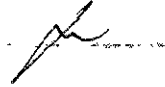


FOURTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
Second Regular Session)

8 OCT 16 12:11

SENATE
S.B. No. 2683

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Introduced by Senator Miriam Defensor Santiago

EXPLANATORY NOTE

The dynamics of dating violence in adolescent relationships are very similar to the dynamics of domestic violence in adult relationships. Like adult domestic violence, teen dating violence crosses all social and economic classes, races, cultures, genders, and sexual orientations.

Despite the similarities with adult domestic violence, there are some unique aspects of teen dating violence, which make it an issue separate from adult domestic violence. Many teens have not had much experience with intimate relationships and therefore may be especially susceptible to the sex roles presented in society which are overwhelmingly stereotypical and non-egalitarian. In addition, teens perceive relationships to be significant in a much shorter period of time, and therefore may have difficulty leaving a relationship even after only a month of dating a partner. Even if a victim decides to break up with her/his abuser, they often attend the same school, contributing to a greater sense of fear and entrapment. Teens are also under a great deal of pressure by peers to be involved in a relationship, which may add to their ambivalence about breaking up with a partner. Finally, many teens may resist seeking help from parents or other adults. At this developmental stage, teens are struggling to declare independence and may try to solve problems on their own or with their peers. They may fear that if they reach out for help from an adult in their life that they may lose some of the freedom which they have worked hard to attain.

There have been several studies that declared that when a student is a victim of dating violence, his or her academic life suffers and his or her safety at school is

jeopardized. This makes it imperative for the legislature to enact a sound policy to create an environment free of dating violence which shall be a part of each school. It is the intent of the general assembly to enact legislation that would require each school to establish a policy for responding to incidents of dating violence and to provide dating violence education to students, parents, staff, faculty and administrators, in order to prevent dating violence and to address incidents involving dating violence. All students have a right to work and study in a safe, supportive environment that is free from harassment, intimidation and violence.

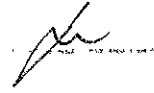
Miriam Defensor Santiago
MIRIAM DEFENSOR SANTIAGO

FOURTEENTH CONGRESS OF THE REPUBLIC)
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8 OCT 16 2011

SENATE
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Introduced by Senator Miriam Defensor Santiago

1 AN ACT
2 MANDATING THE DEPARTMENT OF EDUCATION TO INCLUDE DATING
3 VIOLENCE EDUCATION IN THE PHYSICAL EDUCATION, HEALTH AND
4 MUSIC (PEHM) CURRICULUM FOR SECONDARY EDUCATION
5

6 *Be it enacted by the Senate and the House of Representatives of the Philippines in*
7 *Congress assembled:*
8

9 SECTION 1. *Short Title.* This Act shall be known as the "Teen Dating Violence
10 Act of 2008".

11 SECTION 2. *Description of Policy.* The State recognizes the vital role of the
12 youth in nation-building and shall promote and protect their physical, moral, spiritual,
13 intellectual, and social well-being.

14 SECTION 3. *Definition of Terms.* As used in this Act, the following definition of
15 terms shall be adopted:

16 (1) "Dating violence" means a pattern of behavior where one person uses threats of, or
17 actually uses, physical, sexual, verbal or emotional abuse to control his or her dating
18 partner.

19 (2) "Dating partner" means any person, regardless of gender, involved in an intimate
20 relationship with another primarily characterized by the expectation of affectionate
21 involvement whether casual, serious or long-term.

22 (3) "At school" means in a classroom, on or immediately adjacent to school premises,
23 on a school bus or other school-related vehicle, at an official school bus stop, or at any
24 school-sponsored activity or event whether or not it is on school grounds.

1 SECTION 4. *Teen Dating Violence Education.* Teen Dating violence education
2 shall include, but not be limited to, defining dating violence, recognizing dating violence
3 warning signs and characteristics of healthy relationships. Each school supervisor shall
4 incorporate dating violence education that is age-appropriate into the Physical Education,
5 Health and Music (PEHM) curriculum for first year to fourth year high school students.

6 It shall be the duty of the Secretary of Education to:

7 (1) Develop a model dating violence policy to assist school supervisors in developing
8 policies for dating violence reporting and response.

9 (2) Establish a specific policy to address incidents of dating violence involving
10 students at school.

11 (3) Such policy shall include, but not be limited to, a statement that dating violence
12 will not be tolerated, dating violence reporting procedures with specific guidelines on
13 how to respond to school incidents of dating violence and discipline procedures specific
14 to such incidents.

15 (4) Provide dating violence training to all administrators and teachers at the high
16 school levels. Upon the recommendation of the administrator, other staff may be included
17 or may attend the training on a volunteer basis. The dating violence training shall include,
18 but not be limited to, basic principles of dating violence, warnings signs of dating
19 violence and the school district's dating violence policy, to ensure that they are able to
20 appropriately respond to incidents of dating violence at school. This training shall be
21 provided yearly to all newly hired staff deemed appropriate to receive the training by the
22 school's administration.

23 SECTION 5. *Separability Clause.* – If any provision or part thereof is held invalid
24 or unconstitutional, the remainder of the law or the provision not otherwise affected shall
25 remain valid and subsisting.

26 SECTION 6. *Repealing Clause.* – All laws, presidential decree or issuance,
27 executive orders, letter of instruction, administrative order, rule and regulation contrary

1 to, or inconsistent with the provisions of this Act are hereby repealed, modified, or
2 amended accordingly.

3 SECTION 7. *Effectivity Clause.* – This Act shall take effect fifteen (15) days
4 following its publication in at least two (2) newspapers of general circulation.

5 Approved,