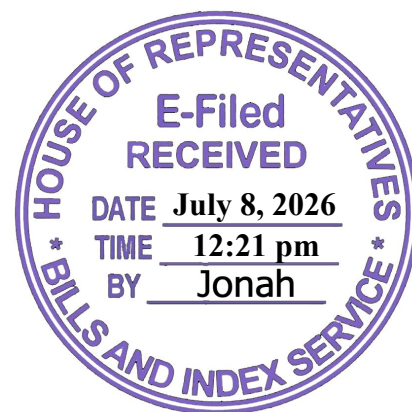


**Republic of the Philippines
HOUSE OF REPRESENTATIVES
Batasan Hills, Quezon City
Twentieth Congress
First Regular Session**

House Bill No. 10038



**Introduced by Honorable Representatives
JOSE MANUEL TADEO “CHEL” I. DIOKNO (Akbayan Partylist)
PERCIVAL V. CENDAÑA (Akbayan Partylist)
DADAH KIRAM ISMULA (Akbayan Partylist)
KAKA BAG-AO (Dinagat Islands)**

**AN ACT
STRENGTHENING THE PREVENTION OF BULLYING IN
EDUCATIONAL INSTITUTIONS, AMENDING FOR THE PURPOSE
REPUBLIC ACT NO. 10627, OTHERWISE KNOWN AS THE “ANTI-
BULLYING ACT OF 2013,” APPROPRIATING FUNDS THEREFOR,
AND FOR OTHER PURPOSES**

EXPLANATORY NOTE

Article XV, Section 3(2) of the 1987 Constitution requires the State to protect the right of children to assistance and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development. Furthermore, 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. Schools must therefore remain safe, inclusive, and supportive spaces where learners can develop free from fear, violence, discrimination, and abuse.

More than a decade after the enactment of Republic Act No. 10627, otherwise known as the “Anti-Bullying Act of 2013,” bullying remains a pervasive and alarming problem in Philippine educational institutions. Findings cited by the Second Congressional Commission on Education (EDCOM 2) reveal that 65% of Filipino students reported experiencing bullying at least a few times a month, among the highest rates recorded internationally.¹ More recent data show that 43% of girls and 53% of boys in the Philippines experience bullying at least a few times a month—more than double the average among member countries of the Organisation for Economic Co-operation and Development (OECD).²

Bullying is not merely a disciplinary issue. It has profound consequences on the mental health, safety, and academic performance of learners. Studies also show that frequent exposure to bullying is associated with significantly lower learning outcomes, with students who are bullied weekly scoring substantially lower in Mathematics and Science than their peers.³ Victims of bullying are likewise more vulnerable to anxiety, depression, social isolation, self-harm, and other adverse outcomes that undermine their ability to learn and thrive.⁴ Beyond its effects on individual learners, bullying contributes to unsafe school environments and undermines the ability of educational institutions to fulfill their mission of fostering learning, growth, and development.

¹ Second Congressional Commission on Education (EDCOM 2), *High Incidence of Bullying in PH Public Schools Alarming* (June 13, 2024), <https://edcom2.gov.ph/high-incidence-of-bullying-in-ph-public-schools-alarming-edcom-2/>

² Second Congressional Commission on Education (EDCOM 2), *10,018 DepEd Schools Without Anti-Bullying Policy* (June 19, 2025), <https://edcom2.gov.ph/10018-deped-schools-without-anti-bullying-policy/>

³ Keith Clores, *School Bullying Affects Students' Test Scores, Says Edcom II*, INQUIRER.net (Mar. 16, 2026), <https://newsinfo.inquirer.net/2196359/school-bullying-affects-students-test-scores-says-edcom-ii>

⁴ United Nations Educational, Scientific and Cultural Organization (UNESCO), *What You Need to Know About School Violence and Bullying* (Nov. 1, 2019), <https://www.unesco.org/en/articles/what-you-need-know-about-school-violence-and-bullying>

Despite the existence of legal protections, many schools continue to face challenges in preventing, identifying, and responding to bullying. EDCOM 2 also reported that around 10,018 public schools have yet to fully comply with anti-bullying policy requirements, while researchers have emphasized the need for school-wide approaches that address not only incidents of bullying but also the broader school environment in which such behavior occurs.⁵

Since the enactment of Republic Act No. 10627, the Department of Education has undertaken significant reforms to strengthen the implementation of anti-bullying policies through the Revised Implementing Rules and Regulations of the Anti-Bullying Act of 2013⁶ and Department Order No. 6, s. 2026, otherwise known as the *Guidelines on Ensuring a Safe and Motivating Learning Environment*. These issuances recognize that preventing bullying requires more than disciplinary sanctions. They adopt a whole-of-school approach that emphasizes learners' rights, prevention, early identification, timely intervention, psychosocial support, restorative practices, and shared accountability among schools, families, learners, and communities. There is an opportunity to build upon these reforms by institutionalizing their fundamental principles in statute, while strengthening accountability mechanisms, expanding coverage to higher education and technical-vocational institutions, and introducing additional safeguards to ensure their sustained implementation.

Hence, this bill which seeks to strengthen the prevention of bullying in educational institutions by: (1) expanding the coverage of the Anti-

⁵ Second Congressional Commission on Education (EDCOM 2), *10,018 DepEd Schools Without Anti-Bullying Policy* (June 19, 2025), <https://edcom2.gov.ph/10018-deped-schools-without-anti-bullying-policy/>

⁶ Department Order No. 90, series of 2025. Revised Implementing Rules and Regulations of the Anti-Bullying Act of 2013.

Bullying Act to include higher education institutions and technical-vocational institutions; (2) clarifying prohibited acts including acts committed by school employees; (3) establishing stronger reporting and complaint mechanisms; (4) mandating the establishment of early identification and referral mechanisms for students who may be experiencing or exhibiting signs of bullying, social isolation, emotional distress, violent behavior, self-harm, or other risk factors; (5) requiring school climate and safety assessments; (6) creating student support systems composed of school administrators, guidance counselors, teachers, and other appropriate personnel; (7) strengthening rehabilitation and intervention programs; and (8) institutionalizing a whole-of-school approach to bullying prevention and student well-being.



JOSE MANUEL TADEO
“CHEL” I. DIOKNO
Akbayan Representative



PERCIVAL V. CENDAÑA
Akbayan Representative



DADAH KIRAM ISMULA
Akbayan Representative



KAKA BAG-AO
Dinagat Islands Representative

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AN ACT
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REPUBLIC ACT NO. 10627, OTHERWISE KNOWN AS THE “ANTI-
BULLYING ACT OF 2013,” APPROPRIATING FUNDS THEREFOR,
AND FOR OTHER PURPOSES

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

1 **Sec. 1.** This Act will be known as the “Expanded Anti-Bullying Act.”

2 **Sec. 2.** The title of Republic Act No. 10627 is hereby amended to read
3 as follows:

4 “AN ACT REQUIRING ALL [~~ELEMENTARY AND SECONDARY~~]
5 EDUCATIONAL INSTITUTIONS TO ADOPT POLICIES TO PREVENT
6 AND ADDRESS THE ACTS OF BULLYING [~~IN THEIR INSTITUTIONS~~]
7 AND APPROPRIATING FUNDS THEREFOR”

8 **Sec. 3.** A new Section 1-A is added after Section 1 of Republic Act No.
9 10627 as follows:

10 **“SECTION 1-A. *COVERAGE.* – THIS ACT SHALL APPLY TO**
11 **ELEMENTARY AND HIGH SCHOOLS, HIGHER EDUCATION**
12 **INSTITUTIONS, AND TECHNICAL-VOCATIONAL INSTITUTIONS,**
13 **WHETHER PUBLIC OR PRIVATE. RELEVANT GOVERNMENT**
14 **AGENCIES MUST ENSURE COMPLIANCE AND ENFORCEMENT.**

15 **Sec. 4.** Section 2 of Republic Act No. 10627 is amended to read as
16 follows:

17 **“Section 2. *Acts of Bullying.* – For purposes of this Act, “bullying” shall**
18 **refer to any [~~severe or repeated~~] use by [~~one or more students~~] A STUDENT**
19 **OR SCHOOL EMPLOYEE of a written, verbal or electronic expression, or**
20 **a physical act or gesture, or any combination thereof, directed [~~at another~~]**
21 **TOWARD A student that [~~has the effect of actually causing or placing the~~**
22 **~~latter in reasonable fear of~~] A RESONABLE PERSON WOULD**
23 **FORESEE AS LIKELY TO CAUSE physical or emotional harm or**
24 **damage to his OR HER property; [~~creating~~] CREATION OF a hostile**
25 **environment at school for the VICTIM [~~other student~~]; [~~infringing on the~~**
26 **~~rights of the other student at school~~] INFRINGEMENT OF RIGHTS; or**
27 **~~[materially and substantially disrupting the education process or the~~**
28 **~~orderly operation of a school; such as, but not limited to, the following:]~~**
29 **MATERIAL DISRUPTION OF SCHOOL OPERATIONS.**

30 **ACTIONS OF SCHOOL EMPLOYEES SHALL BE**
31 **CONSIDERED BULLYING ONLY WHEN THEY ARE COMMITTED**
32 **OUTSIDE THE SCOPE OF THE REASONABLE PERFORMANCE OF**
33 **OFFICIAL DUTIES. LEGITIMATE AND DOCUMENTED**
34 **ACADEMIC OR DISCIPLINARY ACTIONS UNDERTAKEN IN**
35 **ACCORDANCE WITH SCHOOL POLICIES SHALL NOT BE**
36 **CONSTRUED AS BULLYING.**

37 **ACTS OF BULLYING INCLUDE BUT ARE NOT LIMITED TO:**

a. xxx;

b. Any act that causes damage to a victim's psyche and/or emotional well-being, **INCLUDING BUT NOT LIMITED TO ACTS OF INTIMIDATION;**

c. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on **THE** victim's looks, clothes and body; [~~and~~]

d. Cyber-bullying or any bullying done through the use of technology or any electronic means[-]; **OR**

E. ANY ACT THAT HUMILIATES, EXCLUDES, OR TARGETS A PERSON ON THE BASIS OF PERCEIVED OR ACTUAL CHARACTERISTICS, WHICH INCLUDE AGE, RELIGIOUS BELIEF, CULTURE, ETHNIC ORIGIN, POLITICAL INCLINATION, SOCIAL CLASS, SEX CHARACTERISTICS, DISABILITY, SEXUAL ORIENTATION, GENDER IDENTITY OR EXPRESSION, AND OTHER STATUS.

PEER CONFLICTS, DISAGREEMENTS, OR ISOLATED INCIDENTS THAT DO NOT INVOLVE AN IMBALANCE OF POWER, INTENT TO HARM, OR REASONABLY FORESEEABLE HARM SHALL NOT BE CLASSIFIED AS BULLYING, BUT SHALL BE ADDRESSED THROUGH APPROPRIATE CONFLICT-RESOLUTION MECHANISMS.

FOR PURPOSES OF THIS ACT, "SCHOOL EMPLOYEE" INCLUDES BOTH TEACHING AND NON-TEACHING PERSONNEL OF A SCHOOL."

64 **Sec. 5.** Section 3 of Republic Act No. 10627 is amended to read as
65 follows:

66 “Section 3. *Adoption of Anti-Bullying Policies.* – All [~~elementary and~~
67 ~~secondary~~] schools, **INCLUDING ELEMENTARY AND HIGH**
68 **SCHOOLS, HIGHER EDUCATION INSTITUTIONS, AND**
69 **TECHNICAL-VOCATIONAL INSTITUTIONS**, are hereby directed to
70 adopt policies to address the existence of bullying in their respective
71 institutions. Such policies shall be regularly updated and, at a minimum,
72 shall include provisions which:

73 a. xxx

74 b. Identify the range of disciplinary administrative actions that
75 may be taken against a perpetrator for bullying or retaliation
76 which shall be commensurate with the nature and gravity of the
77 offense **AND CONSISTENT WITH DUE PROCESS,**
78 **INCLUDING NOTICE, THE OPPORTUNITY TO BE**
79 **HEARD, AND THE RIGHT TO APPEAL:** *Provided*, That, in
80 addition to the disciplinary sanctions imposed upon a
81 perpetrator of bullying or retaliation, [~~he/she~~] **A MINOR**
82 **STUDENT-PERPETRATOR** shall also be required to undergo
83 [~~a~~] **AN AGE-APPROPRIATE** rehabilitation program which
84 shall be administered by the institution concerned. The parents
85 of the said perpetrator shall be encouraged by the said
86 institution to join the rehabilitation program;

87 c. xxx

88 d. Enable students to anonymously report bullying or retaliation:
89 *Provided, however*, that no disciplinary administrative action
90 shall be taken against a perpetrator solely on the basis of an
91 anonymous report. **PROVIDED, FURTHER, THAT ANY**
92 **ANONYMOUS REPORT RECEIVED SHALL PROMPT**

93 **THE SCHOOL TO INITIATE A PRELIMINARY SAFETY**
94 **ASSESSMENT;**

95 e. xxx

96 f. xxx

97 g. Educate parents and guardians about the dynamics of bullying,
98 the anti-bullying policies of the school and how parents and
99 guardians can provide support and reinforce such policies at
100 home; [~~and~~]

101 h. Maintain a public record of relevant information and statistics
102 on acts of bullying or retaliation in school: *Provided*, That the
103 names of students who committed acts of bullying or retaliation
104 shall be strictly confidential and only made available to the
105 school administration, teachers directly responsible for the said
106 students and parents or guardians of students who are or have
107 been victims of acts of bullying or retaliation[-];

108 i. **STATE THE ROLES AND RESPONSIBILITIES OF THE**
109 **EDUCATIONAL INSTITUTION, TEACHERS, SCHOOL**
110 **PERSONNEL, AND PARENTS OR PARENT**
111 **SUBSTITUTES FOR MINOR STUDENTS; AND**

112 j. **PROVIDE A CLEAR DEFINITION OF BULLYING**
113 **CONSISTENT WITH THIS ACT.**

114 All elementary and secondary schools shall provide students and their
115 parents or guardians a copy of the anti-bullying policies being adopted by
116 the school. **FOR HIGHER EDUCATION INSTITUTIONS AND**
117 **TECHNICAL-VOCATIONAL INSTITUTIONS, STUDENTS SHALL**
118 **BE PROVIDED THE SAME.** Such policies shall likewise be included in
119 the school's student and/or employee handbook and shall be conspicuously
120 posted on the school walls and website, if there is any.

The Department of Education (DepEd), **THE COMMISSION ON HIGHER EDUCATION (CHED), AND TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA)** shall include in ~~[its]~~ **THEIR** training programs, courses or activities which shall provide opportunities for school administrators, teachers and other ~~[employees]~~ **PERSONNEL** to develop their knowledge and skills in preventing or responding to any bullying act.”

Sec. 6. A new Section 3-A is added after Section 3 of Republic Act no. 10627 as follows:

“SECTION 3-A. PREVENTION, INTERVENTION, AND STUDENT SUPPORT MECHANISMS. – ALL EDUCATIONAL INSTITUTIONS COVERED BY THIS ACT SHALL ADOPT A WHOLE-OF-SCHOOL APPROACH AND IMPLEMENT EVIDENCE-BASED INTERVENTIONS TO THE PREVENTION OF BULLYING AND SCHOOL-RELATED VIOLENCE.

AS PART OF THEIR ANTI-BULLYING POLICIES, EDUCATIONAL INSTITUTIONS SHALL:

A. ESTABLISH EARLY IDENTIFICATION AND REFERRAL MECHANISMS FOR STUDENTS WHO MAY BE EXPERIENCING OR EXHIBITING SIGNS OF BULLYING, SOCIAL ISOLATION, EMOTIONAL DISTRESS, VIOLENT BEHAVIOR, SELF-HARM, OR OTHER RISK FACTORS THAT MAY AFFECT THEIR SAFETY OR THE SAFETY OF OTHERS;

B. PROVIDE TIMELY REFERRALS TO GUIDANCE COUNSELORS, PSYCHOLOGISTS, SOCIAL WORKERS, OR OTHER QUALIFIED MENTAL HEALTH PROFESSIONALS, AS APPROPRIATE;

C. DEVELOP AGE-APPROPRIATE INTERVENTION PLANS FOR STUDENTS IDENTIFIED AS AT RISK OF COMMITTING OR EXPERIENCING BULLYING, INCLUDING COUNSELING, MENTORSHIP, FAMILY ENGAGEMENT, AND OTHER SUPPORT SERVICES;

D. IMPLEMENT SUPPORT AND RECOVERY PROGRAMS FOR VICTIMS OF BULLYING, INCLUDING ACCESS TO COUNSELING, PEER SUPPORT, AND OTHER APPROPRIATE ASSISTANCE;

E. ESTABLISH STUDENT SUPPORT TEAMS COMPOSED OF SCHOOL ADMINISTRATORS, GUIDANCE COUNSELORS, TEACHERS, AND OTHER APPROPRIATE PERSONNEL TO ASSESS AND RESPOND TO SERIOUS OR REPEATED INCIDENTS OF BULLYING AND OTHER BEHAVIORAL CONCERNS;

F. CONDUCT ANNUAL TRAINING FOR TEACHERS, NON-TEACHING PERSONNEL, AND SCHOOL ADMINISTRATORS ON BULLYING PREVENTION, CONFLICT DE-ESCALATION, MENTAL HEALTH AWARENESS, CHILD PROTECTION, AND TRAUMA-INFORMED RESPONSES;

G. IMPLEMENT AGE-APPROPRIATE EDUCATIONAL PROGRAMS ON EMPATHY, RESPECT, RESPONSIBLE DIGITAL CITIZENSHIP, CONFLICT RESOLUTION, AND MENTAL HEALTH AWARENESS; AND

H. ENSURE THAT INTERVENTIONS UNDER THIS SECTION ARE CONSISTENT WITH THE BEST INTERESTS OF THE CHILD, DUE PROCESS, CONFIDENTIALITY, AND APPLICABLE CHILD PROTECTION STANDARDS.

175 **Sec. 7.** Section 4 of Republic Act No. 10627 is amended to read as
176 follows:

177 “Section 4. *Mechanisms to Address Bullying.* –

178 xxx

179 **(c) IF THE PERPETRATOR IS A STUDENT AND A MINOR,**
180 notify the parents or guardians of the perpetrator; and

181 **(d) IF THE VICTIM IS A STUDENT AND A MINOR,** notify the
182 parents or guardians of the victim regarding the action taken to prevent any
183 further acts of bullying or retaliation.

184 xxx

185 **SCHOOLS SHALL ENSURE DUE PROCESS,**
186 **CONFIDENTIALITY, AND TIMELY INVESTIGATION IN ALL**
187 **BULLYING CASES.”**

188 **Sec. 8.** Section 5 of Republic Act No. 10627 is amended to read as
189 follows:

190 “Section 5. *Reporting Requirement.* – All **BASIC EDUCATION**
191 schools shall inform their respective schools division superintendents, **ALL**
192 **HIGHER EDUCATION INSTITUTIONS SHALL INFORM THEIR**
193 **RESPECTIVE CHED REGIONAL OFFICES, AND ALL TECHNICAL-**
194 **VOCATIONAL INSTITUTIONS SHALL INFORM THEIR**
195 **RESPECTIVE TESDA PROVINCIAL OFFICES** in writing about the
196 anti-bullying policies formulated within six (6) months from the effectivity
197 of this Act. Such notification shall likewise be an administrative
198 requirement prior to the operation of new schools **AND INSTITUTIONS.**

Beginning with the school year after the effectivity of this Act, and every first week of the start of the school year thereafter, schools **AND INSTITUTIONS** shall submit a report to their respective schools division superintendents, **CHED REGIONAL OFFICES, AND TESDA PROVINCIAL OFFICES** all relevant information, **INCLUDING ACTIONS TAKEN, IMPLEMENTATION OF REHABILITATION AND INTERVENTION PROGRAMS**, and statistics on acts of bullying or retaliation. The schools division superintendents, **CHED REGIONAL OFFICES, AND TESDA PROVINCIAL OFFICES** shall compile these data and report the same to the Secretary of the DepED, **CHAIRPERSON OF THE CHED, AND DIRECTOR-GENERAL OF THE TESDA** who shall likewise formally transmit a comprehensive report to the **APPROPRIATE** CommitteeS [~~on Basic Education~~] of both the House of Representatives and the Senate.”

Sec. 9. A new section 5-A is added after Section 5 of Republic Act No. 10627 as follows:

“SECTION 5-A. SCHOOL CLIMATE AND SAFETY ASSESSMENT. – ALL EDUCATIONAL INSTITUTIONS SHALL CONDUCT PERIODIC ASSESSMENTS OF THE PREVALENCE OF BULLYING, STUDENT WELL-BEING, SCHOOL SAFETY, AND THE EFFECTIVENESS OF THEIR ANTI-BULLYING POLICIES.

THE RESULTS OF SUCH ASSESSMENTS SHALL BE USED TO IMPROVE POLICIES, PREVENTIVE MEASURES, INTERVENTION PROGRAMS, AND RESOURCE ALLOCATION, SUBJECT TO DATA PRIVACY AND CONFIDENTIALITY REQUIREMENTS.”

Sec. 10. A new Section 5-B is added after Section 5-A of Republic Act No. 10627 as follows:

227 **“SECTION 5-B. COMPLAINT MECHANISMS. —** DEPED,
228 **CHED, AND TESDA SHALL ESTABLISH STANDARDIZED AND**
229 **CLEARLY DEFINED COMPLAINT MECHANISMS WITH**
230 **MANDATORY TIMELINES, CONFIDENTIALITY SAFEGUARDS,**
231 **AND APPEAL PROCEDURES FOR STUDENTS, PARENTS, OR**
232 **GUARDIANS IN CASES OF SCHOOL NONCOMPLIANCE.**
233 **INFORMATION ON THESE MECHANISMS SHALL BE**
234 **ACCESSIBLE.”**

235 **Sec. 11.** Section 6 of Republic Act No. 10627 is amended to read as
236 follows:

237 **“Section 6. Sanction for Noncompliance AND VIOLATIONS. –** In the
238 rules and regulations to be implemented pursuant to this Act, the Secretary
239 of the DepEd, **THE CHAIRPERSON OF THE CHED, AND THE**
240 **DIRECTOR GENERAL OF THE TESDA** shall prescribe the appropriate
241 administrative sanctions on **SCHOOLS AND INSTITUTIONS AS WELL**
242 **AS** school administrators **AND PERSONNEL** who shall fail to comply with
243 the requirements under this Act. In addition thereto, erring private schools
244 shall likewise suffer the penalty of suspension of their permits to operate.”

245 **Sec. 12.** A new section 6-A is added after Section 6 of Republic Act No.
246 10627 as follows:

247 **“SECTION 6-A. OTHER OFFENSES. – THIS ACT SHALL BE**
248 **WITHOUT PREJUDICE TO THE FILING OF OTHER CRIMINAL,**
249 **CIVIL, OR ADMINISTRATIVE ACTIONS UNDER APPLICABLE**
250 **LAWS.”**

251 **Sec. 13.** A new section 7-A is added after Section 7 of Republic Act No.
252 10627 as follows:

253 **“SECTION 7-A. APPROPRIATIONS. — THE AMOUNTS**
254 **NECESSARY FOR THE IMPLEMENTATION OF THIS ACT SHALL**
255 **BE CHARGED TO THE CURRENT APPROPRIATIONS OF DEPED,**
256 **CHED, AND TESDA. THEREAFTER, FUNDING SHALL BE**
257 **INCLUDED IN THE ANNUAL GENERAL APPROPRIATIONS ACT.”**

258 **Sec. 14. *Implementing Rules and Regulations.*** – Within sixty (60)
259 days from the effectivity of this Act, DepEd, CHED, and TESDA, in
260 consultation with the Council for the Welfare of Children, the Department
261 of Social Welfare and Development, the Department of Health, child rights
262 organizations, mental health professionals, teachers' organizations,
263 parents' associations, student organizations, and other relevant
264 stakeholders, must promulgate the necessary rules and regulations for its
265 effective implementation. Failure to promulgate the rules and regulations
266 will not affect the effectivity of this Act.

267 **Sec. 15. Separability Clause.** – If, for any reason, any part or
268 provision of this Act is declared unconstitutional or invalid, other parts or
269 provisions not affected thereby will continue to be in full force and effect.

270 **Sec. 16. Repealing Clause.** – All laws, decrees, executive orders,
271 proclamations, rules and regulations, and other issuances or part or parts
272 thereof contrary to or inconsistent with this Act are likewise hereby
273 repealed or modified accordingly.

274 **Sec. 17. Effectivity.** – This Act takes effect fifteen (15) days after its
275 publication in the Official Gazette or in a newspaper of general circulation.

276 *Approved,*