



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF ILOCOS NORTE

Division Order No. 1, s. 2026
6 February 2026

**SDOIN Code of Conduct, Mental Wellness, and Discipline for
School Sports**

I. Introduction and Legal Basis

In line with the Schools Division of Ilocos Norte (SDOIN)'s Fortified Key Initiatives, particularly on the Initiative No. 4 on Operational Sports Program through Active Sports Clubbing, and on the Initiative No. 5 on School Health and Wellness Program, there is a need to create a policy that would strike a balance between sports competitiveness and skills development, and at the same time, the over-all mental well-being of the learner-athlete.

The SDOIN Code of Conduct, Mental Wellness, and Discipline for School Sports (***SDOIN Sports Code of Discipline***) contextualizes existing DepEd issuances, including but not limited to the DepEd Child Protection Policy¹, DepEd Anti-Bullying Policy², the DepEd Policy on Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services³, and the SDOIN Omnibus Code of Learners Discipline⁴.

To this end, it is therefore imperative to set guidelines governing conduct and discipline among all participants in all Sports Competitions and trainings at all levels.

II. Objectives

The Objectives of this Code are the following:

1. To provide an established framework of interpersonal and professional boundaries that ensure physical safety, well-being, and mutual respect among all coaches, trainees, learner-athletes, and chaperones

¹ DepEd Order No. 40, s. 2012

² DepEd Order No. 55, s. 2013

³ DepEd Order No. 49, s. 2022

⁴ SDOIN Division Order No. 1, s. 2024

- throughout the duration of the intensive training and all sports activities;
2. To impose appropriate sanctions on violators in accordance with existing laws, rules, and regulations in order to sustain accountability and prevent acts prejudicial to good order, discipline and safety;
 3. To implement a structured system of immediate and long-term intervention programs designed to address behavioral lapses through education, counseling, and restorative measures;
 4. To ensure that competitive sports are implemented in a manner that gives due consideration to the psychological, emotional, and social well-being of the learner-athletes.

III. Coverage

1. In addition to penalties that may be imposed by existing DepEd rules and laws, the penal provisions of this Code shall be suppletory in character, if infractions are committed in the course of sports activities. In the absence of a provision in existing rules, this Code shall be construed as the special law in the context of sports activities.
2. This policy shall apply:
 - a. To all learner-athletes who are officially participating in trainings, competitions, and other sports-related activities;
 - b. To all coaches, trainers, chaperones, officials, and other personnel directly or indirectly involved in preparation, supervision, and implementation of sports activities; and
 - c. In all venues, periods, and circumstances where official trainings, competitions, intensive preparations, and other related activities are conducted, whether on-campus or off-campus.
3. For trainers who are not DepEd personnel, engaged by the Provincial Government of Ilocos Norte (PGIN) who may be subjected to disciplinary provisions in this Code, a formal recommendation shall be endorsed to the PGIN, who has jurisdiction to terminate and/or suspend their engagement.

IV. General Provisions

1. A Discipline Committee (DC) is hereby established, composed of the following:
 - a. The Division Legal Officer as Chairperson;
 - b. The Education Program Supervisor for Values Education as Vice-Chairperson;
 - c. The Division Sports Officer;
 - d. The President of the Ilocos Norte Division Athletic Association (INDAA); and
 - e. A Member of the Division Screening and Accreditation Committee (DSAC).
 - f. The Legal Assistant/Legal Assistant Designate as Secretariat.

2. The Discipline Committee has the following functions and powers:
 - a. Conduct validations/Fact-finding investigations in cases of violations outlined in this Code;
 - b. Summon persons before them in aid of investigation;
 - c. Recommend reprimand, suspension or expulsion of persons from the training and/or sports competition;
 - d. Order intervention and response mechanisms for learner-athletes;
 - e. Endorse cases to the School Committees on Learners Discipline or to appropriate bodies having jurisdiction over committed offenses, as may be necessary;
 - f. Monitor compliance with Discipline and Code of Conduct in training/competition areas and billeting schools.
3. The Chairperson of the Discipline Committee shall serve as the Chairperson of the Learner Rights and Protection (LRP) Desk established for the particular event, and as such, he/she shall have supervisory jurisdiction over LRP Desks organized in billeting schools, playing grounds, and other training areas.
4. LRP Desks shall be established in all billeting schools for all sports competitions and training. The LRP Desks shall have the following functions:
 1. Monitor compliance with the Sports Code of Discipline in their respective assigned billeting areas and playing venues;
 2. Provide Psychological First Aid when the need arises;
 3. Serve as liaison between the Disciplinary Committee and the parties to any case that may arise in relation to this Code;
 4. Disseminate information about this Code in their respective areas of assignment; and
 5. Manage the Learner Rights and Protection Desk in their respective areas of assignment.

V. General Guidelines

The following guidelines shall govern the conduct, behavior, and responsibilities of all learner-athletes, coaches, trainers, chaperones, officials, and other personnel involved:

1. Trainers, Coaches, Assistant Coaches, and Chaperones shall observe extraordinary diligence at all times, and at no time shall their physical presence of at least one of them is absent in any given activity during the sports program.
2. Learner-athletes shall, at all times, stay and board in the designated billeting areas. However, in the event that the learner-athletes are

- permitted to leave the training camp or billeting quarters under the care of their parents, guardians, or authorized representatives, a waiver (See Annex "A") shall be executed, specifying therein, among others, that the accountability is transferred to the said parent, guardian, or representative. Accountability over the said learner-athlete shall only be brought back to the coaches, assistant coaches, and chaperones upon the return of the learner-athlete to the training camp.
3. All learner-athletes, coaches, trainers, chaperones, officials, and personnel shall observe proper decorum, discipline, and professionalism at all times during trainings, competitions, billeting, and related activities;
 4. The physical, psychological, emotional, and social safety of learner-athletes shall be given foremost consideration in all activities, decisions, and interactions;
 5. Coaches, trainers, chaperones shall uphold ethical standards, appropriate authority, and maintain professional boundaries in accordance with existing DepEd policies and child protection laws;
 6. Learner-athletes shall comply with all training schedules, competition rules, billeting area policies, curfew regulations, safety protocols issued by authorized officials;
 7. Learner-athletes shall take responsibility for their physical, mental, and emotional readiness by observing proper rest, nutrition, and training requirements, refrain from activities or habits that may negatively affect their performance, health, or team objectives, and consistently give their best effort in all training and competitions in pursuit of excellence and competitive success;
 8. Trainers, Coaches, and Assistant Coaches shall ensure that they remain physically and mentally fit, alert and capable of responding to any emergency or concern involving learner-athletes at all times;
 9. Trainers, Coaches, and Assistant Coaches, shall refrain from consuming alcoholic beverages or engaging in liquor sessions at any time during the official duration of trainings, competitions, and related activities, including rest periods or after-hours, when they are still responsible for the supervision and welfare of learner-athletes.
 10. Trainers, Coaches, Assistant Coaches, and Chaperones shall refrain from engaging in any activity or any relationship that may impair one's ability in making objective decisions in the performance of his/her job functions;
 11. Trainers, Coaches, Assistant Coaches, and Chaperones shall avoid relationships, interactions, and communications, including following social media with learners outside of the school and sports setting, except if for valid or justifiable reasons;
 12. Any form of bullying, harassment, abuse, intimidation, discrimination, or violence is strictly prohibited and shall be addressed with this Code and existing laws and issuances;
 13. All concerned individuals shall respect the rights, dignity, and diversity of others, and promote air play, teamwork, and sportsmanship;

14. Learner-athletes shall refrain from acts or behaviors that may compromise discipline, safety, and order;
15. Incidents, concerns, or violations observed during trainings, competitions, or in billeting areas shall be reported forthwith through the prescribed reporting mechanisms to ensure immediate action and appropriate intervention;
16. Disciplinary measures and interventions shall be corrective, learner-centered, non-violent, and restorative, taking into consideration the best interests and developmental needs of learner-athletes;
17. Compliance with this Code of Conduct and Discipline shall be mandatory, and failure to observe these guidelines shall be subject to the concerned individual to disciplinary action and/or appropriate intervention measures.
18. Learner-athletes are mandated to observe window hours for their academic study and compliance with established modalities of learning while they are at the training camp, unless otherwise prescribed due to some valid and reasonable grounds.
19. A debriefing session shall be conducted at least one during the duration of the training camp. The said debriefing session shall be conducted in accordance with item IX (b) (F) of this Code.

VI. Prohibited Acts

The following acts are prohibited:

1. **Bullying**, including physical, verbal, social, psychological, and cyberbullying;
2. **Fighting**, initiation of physical altercations, or causing injury to others;
3. **Sexual harassment, sexual abuse, and rape**, including acts committed through physical, verbal, or online means, including peeping, and installation of peeping devices;
4. **Any form of child abuse, exploitation, or neglect**, as defined under existing laws and DepEd issuances, committed by a Trainer, Coach, Assistant Coach, or Chaperone;
5. **Physical assault or threats of violence** against any learner, coach, official, or personnel;
6. **Disobedience and Discourtesy** by a learner-athlete towards a coach, assistant coach, chaperone, or trainer;
7. **Theft, stealing, or misappropriation** of personal or school property;
8. **Substance Use**, including the use of alcohol, vaping products, prohibited drugs, or any intoxicating substance;
9. **Vandalism and/or Destruction of school or billeting facilities**;
10. **Gambling** in any form, whether physical or online;
11. **Online Misconduct**, including cyberbullying, sharing of harmful content, unauthorized recording, or posting of images/videos of others without consent;

12. **Possession, exhibition, and public display of pornographic, sexually explicit, or indecent materials;**
13. **Carrying, concealing, and/or use of deadly weapons or improvised weapons;**
14. **Smoking, possession, selling, or distribution of cigarettes, e-cigarettes, illegal drugs, or prohibited substances by a learner;**
15. **Violation of billeting area rules, including curfew violations, unauthorized leaving of billeting areas, and allowing unauthorized persons inside learner sleeping quarters;**
16. **Any other act that compromises the physical, psychological, or emotional safety of learner-athletes or brings disrepute to the training program or competition.**

VII. Penalties

Penalties imposed by this Code shall be separate and distinct from any kind of penalty that may be imposed by DepEd rules and Schools pursuant to the SDOIN Omnibus Learners' Code of Discipline. Without prejudice to penalties that may be imposed by the SDOIN Omnibus Learners' Code of Discipline, and DepEd Order No. 49, s. 2006, the following penalties shall apply:

1. **Expulsion from the training program and disqualification from the competition** shall be applied for the following offenses:
 - a. **Bullying**, including physical, verbal, social, psychological, and cyberbullying;
 - b. **Sexual harassment, sexual abuse, and rape**, including acts committed through physical, verbal, or online means, including peeping, and installation of peeping devices;
 - c. **Any form of child abuse, exploitation, or neglect**, as defined under existing laws and DepEd issuances;
 - d. **Substance Use**, including the use of alcohol, vaping products, prohibited drugs, or any intoxicating substance;
 - e. **Online Misconduct**, including cyberbullying, sharing of harmful content, unauthorized recording, or posting of images/videos of others without consent;
2. **Suspension for one (1) week from the training** shall be applied for the following offenses, provided that the penalty of expulsion and disqualification shall be imposed for any succeeding offenses that may thereafter be committed:
 - a. **Fighting**, initiation of physical altercations, or causing injury to others;
 - b. **Physical assault or threats of violence** against any learner, coach, official, or personnel;
 - c. **Disobedience and Discourtesy** by a learner-athlete towards a coach, assistant coach, chaperone, or trainer;

- d. **Theft, stealing, or misappropriation** of personal or school property;
 - e. **Vandalism and/or Destruction of school or billeting facilities;**
 - f. **Gambling** in any form, whether physical or online;
 - g. **Possession, exhibition, and public display of pornographic, sexually explicit, or indecent materials;**
 - h. **Carrying, concealing, and/or use of deadly weapons or improvised weapons;**
 - i. **Smoking, possession, selling, or distribution of cigarettes, e-cigarettes, illegal drugs, or prohibited substances by a learner;**
 - j. **Violation of billeting rules,** including curfew violations, unauthorized leaving of billeting areas, and allowing unauthorized persons inside learner sleeping quarters.
3. If the offender is a Trainer, Coach, Assistant Coach, or Chaperone, and for any offense mentioned above, the said person shall be expelled from such designation at all levels of the sports competition, including training.

VIII. Reporting Protocols

Any person who has witnessed, received information about, or has reasonable grounds to believe that an incident involving bullying, sexual harassment, child abuse, and/ or other prohibited acts has occurred during the conduct of the Intensive In-House Training of Sports Competitions, including within billeting schools, training venues and competition areas, shall immediately report the same in accordance with the reporting channels prescribed herein.

Upon knowledge of the incident, the parent/s or guardian of the learner-athlete/s involved shall be contacted immediately. However, if informing parents would impose greater risk to the safety and well-being of the learner-athlete, the case shall be handled through the appropriate channels in accordance with established Child Protection protocols.

1. In billeting schools or billeting areas:

- a. Any Learner-athlete, Trainer, Coach and/ or Assistant Coach, Chaperone, School Personnel, or official may provide immediate assistance to the affected learner-athlete and shall thereafter report the incident without delay to the Learner Rights and Protection (LRP) Desk focal person assigned to the billeting school;
- b. The LRP Desk Focal Person shall facilitate the presence of the parent/s or guardian during the initial intake interview to provide emotional support, unless the learner-athlete explicitly requests otherwise or it is deemed detrimental to the investigation;
- c. The LRP Desk focal person shall document the report, implement immediate safety and protection measures, and elevate the same to

the Discipline Committee for appropriate action, intervention, and disposition.

2. In training venues and competition areas:

- a. Reports of incidents shall be made directly to the Supervising Official on duty or to any member of the SDOIN School Sports Discipline Committee;
- b. The Supervising Official shall ensure the immediate safety of the learner-athlete/s concerned and that parents or legal guardians are promptly notified and invited to the site to accompany the learner-athlete during the initial documentation and intake process.
- c. The Supervising Official shall ensure the immediate safety of the learner-athlete/s concerned, cause the documentation of the incident, and promptly elevate the report to the Discipline Committee through the established reporting mechanisms.

3. Reports may be made either anonymously or with disclosure of identity.

- a. In cases where the reporting party opts to remain anonymous, the receiving LRP Desk Focal Person or Supervising Officer shall reduce the information received into writing and ensure that the same is properly documented.
- b. Where the person reporting discloses his or her identity, the receiving officer may request that the report be put in writing and duly signed by both the reporting party and the receiving officer.

4. Where the person reporting intends to formally file a complaint against the alleged offender, the complaint shall be required to be in writing and, whenever practicable, under oath.

- a. Assistance shall be extended to learner-athletes and their parents or legal guardians in the preparation of such complaints to ensure that the rights and welfare of the learner-athlete are adequately protected.
- b. During the investigation phase, or legal guardians shall be allowed to participate by providing relevant information or testimony and shall be updated on the progress of the case, subject to confidentiality laws.

5. Upon receipt of the report or complaint:

- a. Immediate safety measures shall be implemented, including the separation of parties when necessary;
- b. The appropriate guidance personnel or designated trained staff shall conduct initial contact and provide immediate psychological or psychosocial intervention, as warranted by the circumstances; and
- c. Parents shall be consulted regarding these interventions to ensure a coordinated support system between the school and home;

6. In evaluation and decision-making:
 - a. The complete report, together with the Intake Sheet, Incident Report Form, and all supporting documents, shall be forwarded to the Discipline Committee within forty-eight (48) hours from receipt of the report or complaint for the evaluation, determination of appropriate disciplinary action, and identification of necessary interventions;
 - b. Upon determination of the case, the Disciplinary Committee shall formally notify the parents or guardians of the decision, the appropriate disciplinary action taken, and the identified necessary interventions for all parties involved;
 - c. Parents shall be informed of all their rights to appeal or seek further resources through appropriate administrative or legal channels.
7. Cases involving child abuse, sexual offenses, serious physical injury, or other criminal acts shall be referred without delay to the appropriate authorities. The school shall assist parents in navigating these external referrals, including:
 - a. the School Child Protection Committee;
 - b. the City or Municipal Social Welfare and Development Office;
 - c. the Philippine National Police; or
 - d. other agencies mandated by law.

In no case shall such incidents be resolved solely through internal mediation, counseling, or disciplinary process.
8. All reports, complaints, and records shall be handled with strict confidentiality in accordance with existing child protection and data privacy laws. Any act of retaliation against a person who reports in good faith or participates in the reporting or investigation process is strictly prohibited and shall be subject to appropriate administrative action.

IX. Interventions

There shall be intervention programs to promote accountability, psychological safety, and holistic recovery of all learner-athletes, Coaches, and Trainers.

Intervention programs shall be implemented in all cases where a learner-athlete becomes a party to any disciplinary case, whether as a complainant or as a respondent.

It shall also be implemented in any case where the need arises, upon the recommendation and endorsement of a Supervising Official, or an LRP Desk Focal Person.

A. General Principles Governing Interventions

All interventions shall be:

- a. **Learner-centered**, interventions shall prioritize the best interest, developmental needs, and overall welfare to the learner-athletes;
- b. **Trauma-informed**, interventions shall recognize the impact of trauma and avoid practices that may cause re-traumatization;
- c. **Rights-Based**, all actions shall respect and uphold the rights of learner-athletes in accordance with existing laws and DepEd policies;
- d. **Positive and Non-Violent**, disciplinary measures shall promote learning and accountability without resorting to physical, psychological, or degrading punishment;
- e. **Restorative**, interventions shall repair harm, restore relationships, and promote personal growth and responsibilities;
- f. **Inclusive and Non-Discriminatory**, interventions shall be applied fairly and without discrimination based on gender, ability, socioeconomic status, or other personal circumstances.

B. Levels of Intervention

a. Immediate Interventions

Upon confirmation or reasonable belief that a learner-athlete is at risk or has been involved in a prohibited act, the following steps shall be undertaken within twenty-four (24) hours:

- i. Ensure Physical and Psychological safety
 1. In cases of learner-learner violence, harassment, or coach-to-learner misconduct, involved parties shall be immediately separated;
 2. The affected learner-athlete shall be transferred to a designated *safe zone* within the billeting facility or to another supervised area, as necessary;
 3. Unauthorized access to the learner's quarters shall be restricted.
- ii. Provide Psychological First Aid (PFA)
 1. The Guidance Counselors or duly designated Guidance Personnel shall administer Psychological First Aid (PFA) to the affected learner-athlete to reduce initial distress;
 2. The Guidance Counselor or duly designated Guidance Personnel shall stay with the learner until they are calm and ensure that they are not left unattended;
 3. An immediate, non-intrusive assessment of the learner-athlete's urgent needs shall be conducted.
 4. Properly record or document things that happened before, during, and after the provision of the PFA Psychological First Aid.

iii. Provide Medical Attention When Necessary

1. When needed, the learner-athlete shall be referred for medical evaluation in cases of panic symptoms, or psychosomatic distress.

b. Short-Term Interventions

Short-term interventions shall address adjustment difficulties, emotional distress, and emerging behavior concerns, and shall be implemented during the billeting, training, and/or competition period.

i. Counseling and Psychosocial Support

Individual or group counseling sessions shall be conducted to address:

1. Performance anxiety, competition pressures, and fear of failure;
2. Emotional dysregulation, anger, or impulsivity;
3. Homesickness and separation anxiety due to billeting;
4. Peer conflicts, adjustments, and difficulties;
5. Instances where a learner-athlete expresses a desire to back out or quit during the training;
6. Stress or burnout caused by dual demands of sports training and academic requirements;
7. Concerns related to self-esteem, confidence, or motivation affecting their participation and performance.

ii. Specialized Behavioral Sessions

Learner-athletes who violate the rights of others shall undergo structured intervention sessions focusing on:

1. Awareness of rules and boundaries;
2. Empathy development and perspective-taking;
3. Identification of emotional and situational triggers;
4. Development of impulse control, coping and self-regulation strategies;
5. Accountability and understanding the impact of one's actions.

Participation in these sessions shall be mandatory and documented.

iii. Increased Supervision

1. Enhanced monitoring by Trainers, Coaches or Assistant Coaches, Chaperones, or assigned personnel may be implemented for learners identified as *at-risk*;
2. Adjustments to room assignments, schedules, or activities may be implemented when necessary.

C. Specific Intervention Programs

Intervention programs for learner-athletes shall be under the direct and close supervision of the Discipline Committee (DC), in coordination with the Guidance Counselor or Designate.

The following structured intervention programs shall be implemented depending on the needs and assessments of the Affected learner-athlete and Offending learner-athlete:

a. Counseling Programs

- i. Guidance on handling performance anxiety, high-stakes pressure of the competition, and the fear of failure;
- ii. Immediate psychological support following an incident of bullying, abuse, harassment, or conflict to both victim and perpetrator;
- iii. Specialized sessions for learner-athletes who infringe on the rights of others and break rules. The session involves empathy development, impulse control, and identifying triggers for their behavior;
- iv. For learner-athletes struggling with separation anxiety or homesickness. This involves sessions to help the learner adapt to the billeting environment, new routines, and the absence of their primary support system.
- v. Provide support and interventions to learner-athletes to help balance training demands and academic learning through a distance learning approach.

b. Educational and Psychoeducation Programs

Proactive interventions designed to equip learner-athletes, coaches, and trainers with the knowledge and skills to maintain a safe and respectful environment.

- i. **Mental Health Literacy and Support Systems**
Provides a foundational understanding of mental health conditions and available support pathways. In order to:
 - a. Establish a baseline of mental health awareness;
 - b. Mitigate general stress levels and fatigue among learner-athletes;
 - c. Ensure all participants are familiar with the help-seeking protocols and referral systems.
- ii. **Boundary Awareness and Professional Conduct**
Sessions for Coaches, Trainers, and Chaperones on maintaining professional boundaries. In order to:
 - a. Ensure compliance with the Safe Spaces Act and DepEd Child Protection Policies;

- b. Prevent manifestation of over-familiarity or boundary-blurring between adult and learner-athletes;
- c. Institutionalize rules and protective protocols within the billeting schools and training venues.

c. Restorative Measures

Restorative interventions may be applied only when appropriate and safe and shall not replace mandatory reporting or referral requirements.

i. Mediation or Facilitated Dialogue

Conduct mediation between involved parties in order to:

- a. Acknowledge harm;
- b. Encourage accountability; and
- c. Restore trust and healthy relationships.

ii. Restorative Agreements

Require written, actionable commitments on outcome agreements, detailing expected behavior, corrective actions, and monitoring plans for the purpose of repairing harm, restoring trust, prevent recurrence of misconduct, while safeguarding the psychological well-being of all learner-athletes involved.

D. Situation-Based Counseling Approaches

The following intervention approaches shall be applied based on the specific needs, roles, and circumstances of the learner-athlete involved. All interventions shall be conducted by qualified guidance counselors, psychologists, or designated personnel, and shall prioritize the learner-athlete's welfare, accountability, and development.

a. Immediate PFA:

- i. Client-Centered Intervention** – to ensure that the learner-athlete feels fully assured, heard, and emotionally stabilized.

b. In cases when the Learner-Athlete is the Perpetrator of Misconduct or Harmful Behavior, the following approaches may be utilized:

i. Gestalt-Based Interventions

- 1. *Owning the Projection* – to help the learner-athlete recognize displaced blame, defensiveness, or denial by taking responsibility for their thoughts, feelings, and actions.
- 2. *Hot Seat Technique* – to confront inconsistencies, rationalizations, or avoidance in a structured and guided manner.
- 3. *Double Chairing* – to resolve internal conflicts (e.g. aggression vs. discipline, entitlement vs. responsibility).

ii. Behavioral Counseling

1. *Contingency Contracting* – to establish clear behavioral expectations, consequences, and incentives, as well as ensure compliance with corrective measures, rules, and agreed-upon behavior
 - iii. Solution-focused Counseling – to support goal-setting and behavior change
 - iv. Expressive Therapies – as supportive tools for emotional processing when appropriate.
- c. In cases when the Learner-Athlete is the Victim of Abuse, Harassment, Bullying, or Exploitation, the following approaches may be utilized:
- i. Expressive Counseling - to facilitate safe emotional expression and processing
 1. *Play Therapy*, to help them 'play out' their anxieties and experiences through toys or role-plays;
 2. *Art Therapy*, to help the learner express their emotions.
 - ii. Gestalt Based Interventions, including *empty chair* and *double chairing* techniques, to address unresolved emotions and promote closure;
 - iii. Solution-focused counseling, to strengthen coping strategies and resilience;
 - iv. Behavioral counseling, when needed to rebuild boundaries and adaptive responses.
- d. In cases when the Learner-Athlete is Distressed, Anxious, or Experiencing Performance or Academic Pressure:
- i. Solution-focused counseling, to identify strengths, coping strategies, and achievable goals;
 - ii. Behavioral Counseling such as *contingency contracting*, to serve as a short-term solution for academic focused issues, as well as address avoidance, burnout, or performance-related behaviors.
- e. In cases when the Learner-Athlete is Homesick, Socially Isolated, or Experiencing Adjustment Difficulties:
- i. Solution-focused Counseling, to develop adaptive routines and coping strategies;
 - ii. Expressive Therapies, to process feelings related to separation or transition;
 - iii. Behavioral Counseling, to support and encourage engagement, and adaptive adjustment behaviors.
- f. In cases when the Learner-Athlete is unresponsive, the responder shall not force verbal communication:

- i. Expressive Counseling - to provide a non-verbal outlet for emotions that are too heavy or scary to put into words.
 1. *Art Therapy*, to encourage them to reflect in a safe, non-judgmental environment;
 2. *Play Therapy*, to allow the learner to process the event symbolically without pressure of a direct interview.
- ii. Client-Centered Therapy – to respect the learner-athlete's readiness to communicate and allow them to engage at their own pace.

Referral to external mental health services shall be made when cases require specialized or intensive care beyond institutional capacity, upon the recommendation of the counselor-in-charge.

E. Referral System

When the needs of a learner-athlete exceed the capacity, expertise, or mandate of the institution, a formal referral shall be made to appropriate external agencies or licensed professionals.

Referral shall be also undertaken in cases requiring specialized psychiatric care, intensive psychological intervention, medical treatment, legal action, child protection services, or any other service beyond the scope of school-based support.

All referrals shall:

- a. Be properly documented;
- b. Be conducted with due regard to confidentiality and informed consent, in accordance with existing laws and DepEd policies;
- c. Involve coordination with parents or legal guardians, when applicable;
- d. Ensure continuity of care and appropriate follow through.

Referral shall not replace mandatory reporting obligations under applicable child protection and safeguarding laws.

F. Debriefing Protocols

This serves as an intervention to assist the learner-athlete in integrating their experience and return to a state of emotional equilibrium.

- a. Scope and Applicability
A formal debriefing session shall be mandatory for learner-athletes in the following circumstances:
 - i. At least once during the entire duration of the training camp;
 - ii. Following an incident of bullying, harassment, abuse, or physical altercation;

- iii. Upon the conclusion of a formal investigation or disciplinary hearing;
- iv. After a stressful event, such as, but not limited to, sudden injury or mid-training withdrawal;
- v. Witnessing a traumatic event involving a peer or coach;
- vi. As may be necessary.

b. Structural Format of the Session

i. Introduction and Ground Rules:

- 1. Establish a non-judgmental, safe environment;
- 2. Reiterate the strict Non-Disclosure Policy and the limits of confidentiality (see Ethical Considerations);
- 3. Clarify that the session is not for investigation, but for emotional processing.

ii. Thought and Reaction Phase:

- 1. Allow the learner to describe what happened from their perspective;
- 2. Inquire about the learner's first thoughts during the event;
- 3. Identify and note any cognitive distortions or irrational thinking;
- 4. Explore the physical and emotional reactions experienced after the event;
- 5. Normalize the reactions as standard responses to stress;
- 6. Utilize client-centered techniques to validate the learner's feelings of distress.

iii. Teaching and Re-entry Phase:

- 1. Provide concrete coping strategies for the learner-athlete;
- 2. Identify immediate support systems (e.g. parents, peers, teachers);
- 3. Establish a follow-up schedule to monitor the learner's recovery.

G. Role of Parents or Legal Guardians in the Intervention Process

Parents or legal guardians are recognized as essential partners in the holistic development, discipline, and mental well-being of learner-athletes. Their active participation in the intervention process shall complement school-based and training interventions, particularly for behaviors, emotional concerns, or adjustment difficulties that extend beyond the training environment.

a. Home-Based Support Interventions

Parents or legal guardians shall be encouraged to implement the following supportive interventions at home, as applicable:

- i. Emotional support regulation, which includes:

1. Providing a safe, non-judgmental space for the learner-athlete to express emotions;
 2. Reinforcing healthy coping mechanisms such as emotional labeling, relaxation techniques, and constructive problem-solving.
 - ii. Reinforcement of Positive Behavior including:
 1. Consistently reinforcing agreed-upon behavioral goals, house rules, and values aligned with this code;
 2. Acknowledging improvements, accountability, and efforts toward positive change.
 - iii. Healthy monitoring of the learner-athlete's emotional state, behavior, online activities, and peer interactions, particularly following the incident.
 - iv. Structure and Routine
 1. Support healthy routines involving sleep, nutrition, academic responsibilities, and recovery periods, especially during intensive training phases;
 2. Help balance academic, athletic, and personal responsibilities to reduce burnout and emotional overload.
- b. Participation in Corrective and Restorative Measures
 - i. Parents or legal guardians may be required to support or co-sign Restorative Agreements, behavioral contracts, or monitoring plans issued by the Discipline Committee;
 - ii. They shall ensure the learner-athlete's compliance with required counseling sessions, behavioral programs, or professional referrals.
- c. Coordination with School and Professional Services
 - i. Parents or legal guardians shall cooperate with Guidance Counselors/ Designates, mental health professionals, and school authorities in cases requiring sustained or long-term intervention;
 - ii. When referrals to external psychological or behavioral services are made, parents or legal guardians shall ensure continuity of care and follow-through with recommended interventions.

H. Ethical Considerations

The implementation of discipline and mental health support must be grounded in ethical practice.

a. Record-Keeping

All records pertaining to disciplinary actions, mental health interventions, and incident reports are considered highly sensitive documents.

- i. Records must be updated within 24 hours of an incident to ensure factual accuracy;
- ii. Physical files must be placed in folders and stored in locked cabinets. For digital files, encryption and authentication are encouraged to prevent unauthorized hacking or accidental leaks;
- iii. Access to records is restricted to the Discipline Committee, the LRP Desk Focal Person, the learner's parents/guardian, Guidance Counselor/Designate, and relevant legal authorities in cases of criminal investigation;
- iv. Records shall be maintained only as long as necessary, for the duration of the training, or as required by DepEd's records management policy;
- v. Disposal of records must be done through shredding or digital deletion to prevent learner identification.

b. Confidentiality

To protect the privacy, dignity, and rights of all learner-athletes and other individuals involved, strict confidentiality shall be observed at all times.

- i. All information related to incidents and investigations shall be treated strictly confidential, whether written, verbal, or digital form (Non-Disclosure Policy);
- ii. Access to such information shall be limited to individuals or offices with legitimate authority and responsibility in handling the matter, as authorized by this Code or the Discipline Committee;
- iii. No information shall be disclosed to any person, official, or external entity, regardless of position or request, unless explicitly authorized by this Code or by the Discipline Committee;
- iv. Personnel must inform the learner-athlete that confidentiality may be waived only when there is an immediate risk of harm to the learner-athlete or others, or when required by law (also known as *Limits of Confidentiality*);
- v. Any form of gossip, unauthorized discussion, or public disclosure of case-related information is strictly prohibited.

X. Reporting Forms

All individuals who intend to file an incident report are required to fill out the official LRP Desk Incident Report Form (Annex C). The form must be accomplished completely, accurately, truthfully. Reporters shall provide complete details regarding the type of incident, date and time, exact location, persons involved, description of the incident, and actions taken. Incomplete, inaccurate, or false entries may result in delays in processing or appropriate administrative action.

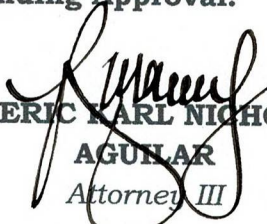
The learner-athlete, witness, coach, or chaperone on duty shall first complete the Incident Report Form to provide a factual, chronological account of the event. Simultaneously, the assigned Learner Rights and Protection (LRP) Desk focal person or Guidance Counselor shall fill out the Intake Sheet (Annex C) to profile the involved parties and classify the nature of the prohibited act, and observable behavior of the affected learner-athlete prior to and following the incident, serving as the official basis for the incident's entry into the records.

Considering that learner-athletes are minors, their parents or legal guardians shall be promptly notified and properly informed of the incident, the surrounding circumstances, and the actions taken by the school or concerned office. This process ensures transparency, accountability, and active parental involvement in addressing the matter.

XI. Effectivity

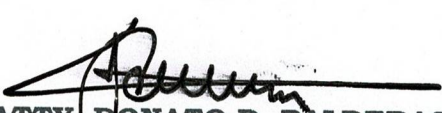
This Code shall take effect immediately upon publication in the SDOIN Official Facebook page (<https://www.facebook.com/depedtayoilocosnorte>). A copy of this Code shall likewise be submitted to the Office of the National Administrative Register, UP Law Center, Quezon City.

Recommending Approval:


ATTY. ERIC KARL NICHOLAS M.
AGUILAR
Attorney III


JO EULIE MEI T. DOMINGO
*Assistant Schools Division
Superintendent*

Approved:


ATTY. DONATO D. BALDERAS, JR.
Schools Division Superintendent

ANNEX A – WAIVER

I, (name of parent/guardian/authorized representative), request that (name of learner-athlete), of (school of athlete), and a player in (sports activity) be permitted to leave the training camp/billeting area under the following circumstances:

Relationship with the learner-athlete	
Destination	
Purpose	
Date and Time of request	
Date and Time of return	

I acknowledge and undertake all the liabilities and accountabilities over any untoward incident that may occur while the said learner-athlete is under my care and custody;

I hereby release the Department of Education Schools Division of Ilocos Norte of any liability or accountability that may arise over any untoward incident that may occur while the said learner-athlete is under my care and custody;

I undertake that I will comply with all the rules and regulations pertaining to this matter, and shall promptly return the learner-athlete to the training camp/billeting school at the specified time.

NAME AND SIGNATURE OF PARENT/GUARDIAN/LEARNER-ATHELETE

Recommending approval:

Coach

Approved:

LUCKY NESTOR DE SAN JUAN

Education Program Supervisor

Division Sports Officer

ANNEX B – LRP Desk Incident Report

TYPE OF INCIDENT (Specify the incident)	
DATE & TIME OF INCIDENT	
PLACE/EXACT LOCATION OF INCIDENT (If during event, state the kind of game/competition)	
LEARNER-ATHLETE INVOLVED (Indicate the: age, gender, region, game/competition participated in, and specific involvement in the incident. The names of minors should be withheld)	Age: _____ Region: _____ Sex assigned at birth: _____ Name of guardian: _____ Competition participated in: _____
COACH/TRAINER INVOLVED AND THEIR SPECIFIC PARTICIPATION (Indicate the: full name, age, gender, position/designation, region, game/competition participated in, and involvement in the incident.)	Name of Coach: _____ Region: _____ Age: _____ Sex assigned at birth: _____ Contact information: _____
DESCRIPTION/DETAILS OF THE INCIDENT (Describe/narrate how the incident happened, injuries sustained, damages incurred, and the emotional state of the parties involved.)	
ACTIONS AND INTERVENTIONS TAKEN (State the responses/initial and immediate action/s taken or implemented, including the interventions conducted to assist the learner/s involved. A separate sheet is required for the intervention plan)	
REFERRAL (State the whether the report was referred to LRP Desk Officers in the Playing Venue, Regional LRP Desk, and/or NGAs, for appropriate action)	
PREPARED BY	
RECEIVED AND NOTED BY	

ANNEX C – Enhanced Intake Sheet

Note: This intake sheet should be handled with utmost confidentiality to protect the sensitive personal information of the learner. As much as practicable, this incident should only be kept by the Guidance Counselor/ Designate and may not be forwarded to uninterested parties, unless required by laws, rules, and regulations.

I. IDENTIFYING INFORMATION

A. Learner-Victim:

Name: _____ Age: ____ Sex: ____

Date of Birth: _____ Grade Level and Section: _____

Name of Adviser: _____

Adviser's observation on the learner-victim before the incident:

(May be responsive to the following: How was the school performance of the learner before the incident? How does the learner interact with their peers before the incident? Does the learner have health (physical or mental) concerns before the incident?)

Adviser's observation of the learner-victim after the incident:

(May be responsive to the following: How was the school performance of the learner after the incident? How does the learner interact with their peers after the incident? Does the learner have health (physical or mental) concerns after the incident?)

B. Parents and Guardian:

Name of the Mother: _____ Age: ____

Occupation: _____ Contact No.: _____

Address: _____

Name of the Father: _____ Age: _____

Occupation: _____ Contact No.: _____

Address: _____

If applicable:

Name of Guardian: _____ Age: _____

Occupation: _____ Contact No.: _____

Address: _____

C. Complainant

Name: _____ Age: _____

Relationship to the learner-victim: _____ Contact No.: _____

Address: _____

II. ALLEGED OFFENDER

A. If the offender is a School Personnel

Name: _____ Age: _____ Sex: _____

Date of Birth: _____ Contact No.: _____

Address: _____

Relationship to the learner-victim: _____

B. If the alleged offender is neither school personnel nor a student

Name: _____ Age: _____ Sex: _____

Date of Birth: _____ Contact No.: _____

Address: _____

Relationship to the learner-victim: _____

III. DETAILS OF THE INCIDENT

Date of the incident (estimation is acceptable): _____

1.

2.

3.

4.

5.

IV. INITIAL ACTIONS TAKEN:

1.

2.

3.

V. RECOMMENDATIONS/ NEXT STEPS:

Referral: (___) YES (___) NO

Referral to: _____

Reason for Referral: _____

Other Recommendations/ next steps:

1.

2.

3.

4.

5.

Date of Intake: _____

Prepared By:

Received By:

(LRP DESK FOCAL PERSON)

(DISCIPLINE COMMITTEE)