



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

TWENTIETH CONGRESS

First Regular Session

HOUSE BILL NO. **9943**



Introduced by Representative EDGAR R. ERICE

EXPLANATORY NOTE

The Constitution recognizes the vital role of the youth in nation-building and mandates the State to promote and protect their physical, moral, spiritual, intellectual, and social well-being. As institutions entrusted with the education and development of children, schools must provide not only quality instruction but also a safe, supportive, and nurturing environment where learners can grow, thrive, and realize their full potential.

Children and adolescents today face a wide range of challenges that may adversely affect their development and behavior. Bullying, social isolation, emotional distress, mental health concerns, family difficulties, substance abuse, exposure to violence, and other adverse experiences can significantly impact a young person's well-being and academic performance. When left unaddressed, these concerns may develop into more serious behavioral problems that place children at risk of self-harm, victimization, delinquency, violence, or conflict with the law.

Recent incidents involving violence among learners have underscored the importance of maintaining safe school environments and strengthening systems that can identify risks and intervene before harm occurs. Such tragedies should never happen. They serve as a reminder that the most effective approach to protecting children and communities is not merely responding after an incident has occurred, but establishing mechanisms that prevent risks from escalating into irreversible consequences.

While existing laws provide important protections for children, there remains a need to institutionalize a more comprehensive and coordinated approach to school discipline, student support, violence prevention, and early intervention. Many schools continue to face challenges in identifying at-risk learners, providing timely counseling and guidance services, engaging parents and guardians in corrective interventions, and implementing evidence-based programs that address the root causes of student misconduct.

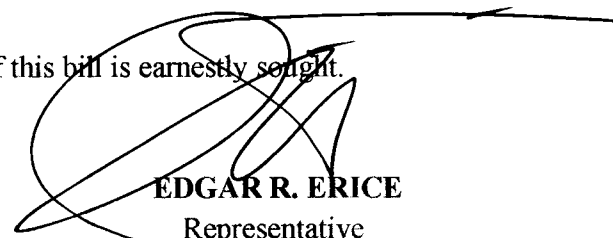
This measure seeks to establish a comprehensive School Discipline, Early Intervention, Counseling, Student Support, and Violence Prevention System in all public and private educational institutions. It promotes the early identification of learners who may be experiencing behavioral, emotional, psychological, social, academic, or environmental difficulties and ensures that appropriate support services are made available before such difficulties develop into more serious concerns.

The bill strengthens counseling and guidance services, institutionalizes School Discipline Policy Committees and School Threat Assessment Teams, establishes Student Behavioral Risk Assessment Systems and School Climate and Safety Assessments, and requires the formulation of School Safety and Violence Prevention Plans. It likewise promotes restorative and rehabilitative approaches to discipline, strengthens anti-bullying and violence prevention programs, mandates parent engagement in significant disciplinary matters, and creates a School Violence Prevention Fund to support the effective implementation of these initiatives.

Equally important, this measure recognizes that schools are among the first institutions capable of identifying warning signs that may indicate a learner's need for support. By providing educators, parents, counselors, and communities with appropriate tools and intervention mechanisms, the State can help address problems at their earliest stages and reduce the likelihood that children will become involved in violence, delinquency, or criminal behavior.

This bill is founded on the principle that protecting children requires more than punishment after misconduct occurs. It requires timely guidance, meaningful intervention, accessible support services, responsible parental involvement, and a school environment that promotes safety, accountability, and inclusion. By investing in preventive measures and evidence-based interventions, the State strengthens both child protection and public safety while affirming its commitment to the welfare and future of every Filipino learner.

In view of the foregoing, the immediate passage of this bill is earnestly sought.



EDGAR R. ERICE
Representative
2nd District, Caloocan City



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila
TWENTIETH CONGRESS
First Regular Session
HOUSE BILL NO. **9943**

Introduced by Representative EDGAR R. ERICE

AN ACT
ESTABLISHING A COMPREHENSIVE SCHOOL DISCIPLINE, EARLY
INTERVENTION, COUNSELING, STUDENT SUPPORT, AND VIOLENCE
PREVENTION SYSTEM FOR CHILDREN AND YOUTH, CREATING SCHOOL
DISCIPLINE POLICY COMMITTEES, STRENGTHENING ANTI-BULLYING AND
GUIDANCE PROGRAMS, PROVIDING ALTERNATIVES TO CRIMINALIZATION
OF SCHOOL-RELATED MISCONDUCT, ESTABLISHING A SCHOOL VIOLENCE
PREVENTION FUND, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER
PURPOSES

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

1

2 **SEC. 1. *Short Title.*** This Act shall be known as the “**School Discipline and Early**
3 **Intervention Act.**”

4

5 **SEC. 2. *Declaration of Policy.*** It is hereby declared the policy of the State to protect children
6 and youth from violence, abuse, bullying, neglect, discrimination, and other circumstances that
7 may impede their healthy development and well-being. The State recognizes that schools play
8 a vital role not only in providing education but also in promoting the safety, welfare, and
9 holistic development of learners. Towards this end, the State shall strengthen school-based
10 mechanisms for early identification, intervention, counseling, guidance, and support for

children who may be at risk of behavioral, emotional, psychological, social, or academic difficulties. It shall promote safe, inclusive, and supportive learning environments, encourage the use of restorative and rehabilitative approaches to student discipline, and prioritize preventive measures that address the root causes of misconduct before they escalate into delinquency, violence, or criminal behavior.

The State shall likewise foster collaboration among educational institutions, parents, local government units, social workers, mental health professionals, law enforcement agencies, and other stakeholders in ensuring the welfare of children and maintaining school safety. Consistent with the principles embodied in Republic Act No. 9344, as amended, all interventions under this Act shall be guided by the best interests of the child, the promotion of accountability with compassion, and the objective of helping every learner become a productive and responsible member of society.

SEC. 3. *Definition of Terms.* For purposes of this Act:

- a. *Early Intervention* refers to a coordinated system of identifying, assessing, and addressing behavioral, emotional, psychological, social, academic, or environmental factors that may place a learner at risk of delinquency, violence, victimization, self-harm, or conflict with the law;
- b. *Restorative School Discipline* refers to a child-centered approach to discipline that emphasizes accountability, reconciliation, behavioral correction, rehabilitation, and reintegration rather than purely punitive sanctions;
- c. *School Discipline Policy Committee* refers to the multidisciplinary body established under this Act to formulate and oversee school discipline, intervention, counseling, anti-bullying, and violence prevention policies;
- d. *School Threat Assessment Team* refers to a multidisciplinary body responsible for evaluating reports of violence, threats, possession of weapons, severe bullying, self-harm, or other conduct indicating a potential risk to school safety; and
- e. *Student Support Services* refer to counseling, guidance, mentoring, referral, intervention, rehabilitation, and other programs designed to address the developmental and behavioral needs of learners.

1 **SEC. 4. *Creation of School Discipline Policy Committee.*** All public and private educational
2 institutions shall establish a School Discipline Policy Committee composed of:

- 3 a. The School Head or Principal as Chairperson;
- 4
- 5 b. Guidance Counselor or Guidance Advocate;
- 6
- 7 c. Representative from the teaching personnel;
- 8
- 9 d. A representative from the parents' association;
- 10
- 11 e. A student representative, where appropriate;
- 12
- 13 f. Such other members as may be determined by the Department of Education;
- 14

15 The Committee shall formulate, review, and oversee the implementation of school discipline
16 policies, intervention programs, anti-bullying initiatives, counseling services, and violence
17 prevention strategies.

18
19 **SEC. 5. *Early Identification and Intervention Program.*** All schools shall establish systems
20 for the early identification of learners exhibiting behavioral, emotional, psychological, social,
21 academic, or environmental indicators associated with elevated risks of violence, self-harm,
22 bullying, victimization, substance abuse, delinquency, or conflict with the law.

23
24 Upon identification, schools shall implement appropriate intervention measures, including
25 counseling, mentoring, family engagement, referral services, behavioral support plans, and
26 other evidence-based programs.

27
28 **SEC. 6. *Strengthening Counseling and Guidance Programs.*** All educational institutions shall
29 strengthen counseling and guidance services through:

- 30 a. Mental health and wellness assessments;
- 31
- 32 b. Crisis intervention services;
- 33
- 34 c. Peer support and monitoring initiatives;
- 35
- 36 d. Family engagement initiatives;
- 37
- 38 e. Referral mechanisms to social workers, psychologists, and mental health professionals;
- 39 and

- 1
2 f. Continuous training and professional development for guidance personnel.
3

4 The Department of Education shall develop standards to improve the accessibility and quality
5 of guidance and counseling services in schools.
6

7 **SEC. 7. *School Anti-Bullying and Violence Prevention Programs.*** All schools shall
8 implement comprehensive anti-bullying and violence prevention programs, including:

- 9 a. Anonymous and confidential reporting mechanisms;
10
11 b. Peer mediation and conflict resolution initiatives;
12
13 c. Awareness and education campaigns;
14
15 d. Immediate response protocols for threats and acts of violence; and
16
17 e. Protection and support measures for victims and witnesses..
18

19 **SEC. 8. *Restorative and Non-Punitive Interventions.*** Schools shall prioritize restorative and
20 rehabilitative approaches in addressing student misconduct whenever appropriate.
21

22 Such interventions may include counseling, mediation, behavioral improvement plans, family
23 conferencing, community service, mentorship programs, and other developmental measures
24 designed to promote accountability and behavioral change.
25

26 Suspension, exclusion, expulsion, or referral to law enforcement authorities shall be imposed
27 only when necessary to protect public safety or when less restrictive interventions have proven
28 ineffective.
29

30 Suspension, expulsion, referral to law enforcement, or other punitive sanctions shall be
31 imposed only when necessary to protect public safety or when less restrictive measures have
32 proven ineffective.
33

34 **SEC. 9. *School Threat Assessment Teams.*** All public and private educational institutions shall
35 establish a School Threat Assessment Team composed of the School Head or Principal,

Guidance Counselor or Guidance Advocate, a Teacher Representative, a Parent Representative, and such other personnel as may be designated by the school.

Where available, the Team may include a School Psychologist, School Social Worker, School Nurse, or other qualified professionals.

The Team shall evaluate reports involving threats of violence, possession of weapons, severe bullying, self-harm, suicidal ideation, violent behavior, or other circumstances indicating a potential risk to school safety and shall recommend appropriate intervention and support measures.

All assessments conducted under this section shall remain confidential and shall be used solely for prevention, intervention, and child protection purposes.

Section 10. *Student Behavioral Risk Assessment System.* All schools shall establish a Student Behavioral Risk Assessment System designed to identify learners who may be experiencing behavioral, emotional, psychological, social, academic, or environmental difficulties that increase their risk of violence, victimization, self-harm, delinquency, or conflict with the law.

The system shall utilize evidence-based assessment tools and intervention measures. No learner shall be subjected to discrimination, stigmatization, exclusion, or disciplinary action solely on the basis of an assessment conducted under this section.

SEC. 11. *School Climate and Safety Assessment.* All public and private educational institutions shall conduct an annual School Climate and Safety Assessment to evaluate the overall learning environment and identify factors affecting student well-being, school safety, and the effectiveness of discipline and intervention programs.

The assessment may include anonymous surveys, consultations, focus group discussions, and other evidence-based methods and shall be used solely for policy development, program improvement, violence prevention, and student support

SEC. 12. *Mandatory Parent Engagement Conferences.* Prior to the imposition of any major disciplinary sanction, including long-term suspension, exclusion, expulsion, or referral to law enforcement authorities, schools shall conduct a Parent Engagement Conference involving

1 the learner, the learner's parent or guardian, relevant school personnel, and guidance
2 personnel.

3
4 The conference shall seek to identify the causes of the learner's behavior, develop
5 appropriate corrective measures, and encourage cooperation among all parties in promoting
6 the learner's welfare and accountability.

7
8 **SEC. 13. *School Safety Planning.*** All educational institutions shall formulate and periodically
9 update a School Safety and Violence Prevention Plan containing policies and procedures on:

- 10 a. Prevention of school violence and bullying;
11
12 b. Threat reporting and response mechanisms;
13
14 c. Crisis intervention and emergency response;
15
16 d. Coordination with local government units and emergency responders;
17
18 e. Student mental health and psychosocial support services; and
19
20 f. Post-incident recovery and reintegration measures.

21
22 **SEC. 14. *School Violence Prevention Fund.*** There is hereby established a School Violence
23 Prevention Fund to be administered by the Department of Education.

24 The Fund shall be used exclusively for:

- 25 a. Hiring and training guidance counselors and mental health professionals;
26
27 b. Capacity-building programs for teachers and school personnel;
28
29 c. Anti-bullying and violence prevention initiatives;
30
31 d. Counseling and intervention services;
32
33 e. School safety and threat assessment programs;
34
35 f. Research, monitoring, and evaluation activities; and
36
37 g. Other activities necessary to carry out the objectives of this Act.

1 **SEC. 15. *Data Collection and Research.*** The Department of Education, in coordination with
2 the Department of Social Welfare and Development, Department of Health, Juvenile Justice
3 and Welfare Council, Commission on Higher Education, Technical Education and Skills
4 Development Authority, and other concerned agencies, shall establish and maintain a national
5 database on school discipline incidents, bullying, school violence, intervention programs,
6 student support services, and related matters.

7
8 All data collection and processing activities shall comply with applicable laws on privacy and
9 data protection.

10
11 **SEC. 16. *Annual Congressional Reporting.*** The Department of Education shall submit to the
12 Senate and the House of Representatives, not later than March 31 of every year, a
13 comprehensive report on the implementation of this Act.

14
15 The report shall include statistics on school violence, bullying, disciplinary incidents,
16 intervention measures, utilization of the School Violence Prevention Fund, implementation
17 challenges, and recommendations for legislative and policy improvements.

18
19 **SEC. 17. *Appropriations.*** The amount necessary for the implementation of this Act shall be
20 included in the annual General Appropriations Act.

21
22 **SEC. 18. *Implementing Rules and Regulations.*** Within ninety (90) days from the effectivity
23 of this Act, the Department of Education, in consultation with the Juvenile Justice and Welfare
24 Council, Department of Social Welfare and Development, Department of Health, Commission
25 on Higher Education, Technical Education and Skills Development Authority, and other
26 concerned stakeholders, shall promulgate the necessary rules and regulations for the
27 implementation of this Act.

28
29 **SEC. 19. *Separability Clause.*** If any provision of this Act is declared unconstitutional or
30 invalid, the remaining provisions not affected thereby shall remain in full force and effect.

31
32 **SEC. 20. *Repealing Clause.*** All laws, executive orders, rules and regulations, or parts thereof
33 inconsistent with this Act are hereby repealed, amended, or modified accordingly.

1 **SEC. 21. *Effectivity.*** This Act shall take effect fifteen (15) days after its publication in the
2 Official Gazette or in a newspaper of general circulation.

3

4 Approved,