategies and corresponding corrective measures.
- Disciplinary Procedures: Clearly outline the actions to be taken against offenders.
- Monitoring and Evaluation: Establish regular review procedures and stakeholder feedback mechanisms.

3. In addition to updating or crafting the handbook, schools are also encouraged to assess the Child Protection Committee (CPC) functionality by completing the School-based CPC Functionality Indicators Monitoring Tool. The tool evaluates the effectiveness of the CPC in implementing child protection measures and addressing bullying cases in school. Schools must submit the completed CPC Functionality Summary Score Sheet along with the updated CPC and Anti-Bullying Handbook for review.

4. Attached are the Handbook Review Form Guide and CPC Functionality Monitoring Tool for reference.



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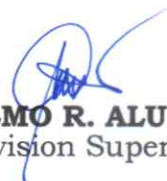


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5. For information and guidance.

  
**ANSELMO R. ALUDINO**  
Schools Division Superintendent

Encl.: as stated

Reference: none

To be included in the Perpetual Index

Under the following subject:

LEARNERS	POLICY	SAFETY EDUCATION
RIGHTS	RULES AND REGULATIONS	

SGOD/amb/ CPP & Anti-bullying Handbook Guide  
0008/ August 11, 2025



## SCHOOL-BASED CHILD PROTECTION AND ANTI-BULLYING POLICY HANDBOOK GUIDE

This checklist is adapted from the official DepEd Annex 2B School-Based Child Protection / Anti-Bullying Policy Implementation Checklist used by schools to assess alignment with DO 40 s. 2012 and DO 55 s. 2013

INDICATORS	GUIDE/DESCRIPTION
<b>General Provisions</b>	
1. Title Page with school name, school year, and version date	Includes school name, school year, version/revision date, and "Child Protection and Anti-Bullying Policy" as the title.
2. Legal bases (DepEd Order No. 40, s. 2012; DepEd Order No. 55, s. 2013; RA 10627; RA 7610; RA 9344, etc.)	Cites DepEd and national legal issuances (e.g., DO No. 40, s. 2012; DO No. 55, s. 2013; RA 10627; RA 7610).
3. Statement of commitment to child protection and anti-bullying	Declares the school's commitment to uphold the rights, safety, and dignity of every learner.
4. Policy objectives clearly stated	Clearly outlines what the policy aims to achieve in the school setting.
<b>Definitions and Scope</b>	
5. Definitions of key terms (e.g. child abuse, bullying, cyberbullying, child at risk, corporal punishment)	Provides clear definitions of key concepts (e.g., bullying, child abuse, child at risk, etc.) based on DepEd guidelines.
6. Scope of the policy (who is covered – learners, personnel, visitors, etc.)	Specifies who is covered by the policy (e.g., students, teachers, staff, visitors, parents).
<b>Structures and Roles</b>	
7. Composition and roles of the Child Protection Committee (CPC)	Identifies CPC members and their roles in preventing, reporting, and responding to incidents.
8. Description of roles/responsibilities of: <ul style="list-style-type: none"> <li>• School Head</li> <li>• School Guidance Counselor</li> <li>• Teacher-Leader</li> <li>• SPTA President</li> <li>• Learner-Representative</li> <li>• Barangay-Representative</li> </ul>	Describes the duties of CPC members
<b>Preventive and Promotive Measures</b>	
9. Procedures for dissemination/orientation of the policy to stakeholders (students, staff, parents)	Explains how the policy is shared with all stakeholders during orientations or meetings.
10. Inclusion of positive discipline strategies and prohibition of corporal punishment	Promotes child-friendly and non-violent ways of disciplining learners.
<b>Reporting and Referral Procedures</b>	
11. Procedures for reporting child abuse, bullying, and peer conflicts	Step-by-step procedure for reporting abuse, bullying, or other incidents.
12. Reporting flowchart or process map clearly shown	Visual diagram of how reports are processed and who handles each step.
13. Use of standard reporting forms (e.g., Intake Sheets from DepEd Orders)	States the use of DepEd-recommended Intake Sheets and other forms for documentation.
14. Actions to be taken by the CPC upon receipt of a report	Clarifies what the CPC must do after receiving a report (e.g., validation, referral, support).

INDICATORS	GUIDE/DESCRIPTION
<b>Case Management</b>	
15. Confidentiality of reports and child information emphasized	Guidelines on how cases are recorded, secured, and differentiated by severity.
16. Coordination with external agencies (e.g., WCPD, DSWD, Barangay, NGOs) outlined	Explains how and when to refer cases to WCPD, DSWD, Barangay Council for the Protection of Children, etc.
17. Confidentiality of reports and child information emphasized	Ensures the identity and privacy of all parties are protected.
<b>Disciplinary Measures</b>	
18. Sanctions or consequences for learners involved in bullying or child protection violations	Details disciplinary actions for offenders (students, staff, or others) in line with DepEd rules.
19. Mechanisms for conflict resolution and restorative practices (e.g., conferencing, peer mediation)	Describes alternative approaches like mediation or restorative dialogue for resolving peer conflict.
<b>Annexes</b>	
20. Relevant annexes (e.g., flowcharts, referral forms, CPC list, legal references)	Includes CPC structure, contact info, legal references, sample forms, and other useful attachments.



No. \_\_\_\_\_

### School-Based Child Protection Committee Functionality Indicators Monitoring Tool

Name of School: \_\_\_\_\_  
 Address: (Barangay, Municipality/City, Province) \_\_\_\_\_  
 School ID: \_\_\_\_\_ Contact Number: \_\_\_\_\_  
 District: \_\_\_\_\_ Division: \_\_\_\_\_ Region: \_\_\_\_\_  
 Designation/Position: \_\_\_\_\_ Length of Service as CPC member \_\_\_\_\_

This is a self-assessment tool designed to monitor and help strengthen the child protection committee in the school/s in accordance with the Department of Education's Child protection and Anti-Bullying policy.

To answer the tool, put a check mark ( ✓ ) on the appropriate box/space: Yes, if the indicator is met; No, if the indicator is not met; Not Sure if status of indicator is not known or is neither Yes nor No.

Findings will be based on the scores and their corresponding functionality level. These will also be the basis for the plan of action by the school and the assistance from the different levels of DepEd.

Functionality Indicators	Indicator is met:		
	YES	NO	Not Sure
<b>1. ORGANIZATION AND COORDINATION</b>			
<b>a) Establishment/Reorganization of the Child Protection Committee (CPC)</b>			
1. Immediate assistance on how to convene the CPC was sought.			
2. There is a list of CPC members			
3. Meeting with possible CPC members had been scheduled			
4. The orientation for identified CPC members had been scheduled.			
5. The CPC was organized and convened.			
6. CPC members were identified and their names posted in school			
7. Turnover of reports and other CPC documents to the new CPC was done			
8. New CPC members oriented on the functions and work of CPC			
9. CPC Members have identified and divided the tasks among themselves			
10. CPC has a clear organizational chart			
11. CPC members have reviewed its functions			
12. CPC members have analyzed the Child protection situation in the school			
13. CPC Holds quarterly meetings to discuss appropriate interventions/responses to school problems on bullying and child abuse cases, as well as updating on status of the CPC plan			
14. CPC has written orientation material/ guidebook for CPC members (printed/ digital)			
15. Each CPC member has a copy of the orientation material/guidebook (printed/ digital)			
16. CPC has a strategic goal or VMG and plan (3 years; and an annual plan with tasking based on a Child Protection situation analysis)			
17. 90-100% of planned meetings of the CPC are conducted			
18. 80%-100% of annual objectives/targets in plans accomplished			
19. CPC has clear mechanisms for ensuring protection of Children with disabilities			
20. CPC has integrated the responsibilities of CPC from DO 55 2013 (anti-bullying) and DO 18, 2015 restorative justice panel (RJP re CICL) and other child protection policies of DepEd			
21. Has clear plans for strengthening the child protection system in school			



1.a TOTAL COUNT			
Functionality Indicators	Indicator is met:		
	YES	NO	Not Sure
<b>b) Coordination mechanisms</b>			
1. Immediate assistance on how to develop coordination mechanism on child protection was sought.			
2. Has mapped out available resources in their community for possible linkages/networking for cases needing referrals			
3. Has identified specific areas of work for coordination/collaboration with other agencies or service providers			
4. Has informal or initial coordination arrangements for referral system with WCPD, LSWD, LHO, other agencies or non-government organizations			
5. Actively coordinates with the Schools District/ Division office			
6. Has formal coordination mechanism (e.g. MOA), with the LHO, WCPD, LSWD, private practice counselling (Psychiatrist, Psychologist) for the referral services.			
7. Actively coordinates with the Schools District/ Division office			
8. Has implemented cooperative/collaborative work			
9. Coordination mechanism for planning, implementation, monitoring and assessments have been formalized and functioning of this mechanism is reviewed and disseminated.			
<b>1.b TOTAL COUNT</b>			
<b>2. POLICIES AND GUIDELINES</b>			
<b>a) Child Protection policy and operational guidelines</b>			
1. Immediate assistance on how to draft the school-based child protection policy was sought			
2. Has identified the policy and program gaps and challenges that need to be addressed			
3. Has initiated meetings to review and craft the school-based child protection policy and code of conduct			
4. Has drafted the school-based child protection policy based on Department Order No. 40 series of 2012			
5. Draft Child Protection policy includes code of conduct for Learners, School administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities			
6. Draft code of conduct may have specific provisions to address potential risks to students			
7. Conflict resolution may be in practice			
8. School has a written school-based child protection and anti-bullying policy with a code of conduct for Learners, School administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities			
9. School has a conflict resolution mechanism that respects children's rights			
10. There are written procedures to guide the conduct of disciplinary proceedings in cases of offenses committed by pupils, students or learners			
11. School has a handbook/ manual on its school-based child protection and anti-bullying policy with a code of conduct and a plan to ensure child protection and safety, which is reviewed every 3 years			
12. School has a clear policy on the use of positive and non-violent discipline for children			
13. School has specific guidelines that ensure child protection for children with disabilities			
14. CPC integrates other Child protection policy related orders in this school-based CP policy.			



2.a TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
<b>3. CAPACITIES AND RESOURCES</b>				
<b>a) Orientation and capacity building activities for the members of the CPC</b>				
1.	Seeks immediate assistance on how the CPC can develop an annual capacity building activities for its members			
2.	CPC has identified capacity building needs of its members			
3.	Initiated plans for capacity building needs which includes: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan			
4.	Initiated plans and request for technical assistance or capacity building activities from DepEd, LGU, or CSO			
5.	At least one CPC member participated in training for CPC conducted by the School District / Division Office/Central Office for roll out to other CPC members			
6.	CPC has received training based on their capacity needs which may include: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan.			
7.	Capacity building plan is partially implemented			
8.	Capacity building plan is fully implemented and participated in by all CPC members			
9.	Trainor's training conducted for CPC members			
10.	CPC members capable of rolling out the training modules among teachers, administrators and non-teaching personnel			
<b>3.a TOTAL COUNT</b>				
<b>b) Budget allocation for CPC operations and its financial sustainability</b>				
1.	Seeks immediate assistance on how to craft a budget for the CPC			
2.	Has identified budgetary requirements for CPC operations			
3.	Has initiated plans or requests for budget from LGU/LSB			
4.	There is minimal allocation from the school MOOE			
5.	LGU and/or LSB allocates some amount for the planned activities of the CPC			
6.	Budgets allocated and utilized for hiring and training of Guidance counsellors for CPC work or in lieu of guidance counsellors, Teacher-guidance (graduates of psychology)			
7.	Budgets allocated and utilized for the establishment of Room or Infrastructure for the CPC and a private interview/ counselling room			
8.	Partial allocation for Capability building activities			
9.	Partial allocation for Information Dissemination			
10.	Partial allocation for Operations for service delivery			
11.	CPC has secured budget allocation for its Strategic and annual plans in implementing the child protection policy based on its investment programming			
12.	CPC plan and budget included in the school improvement plan and the Annual work and financial plan			
13.	The School, PTA, LGU and LSB are coordinating to ensure budget allocation for the strategic and annual investment program of the CPC			
14.	School is able to generate funds from external sources.			



3.b TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
<b>4. SERVICE DELIVERY</b>				
a) Prevention programs: Information dissemination program; and, Organizing activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse				
1.	Immediate assistance on how to develop an information dissemination program was sought.			
2.	There is some information on Child protection policy posted on the bulletin board in school			
3.	Has conducted meetings to flesh out the details and schedules of orientation on CP policy and other awareness raising activities on the policy			
4.	CPC conducts orientation of learners on the school's child protection and anti-bullying policy once during the school-year			
5.	CPC organizes activity/ies on child protection during children's month celebration			
6.	CPC conducts orientation sessions on the school's child protection policy for learners, school administrators, teachers, non-teaching staff			
7.	CPC conducts training among teachers and non-teaching staff on First Responder system and referral system for VAC incidents within the school			
8.	CPC able to roll out and implement the capability building program on child protection for learners, teachers, administrators, non-teaching staff			
9.	CPC has IEC materials (Handbook, Guidebook) on the child protection policy and disseminated these to the learners, teachers, parents, non-teaching staff			
10.	CPC monitors and evaluates the impact of the trainings and awareness raising activities			
<b>4.a TOTAL COUNT</b>				
b) Existence of quick response system for child protection				
1.	Seeks immediate assistance on how to develop a quick response system for CP			
2.	Meetings are conducted to develop the quick response system			
3.	In practice, witnesses call on the school principal or guidance counsellor for immediate response to an ongoing case			
4.	All school personnel are oriented on the quick response system			
5.	There is a written quick response system which is substantially implemented			
6.	All learners are oriented on the quick response system			
7.	Quick response system is implemented where teachers, administrators and non-teaching staff, are able to act as first responders.			
<b>4.b TOTAL COUNT</b>				
c) Referral system, case management and monitoring and documentation of cases				
1.	Seeks immediate assistance on how to establish a referral system			
2.	Seeks immediate assistance on how to conduct a case conference			
3.	The CPC is drafting a school-based referral and monitoring system to address child abuse and bullying cases.			
4.	Informal referral system in practice			
5.	Meetings with other agencies or service providers are conducted to discuss the referral system and case management			
6.	CPC has developed and is implementing a school-based referral and monitoring system to address child abuse and bullying cases			
7.	System is substantially implemented			
8.	At least 50% of incidents/cases of bullying and child abuse were managed according to quick			



response and referral system			
<b>Functionality Indicators</b>	<b>Indicator is met:</b>		
	<b>YES</b>	<b>NO</b>	<b>Not Sure</b>
9. At least 50% of bullying and VAC cases are documented			
10. At least 50% of cases/complaints can be tracked and immediate feed backing on status of case provided to concerned parties			
11. 100% of incidents/cases of bullying and child abuse were managed according to quick response and referral system			
12. 100% of bullying and VAC cases are documented			
13. 100% of cases/complaints can be tracked and Immediate feed backing on status of case provided to concerned parties			
14. Documents are well kept and 0% violation of confidentiality			
15. Assistance provided to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions			
<b>4.c TOTAL COUNT</b>			
<b>d) Proactive identification and reporting of VAC cases (Early detection)</b>			
1. Seeks immediate assistance on how to develop a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
2. The CPC is drafting a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
3. Teachers, administrators, guidance counselors and non-teaching staff are trained on this system			
4. Teachers, administrators, guidance counselors and non-teaching staff are able to recognize and identify signs of abuse			
5. Identified cases are referred for appropriate action			
6. 90%-100% of recognized and reported possible cases of abuse are investigated.			
7. All identified cases are provided with appropriate intervention			
<b>4.d TOTAL COUNT</b>			
<b>5. ACCOUNTABILITY AND PERFORMANCE</b>			
<b>a) Availability and accessibility of statistical report on cases handled</b>			
1. Seeks immediate assistance on how to generate Data or Statistical reports on VAC cases handled by the CPC /School			
2. CPC finalizes intake sheets, other monitoring and reporting forms on VAC			
3. CPC sets schedules for the submission and consolidation of reports			
4. CPC fills up intake sheets, and other monitoring and reporting forms on VAC			
5. Submits consolidated reports on bullying and child abuse cases to the division office			
6. Data may be incomplete; Partial implementation of statistical reporting on VAC cases			
7. Substantial documentation and implementation of statistical reporting on VAC cases handled is done and is always updated			
8. Regularly submits updated consolidated reports on bullying and child abuse cases to the division office			
9. CPC is able to document VAC cases and responses and presents a situational analysis of VAC in school based on statistical report on VAC cases handled by the CPC.			
10. CPC Situation on VAC is discussed among teachers, guidance, administrators and non-teaching staff and parents of learners			
11. Situational analysis with statistical report is regularly submitted and discussed with the division office			
12. Situational analysis is also made available and accessible to the public			



5.a TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
<b>b) Child participation in CPC planning, implementation and evaluation - Solicits feedback from learners</b>				
1.	Seeks immediate assistance on how to facilitate student participation in CPC activities			
2.	Orientation on child participation is conducted for all CPC members			
3.	There are initial plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities			
4.	Plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities are finalized			
5.	CPC provides information to all learners about how they can participate in the planning, implementation, and evaluation of CPC activities			
6.	CPC creates safe spaces for child participation			
7.	CPC encourages feedback from learners on the CPC activities informally			
8.	CPC orients all learners about the child-friendly CPC functionality booklet			
9.	CPC provides regular venue for learners and student bodies in the CPC planning, implementation and evaluation			
10.	CPC conducts survey among learners on child protection in school			
11.	Learners start using the CPC booklet			
12.	Learners actively participate in the planning, including investment programming, implementation, monitoring and evaluation of the CPC plan			
13.	CPC collects feedback from learners through the child-friendly CPC booklet			
14.	CPC gives due weight to the learners' feedback (CPC considers and analyses the feedback)			
<b>5.b TOTAL COUNT</b>				
<b>c) CPC Monitoring and evaluation</b>				
1.	Seeks assistance on how to monitor and evaluate the implementation of the child protection and/or anti-bullying policies			
2.	CPC is drafting the monitoring and evaluation design and tools it will use			
3.	All CPC members are oriented on the tools and their tasks relative to monitoring and evaluation			
4.	CPC is using the tools			
5.	CPC conducts assessment exercises			
6.	100% of learners affected by bullying and VAC are reporting and availing of the programs and services of the CPC			
7.	70%-100% of objective of Child protection strategic plan met			
<b>5.c TOTAL COUNT</b>				
<b>GRAND TOTAL COUNT</b>				
Comments				
Recommendations				



**Guide to scoring based on number of YES responses**  
**Summary Sheet**

	Number of yes responses	Equivalent score	Reference guide for equivalent score based on count of YES responses				
			Stages of development of the CPC				
			1	2	3	4	5
<b>1. Organization &amp; Coordination</b>							
a) Establishment or Reorganization of CPC			1 - 3	4 - 8	9 - 14	15 - 19	20 - 21
b) Coordination Mechanism			1 - 2	3 - 4	5 - 6	7 - 8	9
<b>2. Policies &amp; Guidelines:</b>							
a) Child Protection policy & operational guidelines			1 - 2	3 - 6	7 - 9	10 - 13	14
<b>3. Capacities and Resources</b>							
a) Orientation/Capacity building activities for the CPC			1 - 2	3 - 4	5 - 6	7 - 9	10
b) Budget allocation for CPC operations and its financial sustainability			1 - 2	3 - 4	5 - 9	10 - 13	14
<b>4. Service Delivery</b>							
a) Prevention programs			1 - 2	3 - 4	5 - 6	7 - 9	10
b) Existence of quick response system for child protection			1	2 - 3	4 - 5	6	7
c) Referral system, case management, monitoring and documentation			1 - 2	3 - 4	5 - 9	10 - 13	14 - 15
d) Proactive Identification and reporting of VAC cases (Early detection)			1	2 - 3	4 - 5	6	7
<b>5. Accountability and Performance</b>							
a) Availability and accessibility of statistical report on cases handled			1 - 2	3 - 5	6 - 7	8 - 11	12
b) Child participation in CPC planning, implementation and evaluation			1 - 2	3 - 7	8 - 10	11 - 13	14
c) CPC Monitoring and evaluation			1	2	3 - 4	5 - 6	7

**Overall Score** \_\_\_\_\_

To generate the scores for each indicator, copy the corresponding total count of the indicator from the tool and plot them in the column on Number of YES responses. Then in the next column write the equivalent score for the number/count of YES responses using the reference guide in the succeeding columns. The equivalent score reflects the corresponding stage of development of the child protection committee ranging from Stage 1 to 5.

To generate the Overall Score add the equivalent score and divide by 12.