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SENATE  
S. No. 1137

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BY: *[Signature]*

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Introduced by Senator Miriam Defensor Santiago

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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 from 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.\*

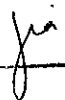
*mir*  
*Miriam Defensor Santiago*  
MIRIAM DEFENSOR SANTIAGO

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\* This bill was originally filed in the Fourteenth Congress, Second Regular Session.

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1 AN ACT

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

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

5 SECTION 1. *Short Title.* – This Act shall be known as the “Teen Dating Violence Act”.

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

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

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

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

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

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

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

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

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

24           SECTION 6. *Repealing Clause.* – All laws, presidential decree or issuance, executive  
25 orders, letter of instruction, administrative order, rule and regulation contrary to, or inconsistent  
26 with the provisions of this Act are hereby repealed, modified, or amended accordingly.

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

Approved,