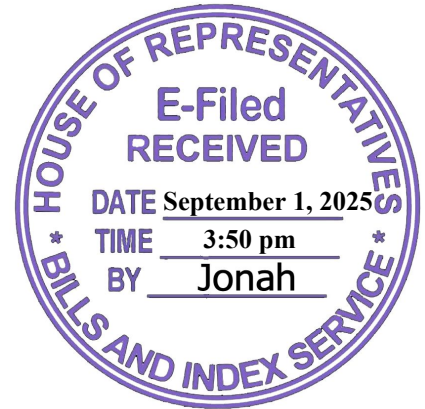


TWENTIETH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
First Regular Session)

HOUSE OF REPRESENTATIVES

HOUSE BILL No. 4275



Introduced by REPRESENTATIVE CLAUDINE DIANA D. BAUTISTA-LIM

AN ACT
STRENGTHENING MECHANISMS AGAINST SCHOOL BULLYING, AMENDING
FOR THIS PURPOSE REPUBLIC ACT NO. 10627, OTHERWISE KNOWN AS THE
“ANTI-BULLYING ACT OF 2013”

EXPLANATORY NOTE

More than a decade since the enactment of Republic Act No. 10627, bullying in learning institutions remains a social menace among learners. In spite of the mandate to adopt anti-bullying policies in basic education institutions, school bullying remains pervasive. From 2013 to 2018 alone, the number of reported cases of bullying surged from 1,158 to 20,172.¹

Recent incidents of bullying have made rounds in the social media, including the mauling of a Grade 3 learner by 5 high school students which resulted in the victim being admitted in ICU in Iligan City. Another news reported the physical assault of a Grade 8 female student by seven other female students in Nueva Vizcaya. These appalling incidents, along with other cases of bullying merit the reevaluation of existing anti-bullying policies.

In one of its meetings, the Second Congressional Commission on Education (EDCOM 2) expressed concern on the alarmingly high prevalence of bullying in Philippine public schools. Supported by a study conducted by De La Salle University researchers, it was revealed that the Philippines has the highest percentage of bullying based on international assessments conducted by the Programme for International Student Assessment (PISA 2018 and 2022).²

¹ Bernardo, A. B. I. (2024). *Understanding Bullying in Philippine Education: Impacts and Opportunities for change* (Research Paper Series No. 001). EDCOM2. Retrieved August 16, 2025, from <https://edcom2.gov.ph/publications/>

² Ibid.

“According to the PISA 2019, 65% of Filipino students reported being victims of any type of bullying at least a few times in a month, with 40% being bullied frequently (once a week or more). On the other hand, the PISA 2022 reports that one out three Filipino students are being bullied in schools. This is about 43% of girls and 53% of boys in the Philippines encounter bullying incidents multiple times a month. This is much higher than the OECD average of 20% of girls, and 21% of boys.”³

School bullying has far-reaching implications and is associated with learning losses in the Philippines.⁴ It leads to school avoidance, absenteeism, and dropout, especially among marginalized groups. It has detrimental effects on victims linking to a number of mental health problems such as depression, anxiety, poor general health, and suicidal ideation and behaviors.⁵ Victims often carry emotional scars into adulthood, affecting relationships, career paths, and overall life fulfillment.

To abate the distressing prevalence of school bullying, there is a need to strengthen existing policies. This measure proposes to amend RA 10627 by including in the mechanisms for addressing bullying the expulsion of the offending student and the imposition of liability on the parents or guardians. It is hoped that though this measure, schools will once again be safe havens for learning, where children feel physically and emotionally secure.

Immediate approval of this measure is fervently sought.


REP. CLAUDINE DIANA D. BAUTISTA-LIM
DUMPER PTDA Partylist

³ Communications, E. 2. (2024, June 18). *“High incidence of bullying in PH public schools alarming”* – EDCOM 2. EDCOM 2. <https://edcom2.gov.ph/high-incidence-of-bullying-in-ph-public-schools-alarming-edcom-2/>

⁴ Abrigo, M. R. M., Lingatong, E. E., & Relos, C. M. L. (2024). School bullying contributes to lower PISA achievement among Filipino students: Who gets bullied? Why does it matter? In <https://pidswebs.pids.gov.ph/> (DISCUSSION PAPER SERIES NO. 2024-45). Philippine Institute for Development Studies. Retrieved August 17, 2025, from <https://pidswebs.pids.gov.ph/CDN/document/pidsdps2445.pdf>

⁵ Ibid.

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**AN ACT
STRENGTHENING MECHANISMS AGAINST SCHOOL BULLYING, AMENDING
FOR THIS PURPOSE REPUBLIC ACT NO. 10627, OTHERWISE KNOWN AS THE
“ANTI-BULLYING ACT OF 2013”**

*Be it enacted by the Senate and House of Representatives of the Philippines in
Congress assembled:*

Section 1. Section 4 of Republic Act No. 10627 is hereby amended and
renumbered to read as follows:

XXX

- (a) XXX
- (b) Take appropriate disciplinary administrative action AND REFER THE
OFFENDING STUDENT TO COUNSELLING FOR INTERVENTION AND
ACCOUNTABILITY PROCESSES;**
- (c) IF AFTER DUE PROCESS, THE OFFENDING STUDENT HAS BEEN FOUND
TO HAVE COMMITTED GRAVE ACTS OF BULLYING OR RETALIATION,
OR HAS CAUSED SERIOUS PHYSICAL HARM RESULTING IN SEVERE
INJURY OR DEATH TO THE VICTIM, SHALL IMMEDIATELY EXPEL THE
OFFENDING STUDENT FROM THE SCHOOL;**
- (d) XXX
- (e) XXX
- (f) IF THE PARENT OR GUARDIAN OF THE OFFENDING STUDENT IS FOUND
TO HAVE KNOWINGLY ALLOWED OR ENCOURAGED OR HAVE BEEN
NEGLIGENT OR COMPLICIT IN ADDRESSING THE ACTS OF BULLYING
OR RETALIATION OF THE STUDENT INVOLVED, THE PARENT OR**

**GUARDIAN SHALL BE HELD EQUALLY LIABLE FOR THE BULLYING OR
RETALIATION COMMITTED.**

XXX

Sec. 2. *Implementing Rules and Regulations.* – Within ninety (90) days from the effectivity of this Act, the Department of Education shall promulgate the necessary rules and regulations to implement the provisions of this Act.

Sec. 7. *Separability Clause.* – If any portion of this Act is declared unconstitutional or invalid, the portions or provisions which are not affected shall continue to be in full force and effect.

Sec. 4. *Repealing Clause.* – All laws, decrees, executive orders and rules and regulations or parts thereof which are inconsistent with this Act are hereby repealed or modified accordingly.

Sec. 5. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in at least two (2) national newspapers of general circulation.

Approved,