

Operation Manual for Pre-primary Institutions (January 2023) (Version 3)



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Foreword

The Government has all along attached great importance to pre-primary education. It has had great concerns on the unification of pre-primary services and has worked on the issue since the early 1980s. In the late 1990s, many aspects of day nurseries and kindergartens were harmonised, including a common curriculum for nurseries and kindergartens, harmonised qualifications / training requirements and pay scales for child care workers and kindergarten teachers. In the light of government policies, societal demands and children's developmental and educational needs, in 2002 the Working Party on Harmonisation of Pre-primary Services formed by the Social Welfare Department and the then Education Department recommended harmonising the services of day nurseries and kindergartens, i.e. all pre-primary services for children aged 3 and above classified as kindergartens and subject to the same requirements, registered under the same ordinance and regulated by the same Government department.

For harmonisation of day nurseries and kindergartens, legislative amendments were completed in mid 2005 and the various harmonisation measures have been implemented since the 2005/2006 school year. Henceforth, the Social Welfare Department regulates child care centres which provide services for children under the age of 3 years, children under the age of 6 years with disability, and children under the age of 6 years in need of residential care under the Child Care Services Ordinance; and the Education Bureau (known as Education and Manpower Bureau before July 2007) regulates kindergartens which provide services for children aged 3 and above under the Education Ordinance. This sets a new milestone for achieving unification of pre-primary services.

Compiling this Operation Manual for Pre-primary Institutions for child care centres and kindergartens to replace the Code of Practice of Child Care Centres and the Manual of Kindergarten Practice is one of the major tasks of harmonisation of pre-primary services. The operation manual provides a comprehensive guide to help operators understand the statutory requirements as well as the respective regulatory requirements of the Social Welfare Department and the Education Bureau in regulating child care centres and kindergartens so that the operators can provide quality education and care for children.

This operation manual is for the use of child care centre and kindergarten operators, management and staff. The requirements of edu-care services are delineated and the relevant provisions of the ordinances are quoted in the operation manual to facilitate readers' understanding of the main points of regulation of child care centres and kindergartens. Readers should refer to the relevant ordinances for all statutory requirements and should seek legal advice in case of doubt. This operation manual is applicable to all institutions providing education and care services for children from new born to 6 years, including child care centres, kindergartens and kindergarten-cum-child care centres. Schools joining the kindergarten education scheme should also observe relevant Education Bureau circulars and the Kindergarten Administration Guide.

The first edition of this operation manual is compiled by the Focus Group on Operation Manual for Pre-primary Institutions which comprises representatives from the Social Welfare Department and the Education Bureau and experienced professionals from the pre-primary sector. The Buildings Department, Fire Services Department, Electrical and Mechanical Services Department, Department of Health and Innovation and Technology Commission have also assisted in scrutinising the contents. In view of the development of pre-primary services, the Education Bureau has invited the aforesaid Government departments to review and update the relevant manual content in 2019; and we would like to extend our thanks to all of them for their valuable contributions to the revision of the operation manual.

For enquiries on the operation manual, please contact the Joint Office for Kindergartens and Child Care Centres, Education Bureau (address: Room 602, 6/F, 14 Taikoo Wan Road, Taikoo Shing, Hong Kong; telephone:3107 2197; fax: 3107 2180; email: jokc@edb.gov.hk).

An electronic version of the operation manual has been uploaded onto the Education Bureau homepage.

(Website: <https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/about-preprimary-kindergarten/index.html>).

The different types of institutions mentioned in the operation manual are defined as follows:

<u>Institutions</u>	<u>Definitions</u>
Pre-primary Institutions	Institutions providing education and care services for children from new born to 6 years. There are 2 types of pre-primary institutions: child care centres and kindergartens.
Child Care Centres	Institutions providing services for children under the age of 3 years, children under the age of 6 years with disability, and children under the age of 6 years in need of residential care according to the Child Care Services Ordinance (Hong Kong Law Chapter 243). (Website of the ordinance: https://www.elegislation.gov.hk/?_lang=en)
Kindergartens	Schools providing a 3 years course of education for children aged 3 and above according to the Education Ordinance (Hong Kong Law Chapter 279). (Website of the ordinance: https://www.elegislation.gov.hk/?_lang=en)

Despite the different focuses of services, all pre-primary institutions are embedded with the same vision and responsibilities of providing education and care for children.

Education Bureau

Chapter 1

Premises Design

1.1 Location

For all pre-primary institutions

- 1.1.1 To ensure that children gain easy access, pre-primary institutions should, ideally, be located on the ground floor or the podium floor.
- 1.1.2 Pre-primary institutions must not be situated in any part of an industrial building, over any godown, store, shop, cinema, department store, or any premises carrying on trades or facilities which may constitute a danger or may be detrimental to the health or well-being of children.
(Refer to Regulation 6 of the Education Regulations)
- 1.1.3 Pre-primary institutions must not be located above ground floor level in a non-purpose built building, unless certain conditions are fulfilled. Where the premise is located above ground floor level, paragraph 2 of the “General Guidelines on Building Safety Requirements for Pre-primary Institutions (Child Care Centres / Kindergartens)” in Appendix 1 should be adhered to.

1.2 Maximum Height

For all pre-primary institutions

- 1.2.1 Except the parapet wall around a roof playground, no part of the premises shall be situated at a height of more than 12 m above ground level in the case of centres for children under 2 years of age. In the case of child care centres and kindergartens for children over 2 years of age, the height shall not be more than 24 m above ground level. However, the Director of Social Welfare / Permanent Secretary for Education, with the advice of the Director of Fire Services, may by

notice in writing, authorize that certain parts of such premises be situated at a specific height.

(Refer to Regulation 19 of the Child Care Services Regulations and Regulation 7 of the Education Regulations)

1.3 Premises Design

For all pre-primary institutions

1.3.1 The standards and requirements stipulated in the Child Care Services Ordinance and Child Care Services Regulations / Education Ordinance and Education Regulations in relation to purpose-built premises and non-purpose built premises for child care centres / kindergartens should be complied with.

1.3.2 The ceiling of every activity room / classroom shall, in premises designed and constructed for the purposes of a child care centre / kindergarten, be not less than 3 m above ground level, whilst in premises not designed and constructed for the purposes of a child care centre / kindergarten, be not less than 2.75 m above ground level.

(Refer to Regulations 21(4) to 21(6) of the Child Care Services Regulations and Regulation 9(3) of the Education Regulations)

1.3.3 Apart from the activity rooms / classrooms, accommodation of child care centres / kindergartens should include rooms for general purpose use, such as office for the centre supervisor / principal, staff room, office, store, medical room / sick-bay, pantry / kitchen, toilet, etc. The provision of a kitchen for preparation of meals for children is at the option of operators.

1.3.4 Child care centre / kindergarten premises should be spacious, in particular, the area of the activity rooms / classrooms must be spacious enough for setting different activity corners for study and play.

1.3.5 Indoor play area must be provided in child care centres for physical play. Where possible, outdoor play area with easy access from indoors and protection against the risk of falling objects should be provided in kindergartens. If outdoor play facilities are not available in kindergartens, an indoor play area should be provided at the rate of not less than 50% of the total classroom space, which means that the indoor play area should be equivalent to the size of one classroom for every two classrooms in the premises.

1.3.6 The minimum floor space requirement for institutions attended by children aged 2 to 6 is 1.8 m² per child inclusive of all indoor activity area but exclusive of ancillary facilities (i.e. any passageway, store, kitchen, office, toilet facilities and staff room).

1.3.7 The minimum floor space requirement for child care centres attended by children aged 0 to 2 is 2.8 m² per child inclusive of all indoor activity area but exclusive of ancillary facilities; or 3.3 m² per child inclusive of ancillary facilities.

(Refer to Regulation 31 of the Child Care Services Regulations)

1.3.8 The minimum floor space requirement for residential centres attended by children aged 0 to 6 is 3.2 m² per child inclusive of all indoor activity area but exclusive of ancillary facilities; or 3.7 m² per child inclusive of ancillary facilities.

(Refer to Regulation 31 of the Child Care Services Regulations)

1.3.9 Each activity room / classroom should have adequate lighting. Natural lighting is preferred if physical surroundings permit. Good ventilation and proper temperature should be maintained in activity room / classroom. It should also be fitted with sufficient shuttered sockets for audio / visual equipment.

(Refer to Technical Information Checklist for Air-conditioning Installation in Child Care Centre under the Pre-Primary and

Kindergarten Education on the website of Education Bureau for indoor air-conditioning and lighting standards.

https://www.edb.gov.hk/attachment/tc/edu-system/preprimary-kindergarten/application-for-registration-of-child-care-centre-in-kindergarten/appendix%207&8_ventilation%20&%20fresh%20air%20requirement%20&%20report.pdf

- 1.3.10 Floor surfaces should be non-slippery and easy to clean; rubber tiling would be considered as suitable floor covering.
- 1.3.11 Provided that fire safety is not compromised, burglar bars should be fitted to windows for security reasons.
- 1.3.12 The “Recommended Schedule of Accommodation for a Standalone Child Care Centre” is at Appendix 2.
- 1.3.13 The Kindergarten Education Scheme (Scheme) has been implemented from the 2017/18 school year. With regard to the accommodation and facilities of kindergartens, the Government reviewed the Recommended Schedule of Accommodation for kindergarten (SoA) and proposed that the kindergarten indoor floor area for each student would be increased by 20%. When developing new public housing estates, the Government will in principle take into consideration the demand of kindergarten places for the reservation of kindergarten premises based on the new SoA. As an example, the “New Recommended Schedule of Accommodation for a 6-classroom Kindergarten” is at Appendix 3. New and existing kindergartens in other premises can also take the new SoA for reference and consider to improve their accommodation and facilities on their own having regard to their own circumstances.

1.4 Windows

For all pre-primary institutions

- 1.4.1 The height of all parapets and window openings shall, unless such parapets or window openings are satisfactorily guarded by bars, be at least 1.1 m above the level of the floor immediately adjoining and, where such bars are installed in openings giving access to areas to be occupied by any children or employees, the bars shall be so installed as to be readily removable by the Fire Services in emergency.

(Refer to Regulation 20 of the Child Care Services Regulations and Regulation 8 of the Education Regulations)

1.5 Roof Playgrounds

For all pre-primary institutions

- 1.5.1 Where roofs, verandahs or balconies are used as play areas, provisions under the relevant Regulations should be observed.

(Refer to Regulation 24 to Regulation 26 of the Child Care Services Regulations and Regulation 16 to Regulation 20 of the Education Regulations)

1.6 Structural Alterations

For all pre-primary institutions

- 1.6.1 Once the plan of the child care centre / kindergarten premises is approved by the Director of Social Welfare / Permanent Secretary for Education for registration, there shall not be any structural alterations to the premises except with the written consent of the Director / Permanent Secretary.

(Refer to Regulation 22 of the Child Care Services Regulations and Regulation 10 of the Education Regulations)

Chapter 2

Furniture and Equipment

2.1 Basic Furniture

For all pre-primary institutions

- 2.1.1 Pre-primary institutions should provide furniture designed for children. The furniture should be safe, easily accessible to children and conducive to their physical and psychological development.
(Refer to Regulation 37 of the Child Care Services Regulations and Regulation 49 of the Education Regulations)
- 2.1.2 Pre-primary institutions should provide basic furniture, namely tables, chairs, beds, toy racks, books shelves, easels, storage cupboards, display boards, etc.
- 2.1.3 Tables and chairs should be of a suitable size for children. Chairs should have back support and be of the right height for children's feet to rest comfortably on the floor. Tables should be high enough so that children's knees do not bump the table but low enough for them to eat and work comfortably.
- 2.1.4 Children who are under the age of 2 / children who stay in the centre overnight / children who are aged 2 or above and attend the centre for more than 4 hours each day should be provided with individual beds and appropriate bedding. For non-residential children over the age of 2, stacking beds may be used in order to save space.
- 2.1.5 Toy racks and book shelves should be at a suitable height to enable children to access easily. Easels for painting should be adjusted to a suitable height for each child.

2.1.6 Display boards should be available for exhibiting children's art work or teaching materials. These boards should be hung on walls at an appropriate height at the children's eye level. They can also be fixed firmly to the floor and used as partitions dividing areas for different activities.

2.1.7 Paint or coating on the furniture should comply with safety standard, e.g. lead-free. All furniture, articles, toys, etc. must comply with the requirement of the Toys and Children's Products Safety Ordinance and the Consumer Goods Safety Ordinance. General enquiries regarding the safety standards may be directed to the Quality Services Division of the Innovation and Technology Commission (address: 36/F, Immigration Tower, 7 Gloucester Road, Wan Chai, Hong Kong; telephone no.: 2829 4820; fax: 2824 1302; e-mail: qsdiv@itc.gov.hk; website: <https://www.qsdiv.gov.hk/>).

2.1.8 Refer to Appendix 4 for size of children's furniture.

2.2 Teaching Equipment

For all pre-primary institutions

2.2.1 Children learn through play. Play equipment provided by pre-primary institutions help cultivate children's interest in learning, stimulate their creativity and satisfy their thirst for knowledge. Thus, the play equipment should be safe, attractive, durable, easy to clean and maintained and allow high level of manipulation by children. Besides, they should be of a large variety for children to choose and of sufficient quantity for use by all children.

2.2.2 Refer to Appendix 5 for toys suggested for children.

2.2.3 Physical play equipment should be age appropriate. The environment and size of the play area as well as the need for adequate supervision for children during play should be taken into consideration when selecting a particular area to install various play equipment. The playground equipment suggested include balls, hoops, bean bags, coloured bands, ropes, slides, balance beams, climbing frames, tricycles, toy cars, collapsible tunnels, etc. Recommendations on the provision of physical play equipment can be found in “Reference Materials on Physical Activities in Kindergartens” compiled by the Education Bureau.

(Website: <https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/curriculum-resources.html>)

2.2.4 Suggested musical instruments include pianos, electronic keyboards, guitars, recorders, percussion instruments, etc. Different materials can be considered to make self-made musical instruments.

2.2.5 Additional equipment include various audio-visual teaching aids.

2.3 Washrooms

For all pre-primary institutions

2.3.1 Pre-primary institutions must comply with the relevant legislation to provide washroom facilities suitable for children use and to maintain their cleanliness.

(Refer to Regulation 32 of the Child Care Services Regulations and Regulation 43 of the Education Regulations).

2.3.2 Where possible, washrooms should be adjacent to activity rooms / classrooms or centrally located in the premises in order to facilitate children use. While the children are using the washroom facilities, they must be supervised by an adult and be guided to develop good personal hygiene.

- 2.3.3 To ensure good ventilation, there must be one or more than one window leading to open air. The total window area should not be less than one tenth of the floor area of the washroom.
(Refer to Regulation 32 (2) (a) of the Child Care Services Regulations and Regulation 43 (2) (a) of the Education Regulations).
- 2.3.4 The wall of washroom should be tiled at least 1 m high, and the floor tiles should be non-slippery.
- 2.3.5 The suitable height of wash-hand basins is about 500 mm from floor to rim. Every wash-hand basin should be provided with an adequate and constant supply of water and connected to water drainage system.
- 2.3.6 Toilets should be installed with flushing system. Toilet bowls should be about 300 mm high from the floor. Urinals (individual urinal bowl or urinal trough not less than 450 mm in length) may be provided for boys. The height of the partition between each toilet cubicle should not obstruct an adult's view of the children in the toilet cubicle. No partition is required for toilets used by children under the age of 2 and potties should be provided for them for toilet training at appropriate time.
- 2.3.7 Sufficient wash basins, toilet bowls and urinals should be provided for the use of children. The requirements on the number of wash basins, toilet bowls and urinals provided in child care centres and kindergartens are set out in Appendix 6.
- 2.3.8 To ensure hygiene, liquid soap for washing hands and disposable paper towels for drying hands should be placed near the wash basins. Where mugs and toothbrushes are provided, each child should have one set for their own use. Individual towels and combs should also be provided. Each time after use, the towels should be disinfected before sending for laundry. If children use their own personal towels, they should bring a clean towel to the institution every day. Towel hooks should be fitted near the wash basin at a suitable height so that children can hang their

own towels on their individually marked hooks. There should be enough space between hooks so as to avoid the towels from overlapping. A mirror should be fitted above each wash basin or at some other convenient place to encourage children to pay attention to their personal tidiness.

2.3.9 Children's toilet should be separated from staff toilet.

For child care centres

2.3.10 Child care centres for new borns to children aged 2 should provide 1 baby bath sink (about 560 mm in length, 400 mm in width and 250 mm in height) with hot and cold water supply and adjoining diaper changing bench (about 850 mm in height) to every 15 children or fewer in children's washroom or other area as appropriate.

2.4 Pantry

For all pre-primary institutions

2.4.1 Pre-primary institutions should have a pantry providing essential facilities for serving refreshment under clean conditions. Electrical appliances should be used. Flame cooking is forbidden.

2.5 Kitchen

For all pre-primary institutions

2.5.1 Institutions offering full-day services may choose to have their own kitchen or have meals provided by licensed food suppliers. Should the institutions prepare lunch and refreshment within their premises, a kitchen instead of a pantry should be provided together with a separate food store. The kitchen should comply with the requirements of the Buildings Department / Housing Department, Fire Services Department,

Department of Health and other relevant departments. The recommended size of a kitchen catering for 100 children or above should not be less than 20 m². The minimum size of a kitchen should not be less than 10 m² to cater for 50 children or below. Refer to Appendix 7 for basic kitchen equipment.

2.5.2 Safety measures for the use of gas is set out in paragraph 3.3 of Chapter 3.

2.6 Milk Room

For child care centres

2.6.1 Centres caring for children under the age of 2 should have a separate milk room to ensure absolute cleanliness and hygiene in preparing milk. The basic facilities of milk room are at Appendix 8.

2.7 Medical Room / Sick Bay

For all pre-primary institutions

2.7.1 Pre-primary institutions should provide a room suitable for medical check-up, first aid and temporary isolation.
(Refer to Regulation 43 (4) and (5) of the Child Care Services Regulations and Regulation 55 (5) of the Education Regulations)

2.7.2 A medical room / sick bay should be equipped with comfortable beds and bedding. First aid box, apparatus for measuring body weight and height and a wash-hand basin with soap or 70-80% alcohol handrub should also be provided. First aid box should be maintained fully equipped at all times and placed in a dry, clean and shaded area. Staff should regularly check the expiry date of the items in the first aid box and replace the expired items. Refer to Appendix 9 for the items to be included in the first aid box.

2.8 Washing and Laundry Facilities

For child care centres

2.8.1 The premises of every centre shall be equipped with adequate washing and laundry facilities for children and employees.

(Refer to Regulation 34(1) of the Child Care Services Regulations)

2.8.2 A laundry equipped with a washing machine and a drying machine should be provided in full-day and residential child care centres. Other necessary equipment include an iron, an ironing board, drying racks and a washing area for cleaning stacking beds.

Chapter 3

Safety Measures

3.1 Building Safety

For all pre-primary institutions

- 3.1.1 In addition to the requirements for the location of pre-primary institutions mentioned in paragraph 1.1.3 of Chapter One, the premises of pre-primary institutions should comply with the building safety requirements laid down in Appendix 1.

For child care centres

- 3.1.2 The operator of a child care centre shall, at intervals not exceeding 3 years, arrange an authorised person or such person as specified by the Director of Social Welfare to inspect the premises in order to determine whether the premises are in a sound structural condition.
(Refer to Regulation 23(1) of the Child Care Services Regulations)

For kindergartens

- 3.1.3 If in the opinion of the Director of Buildings the loading for which the kindergarten premises have been designed and constructed is unsuitable for the purposes of a school, the operator of a kindergarten should, at intervals not exceeding 3 years in the case of premises of reinforced concrete construction / at interval not exceeding 12 months in the case of premises with timber floors, cause the premises to be inspected by an authorised person in order to determine whether the premises are in a sound structural condition.
(Refer to Regulation 15(1) of the Education Regulations)

3.2 Fire Safety

For all pre-primary institutions

3.2.1 Pre-primary institutions must comply with the specific fire safety requirements stipulated by the Fire Services Department. General fire safety requirements can be found on the Fire Services Department's homepage.

(Website: https://www.hkfsd.gov.hk/eng/fire_protection/licensing/premise_type.html)

3.2.2 All fire services installations and equipment must be maintained in good working order. All staff should be fully conversant with the operation of simple fire equipment such as fire extinguishers and fire hose reel. The institutions must meet the issued fire safety requirements at all times.

(Website: https://www.hkfsd.gov.hk/eng/fire_protection/licensing/premise_type.html)

3.2.3 The fire services installations and equipment shall be inspected by a registered fire services installation contractor at least once every 12 months. List of Fire Service Installation Contractors are available for inspection by any person free of charge at any offices of the Fire Services Department and at each fire station during office hours.

(Website: https://www.hkfsd.gov.hk/eng/fire_protection/cert/index.html)

3.2.4 Fire extinguishers must be readily accessible and kept in good condition. Discharged fire extinguishers must be immediately re-charged and maintained by a registered fire services installation contractor.

3.2.5 The mechanical ventilating system, where installed, shall be inspected by a registered specialist contractor in the ventilation works category at intervals not exceeding 12 months. Register of Specialist Contractors (Sub-register of Ventilation Works Category) is available at Buildings Department website www.bd.gov.hk.

- 3.2.6 Pre-primary institutions must ensure that all fire precautions, as set out in Part IV of the Child Care Services Regulations / Part VI of the Education Regulations, are strictly observed.
- 3.2.7 Pre-primary institutions should draw up a practical evacuation plan detailing actions to be taken before evacuation, steps of the evacuation, fire escape routes and assembly point. Maps of escape routes should be displayed in conspicuous places to ensure timely evacuation in case of fire.
- 3.2.8 Maintaining order is crucial to fire drills so as to avoid chaos in case of fire. All staff and children should be arranged to use every exit to ensure an orderly evacuation in fire drills.
- 3.2.9 Any staff discovering or suspecting an outbreak of fire should raise the alarm immediately and report the fire to Fire Services Department by dialing 999. Every staff of pre-primary institutions should be familiar with the procedures of sounding an alarm so as to be able to raise the alarm on his / her own when necessary.
- 3.2.10 All staff members should acquaint themselves with the locations of all exits.
- 3.2.11 All exits (including staircase, corridor, passageway, etc.) within the area of the registered premises must be adequately illuminated during the hours of operation and be free from obstructions at all times.
- 3.2.12 Centre supervisors / principals shall ensure that fire drills, which involve the use of all exits from the premises are carried out by the employees and children at least once in every 6 months. A written record of all fire drills and the time taken to evacuate the premises during each fire drill should be kept in a log book.
(Refer to Regulation 30(1) of the Child Care Services Regulations and Regulation 38(1) of the Education Regulations)

3.3. Gas Safety

For all pre-primary institutions

- 3.3.1 Institutions situated in buildings provided with gas supply should use either Towngas or liquefied petroleum gas (LPG) as cooking fuel if they choose not to cook with electricity. Only when main gas supply is not available that cylinder LPG can be used, provided that the Code of Practice “LPG Installations for Catering Purposes in Commercial Premises” of the Gas Authority is observed. For safety reasons, under no circumstances should kerosene be used as cooking fuel.
- 3.3.2 The installation of gas water heaters must comply with the “Installation Requirements for Domestic Gas Water Heaters” of the Gas Authority.
- 3.3.3 All gas installation must be undertaken by a Registered Gas Contractor and a Certificate of Compliance should be provided by the contractor upon completion of such works.
- 3.3.4 All gas appliances installed must be properly maintained and inspected annually by a Registered Gas Contractor, who will issue a safety certificate after inspection.
- 3.3.5 The following steps should be taken on detection of gas leakage:
- Turn off the gas supply;
 - Open all windows and doors fully to disperse the gas;
 - Do not use matches or naked flames;
 - Do not use telephone or operate any electrical switches;
 - Do not touch the gas appliances to avoid operating the ignition switch accidentally;
 - Immediately contact the gas supplier by phone outside the premises and do not turn on the main switch again;
 - If gas leakage continues or the smell of gas still persists after the main switch has been turned off, arrangements should be made for

all staff and children to evacuate from the premises to a safe place and to call the police and the gas supplier; and

- The gas installation shall not be used again until it has been checked for safety by the gas supply company.

3.4 Electrical Installation

For all pre-primary institutions

3.4.1 A registered electrical contractor or worker should be employed to carry out the installation and modification of fixed electrical installation. Upon completion of the installation, it should be inspected, tested and certified by relevant contractor or worker to ensure its compliance with the Electricity (Wiring) Regulations before it is put in use. The fixed electrical installation system should be inspected, tested and certified safe by a registered electrical contractor or worker at least once every 5 years.

3.4.2 All electrical appliances should be regularly inspected and properly maintained to ensure safety.

3.4.3 Electrical socket outlets should be installed at a height out of children's reach, preferably not less than 1.5 m from floor level. If there are physical constraints, the socket outlets should be installed in a conspicuous place easily seen by adults. Shuttered sockets should be installed to replace the unshuttered sockets to meet the requirements as stipulated in the Code of Practice for the Electricity (Wiring) Regulations of the Electrical and Mechanical Services Department.

(Website: https://www.emsd.gov.hk/en/electricity_safety/new_edition_cop_electricity_wiring_regulations/index.html)

3.4.4 The use of desk fans or floor fans is not recommended.

3.4.5 Heaters should be mounted on walls out of reach of children.

(Refer to Electricity Safety under the website of Electrical and Mechanical Services Department for electrical products and installation safety tips:

https://www.emsd.gov.hk/en/electricity_safety/publications/general/index.html#eps)

3.5 Floors and Walls

For all pre-primary institutions

3.5.1 Operators of pre-primary institutions should, as appropriate to the environment and facilities inside the premises, adopt reasonable and appropriate measures to provide a safe environment for children. Operators should also inspect facilities in the premises which include but not limited to floors and walls from time to time, to avoid posing risk to children.

3.5.2 Floors and walls should be kept clean and in good sanitary condition at all times. Floor surfaces should be non-slippery and without any crack. Sharp edges on treads of steps, staircases, ramps, etc. should be avoided. Sharp edges or corners on stone pillars or walls should be rounded smooth and/or covered with padding to avoid posing risk to children.

3.6 Furniture and Equipment

For all pre-primary institutions

3.6.1 Furniture, equipment, toys and materials to which children have access shall be maintained in a safe, clean and good sanitary condition. Hazards to the safety of children should be immediately discarded, repaired or made inaccessible to children.

3.6.2 Precautions should be taken to make sure that all furniture and equipment are safe with no sharp edges, points, splinters or protruding nails.

3.6.3 Children from new born to 6 are unable to protect themselves, and therefore adults must take every precaution to prevent them from injury. The drop-side of cots should be securely locked. Clothing should not be put on cots to avoid the danger of suffocating babies. Always put the baby to sleep on his back. Buckle the safety straps and keep the wheels locked when the baby in a high chair or baby stroller. Use of baby walkers is not recommended as the baby can move around easily to reach dangerous places and there may be a risk of tipping over when the child bumps into obstacles. Being prone to put things into mouths, toddlers should keep away from loose buttons, beads, sticks and other small objects. Staff should watch out for broken toys and things as sharp edges may hurt children. It is also necessary to remove trailing wires, ropes, ribbons, curtain strings, etc. from children. Hot drinks / food, drugs and sharp objects should be kept away from children too. Adequate supervision on the affairs of the institutions at all times is the best way to protect children.

(Refer to Information leaflet on:

(i) “Providing a safe environment for your baby”

<http://s.fhs.gov.hk/tdjz4>

(ii) “Protect Baby from Sudden Infant Death Syndrome (SIDS)”

<http://s.fhs.gov.hk/0861y>

(iii) “Child Development 5 - Eight to Twelve Months”

<http://s.fhs.gov.hk/e9gco>

(iv) Health information page in FHS website - Home Safety:

<http://s.fhs.gov.hk/74rnt>)

3.6.4 Special attention should be paid to the safety standard when procuring toys and children articles. Children toys and articles should comply with the Toys and Children’s Products Safety Ordinance and the Consumer Goods Safety Ordinance (paragraph 2.1.7 of Chapter 2 contains the website of Quality Services Division of the Innovation and Technology Commission and information for enquiries of safety standards. Relevant ordinances are available at Hong Kong e-legislation website www.elegislation.gov.hk).

3.6.5 Care should be taken when using doors. Door catches should be installed to fasten opening doors securely.

3.6.6 Children should never be allowed to climb up window frames or to play near windows.

3.6.7 Children should only be allowed to enter a lift or to use an escalator when accompanied by an adult.

3.6.8 Children should be taught to keep to the left when using a staircase.

3.6.9 Handrails at a suitable height for children should be provided on all staircases.

3.7 Physical Play

For all pre-primary institutions

3.7.1 Sufficient staff should be arranged to supervise children at play.

3.7.2 Physical play for children should be carefully planned and organised. Attention should be paid to the children's health condition when engaging in activities and to the weather if the activities are conducted outdoors.

3.7.3 Clear instructions should be given to children prior to each activity and staff should make sure that they follow the instructions.

3.7.4 Adequate routine training should be provided for children to help them develop safety awareness so as to ensure their own safety as well as that of their playmates when engaging in physical play. Children should be taught to observe the following basic rules:

- Depending on the nature of a particular activity, children should keep an appropriate distance from one another during group activities.
- Children should follow the proper etiquette in using the play

equipment. For example, when playing on the slide, a child should not slide until the one in front has reached the ground.

- Children should not run, jump or chase around while on an equipment.
- Notice should be given to the partner before getting off a seesaw.
- Boundaries of swing around swings, swinging boats, shooflies, etc. should be designated. While there are children on the swing equipment, other children should not run into or stay in the designated boundaries.
- When riding bicycles / driving small cars, children should cycle / drive in the same direction.

3.7.5 Children should put on suitable clothing and footwear for sport and should not wear jewellery.

3.7.6 Children should never be told to run to pillars, walls, trees, etc. as target or boundary. Free play should be carried out in places free from obstructions.

3.7.7 Play equipment should be firmly installed, checked periodically and maintained. To ensure safety, the equipment should be checked every time before use.

3.7.8 Consideration should be given to whether there is enough space for installing various kinds of equipment, especially large size equipment like swinging boats, slides, seesaws, swings, etc.

3.7.9 Physical play such as climbing / apparatus / balancing activities should be conducted on a surface laid with impact absorbing surfacing to reduce the chance of injury caused by accidents.

3.7.10 If roofs are used for play areas, pre-primary institutions should observe Regulations 24-26 of the Child Care Services Regulations / Regulations 16-20 of the Education Regulations.

3.8 Transportation Arrangements

For kindergartens

3.8.1 In making arrangements for the transportation of children, kindergartens should make reference to the relevant guidelines on ensuring safety of pupils on school transport vehicles issued by the Education Bureau.

(Website: <http://www.edb.gov.hk/en/student-parents/safety/sch-bus-services/index.html>)

3.8.2 The aforesaid guidelines are also applicable to nanny van.

3.9 Outdoor Activities

For all pre-primary institutions

3.9.1 The rules mentioned in paragraph 3.7.4 in relation to physical play are also applicable to outdoor activities.

3.9.2 “Safety first” activities should be organised frequently to teach children safe practices in public places such as roads, beaches, parks, picnic spots, etc.

3.9.3 Places selected for picnics, outings and visits should be safe and conveniently reached by public transport. Parents should be notified of the details of the outdoor activities and prior written consent should be obtained from each child’s parent for their children to participate in the activities. If parents are unwilling to allow their children to participate in the said activities, proper alternative arrangements should be made for children who stay in the institution.

3.9.4 Sufficient staff should be arranged to take care of children during activities and parents may be encouraged to participate in the activities or assist in conducting activities.

3.9.5 When organising picnics, outings and visits, kindergartens may make reference to the guidelines on extra-curricular activities in schools and outdoor activities issued by the Education Bureau.

(Website: <https://www.edb.gov.hk/en/sch-admin/admin/about-activities/sch-activities-guidelines/index.html>)

3.10 Supervision of Children and Security

For all pre-primary institutions

3.10.1 During admission and dismissal time, there should be proper arrangements for handing over children between staff and parents / carers. Depending on the operational conditions of the institutions, operators should draw up guidelines to alert staff to the procedures to prevent children from slipping away or being collected by people not designated by their parents. During the operating hours, institutions should comply with the requirements on staff to children ratio as specified in paragraph 8.1.2 of Chapter 8 to arrange enough manpower on duty. Adequate routine training should be given to children to help them develop good habits, safe practices and safety awareness. Under no circumstances should children be left unattended. In addition, operators should install adequate security facilities in the institutions and draw up appropriate security measures for staff, including the prevention of trespassing on the premises of the institutions by unauthorised persons so as to ensure the safety of the children and the staff.

(Website: <https://www.edb.gov.hk/en/sch-admin/admin/about-sch/sch-safety.html>)

3.11 Inclement Weather and Emergencies

For all pre-primary institutions

- 3.11.1 Guidelines should be formulated to advise staff of the measures to take during inclement weather and emergencies.
- 3.11.2 When school term commences or when new children are enrolled, pre-primary institutions should brief parents about their arrangements during tropical cyclones and heavy persistent rain (e.g. opening hours, collection of children, telephone hotline for enquiries, etc.) to enable parents to act accordingly. Social Welfare Department issues letter to alert pre-primary institutions of the proper arrangements during inclement weather in a timely manner. Pre-primary institutions should also refer to Education Bureau Circular No.4/2016 “Tropical Cyclones and Heavy Persistent Rain Arrangements for Kindergartens and Day Schools” (Website: <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC16004E.pdf>) and act accordingly.
- 3.11.3 In case of emergencies, pre-primary institutions should assess the seriousness of the situation and call police for assistance. A record of the incident and the actions taken should be properly recorded after the event.

3.12 Occupational Safety of Employees

For all pre-primary institutions

- 3.12.1 Apart from ensuring the safety of children, operators must, so far as reasonably practicable, provide a safe working environment for the staff pursuant to the Occupational Safety and Health Ordinance. Employees at work are also responsible to take care of the safety of themselves and others and to co-operate with the operators in order to comply with the requirements of the Ordinance.

(Website of the Occupational Safety and Health Ordinance:

https://www.elegislation.gov.hk/hk/cap509!en-zh-Hant-HK?INDEX_CS=N)

3.13 Insurance

For all pre-primary institutions

- 3.13.1 In spite of all preventive measures taken, accidents may still occur. Operators of pre-primary institutions are advised to seriously consider obtaining adequate insurance to cover public liabilities arising from fire, accidents, injuries to children / staff and employees' compensation as required by the Employee's Compensation Ordinance.

Chapter 4

Health

4.1 Health Inspection

For all pre-primary institutions

- 4.1.1 Pre-primary institutions are required to properly conduct health inspections of the children to prevent the spread of communicable diseases through close person-to-person contact in the premises. A child should be inspected immediately on arrival to ensure he /she is in sound physical condition before he is allowed to join other children. If a child exhibits symptom of illness, he should be isolated from other children immediately while waiting for his parents to take him home for rest and medical treatment.
- 4.1.2 Pre-primary institutions should pay close attention to the health condition, development and behaviour of children. If signs of speech difficulties, weak eyesight, squinting, partial hearing, learning problem, behavioral problem etc. are suspected, parents should be advised without delay to bring their child to the Maternal and Child Health Centre of the Department of Health (Website: <http://s.fhs.gov.hk/d5fqm>) or Registered Medical Practitioner / Clinical or Educational Psychologist for consultation. The Government implements a territory-wide Comprehensive Child Development Service, of which a referral and feedback system has been developed through cooperation between pre-primary institutions in the districts and the Maternal and Child Health Centre. The system enables early referral of needy children by pre-primary educators to relevant organizations on receiving follow-up services. If teachers or child care workers suspect a child to have any health, developmental or behavioural problems, they can send the referral form directly to the Maternal and Child Health Centre, with consent of the parent. Maternal and Child Health Centre will contact the parent and arrange preliminary assessment for the child as soon as possible after receiving the referral. Maternal and Child Health Centre will refer the child to child assessment centre or specialist

clinic for further follow-up if necessary. (To understand details on the referral system or download the resource kit and referral form, please refer to this link:

www.edb.gov.hk/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/index.html)

Teachers or child care workers can also refer to website of Family Health Service, DH for more information about

- health information on child health: <http://s.fhs.gov.hk/oe4mx>
- audio-visual resources: <http://s.fhs.gov.hk/nvzv6>

For all pre-primary institutions

4.1.3 Before admission to a child care centre / kindergarten, children should be given a physical examination. The examination can be carried out by any Registered Medical Practitioner. The physical examination form is at Appendix 10 for reference.

(Refer to Regulation 42(1) and (2) of the Child Care Services Regulations and Regulation 54(3) of the Education Regulations)

For child care centres

4.1.4 Under normal circumstances, there is no need to take body temperature for babies every day when they arrive at the centre. If necessary, digital thermometers (rectal and axillary methods)/tympanic thermometers/disposable thermometers covered with a plastic sheath can be used.

(Refer to:

(i) the DH's leaflet "Parenting Series 4 – Managing Your Baby's Fever"

<http://s.fhs.gov.hk/jzek0>

(ii) Website of World Health Organization

<https://www.who.int/news/item/11-10-2013-who-calls-for-the-phase-out-of-mercury-fever-thermometers-and-blood-pressure-measuring-devices-by-2020>)

4.1.5 Apart from the physical examination mentioned in paragraph 4.1.3 of this chapter, children of residential child care centre must be medically examined by a Registered Medical Practitioner at least once every 6 months after admission. The physical examination form is at Appendix 10.

(Refer to Regulation 45(1) of the Child Care Services Regulations)

4.1.6 Medical Officers appointed under the Children Care Services Ordinance are required to handle all health related matters of children in a child care centre. The Director of Social Welfare should act on the advice of the appointed Medical Officer and take appropriate follow-up measures in the child care centre.

4.2 Health Records

For all pre-primary institutions

4.2.1 Pre-primary institutions should maintain health records of each child and update the records regularly for inspection. The records should include:

- Weight and Height Record
(The Health Record Form is at Appendix 11.)
- Medical History
Including all information of past illnesses and food allergy history (especially those related to severe allergy reactions).
(The Health Record Form is at Appendix 11.)
- Report on Physical Examination
The physical examination form mentioned in paragraphs 4.1.3 and 4.1.5 of this chapter refers. For the general well-being of the children, it is desirable for child care centres / kindergartens to appoint a Registered Medical Practitioner to conduct regular check-up for the children. Records of such check-ups should be

properly kept.

- Immunization Record

Each child should be immunized against diphtheria, whooping cough, poliomyelitis, tetanus, tuberculosis, measles, rubella, mumps, hepatitis B, pneumococcal disease and chicken pox at the appropriate age.

(Please refer to the latest HK Childhood Immunisation Programme at:

https://www.chp.gov.hk/files/pdf/updated_schedule_of_hkcip_recommended_by_scvpd_eng.pdf)

Immunization is available at any Maternal and Child Health Centre under the Department of Health

(Refer to website of the Maternal and Child Health Centres: <http://s.fhs.gov.hk/d5fqj>)

Pre-primary institutions may help to remind parents to bring their children to any Maternal and Child Health Centre or Registered Medical Practitioner's clinic for immunization.

(Hong Kong Childhood Immunisation Programme is at Appendix 12.)

4.3 Management of Sickness

For all pre-primary institutions

- 4.3.1 Apart from the health inspection conducted upon children's arrival every morning as mentioned in paragraph 4.1.1, pre-primary institutions should pay close attention to the physical health of children at other times during the day. Any child who is sick or suspected of being sick should be isolated from other children immediately. His or her parents / guardians should also be notified to take the child home. Arrangements should be made for the child to rest under the care of staff before the arrival of his or her parents / guardians.

4.3.2 To avoid the spread of communicable disease in the institution, sick children should stay at home to rest and receive medical treatment as soon as possible. In case of doubt, the child should be certified by a Registered Medical Practitioner that he/she has fully recovered before resuming class. For more detailed guidance on the duration of isolation, please refer to Appendix 13 “Recommendation on sick leave duration for common childhood infections” of the “Guidelines on Prevention of Communicable Diseases in Schools / Kindergartens / Kindergartens-cum-Child Care Centres / Child Care Centres” published by the Department of Health.

(Website: <https://www.chp.gov.hk/en/recommendations/35/index.html>)

4.3.3 Institutions should follow the guidelines issued by the Department of Health when handling communicable diseases, e.g.:

- Keep proper records of the children’s personal particulars and consent from parents / guardians for releasing such information to the Department of Health where necessary for its early intervention and expeditious contact with the parents / guardians to trace the source of the disease and take measures to control it.
- If children or staff develop similar symptoms one after another and the incidence is higher than usual, occurrence of outbreak is suspected. Institutions shall be responsible for keeping a close watch on the occurrence and outbreak of communicable diseases, particularly the statutory notifiable diseases. They should report promptly to the Department of Health (see Appendix 13) as soon as possible so that timely preventive measures can be implemented. They should also make a prompt report to the Social Welfare Department / Education Bureau.

(Refer to “Guidelines on Prevention of Communicable Diseases in Schools / Kindergartens / Kindergartens-cum-Child Care Centres / Child

Care Centres

(Website: <https://www.chp.gov.hk/en/recommendations/35/index.html> and Regulation 41 of the Child Care Services Regulations and Regulation 53 of the Education Regulations)

- 4.3.4 “Statutory notifiable communicable diseases” refer to the diseases listed in the First Schedule to the Prevention and Control of Disease Ordinance. Other communicable diseases of topical public health concern (including acute flaccid paralysis, brucellosis, cryptosporidiosis, severe paediatric influenza-associated complication/death, severe paediatric enterovirus infection, *Vibrio vulnificus* infection) should also be notified to the Department of Health. The Department of Health also encourages institutions to report any case of communicable diseases outbreaks other than the ones stated above, including acute conjunctivitis, acute gastroenteritis, hand, foot and mouth disease, head lice, influenza-like illness, scabies and upper respiratory tract infection.

(Website for the Prevention and Control of Disease Ordinance: https://www.elegislation.gov.hk/hk/cap599!en-zh-Hant-HK?INDEX_CS=N)

- 4.3.5 For the well-being of children and staff, institutions should pay heed to the information and guidelines on the prevention of diseases issued by the Department of Health and take appropriate measures accordingly. (Refer to website of Centre for Health Protection, Department of Health: <http://www.chp.gov.hk>)

- 4.3.6 Pre-primary institutions should maintain a record of accidents and illnesses for each child, as these information may be required by the casualty ward in case of an emergency or epidemiological investigation by the Department of Health during an infectious disease outbreak. (Refer to Regulation 8(1)(e) of the Child Care Services Regulations and the Accidents / Illnesses Record at Appendix 14)

For child care centres

4.3.7 At the time of admission, child care centres should obtain prior consent from parents / guardians to bring the child to their specified doctor or casualty ward for medical treatment in the event of acute illness or emergency affecting the child and no parents / guardians can be reached for advice. For safety reasons, it is desirable for kindergartens to follow the above arrangements.

(Refer to Regulation 8(1)(f) of the Child Care Services Regulations and Medical Treatment Consent and Authorisation Form at Appendix 15)

4.4 Medical Examination of Staff

For all pre-primary institutions

4.4.1 All staff are required to have a pre-employment physical examination, including a chest X-ray, by a Registered Medical Practitioner who should issue a medical certificate stating that he / she is medically fit to work in a pre-primary institution.

4.5 First Aid

For all pre-primary institutions

4.5.1 The items to be included in the first aid box maintained pursuant to Regulation 43(1) of the Child Care Services Regulations and Regulation 55(1) of the Education Regulations at all times should normally include those items set out in Appendix 9.

(Refer to Regulation 43(1) of the Child Care Services Regulations and Regulation 55(1) of the Education Regulations)

4.5.2 First aid is only a way for giving temporary treatment and cannot replace medical treatment. Injuries which appear to be trivial may sometimes have serious consequences. It is necessary to advise parents to bring the injured child to seek medical attention after temporary treatment.

4.5.3 Procedures to handle emergencies should be drawn up in advance to ensure that staff have full knowledge of the available facilities of the institutions and also know how to make use of the facilities when necessary. The location of the nearest casualty ward and information about the procedures and telephone number for calling an ambulance should be readily available.

4.5.4 Even when all precautions have been taken, injuries may still occur. First aid should be given to the injured child whenever necessary. At least one employee in child care centres must hold a valid first aid certificate. In kindergartens, 2 teachers must be trained in administering first aid. Staff should be encouraged to take first aid training courses and to attain a valid first aid certificate.

(Refer to Regulation 43(2) of the Child Care Services Regulations and Regulation 55(2) of the Education Regulations)

4.5.5 For details of first aid training course, please contact Hong Kong St. John Ambulance or Hong Kong Red Cross
(Website: <http://www.stjohn.org.hk/en/index.shtml> and <https://www.redcross.org.hk/en/>)

4.6 Protecting Children from Maltreatment

For kindergartens

4.6.1 **Reporting Mechanism for Absentees:** For students' absence for 7 consecutive school days without reasons or under doubtful circumstances, kindergartens should complete the "Report Form of Student Absentee in Kindergarten" (i.e. Appendix 1 of Education Bureau Circular No. 4/2018 "Reporting Mechanism for Absentees in Kindergartens") to report to the Education Bureau on the 7th day of the student's absence. Should the school personnel detect any indicators of child maltreatment through observations of the physical well-being, behavior or emotions of students (please see "Possible Indicators of

Child Maltreatment” at Appendix 1 of Education Bureau Circular No. 1/2020), they should promptly take appropriate actions, irrespective of whether the student is attending school as usual, absent from school continuously or absent from school intermittently.

(Websites of Education Bureau Circular No. 4/2018 “Reporting Mechanism for Absentees in Kindergartens” and Education Bureau Circular No. 1/2020 “Handling Suspected Cases of Child Maltreatment and Domestic Violence”:

<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC18004E.pdf>) (Appendix 16)

<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC20001E.pdf>) (Appendix 17)

For all pre-primary institutions

4.6.2 If children show signs of maltreatment, e.g. poor growth, feeling fatigued easily, unstable emotion, abnormal behaviour, etc., pre-primary institutions should refer to the Education Bureau Circular No. 1/2020 “Handling Suspected Cases of Child Maltreatment and Domestic Violence” and Appendix 17 (Website: <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC20001E.pdf>) to take immediate action in accordance with the “Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised in 2020)” (“Guide”) (Website: http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/) issued by the Social Welfare Department (“SWD”) or to seek assistance from the Family and Child Protective Services Units of SWD. (Website of the Family and Child Protective Services Units, Social Welfare Department:

http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_listofserv/id_familyandc/)

In handling child sexual abuse cases involving school staff, pre-primary institutions may refer to the aforesaid Education Bureau Circular No. 1/2020 for details.

- 4.6.3 All personnel in institutions are reminded to pay attention to Chapter 2 of the “Guide” on “Definition and Types of Child Maltreatment”, Chapter 4 on “Case Identification, Initial Handling and Reporting” (especially on “Possible Indicators of Child Maltreatment”) , Chapter 6 on “Immediate Child Protection Actions” and Chapter 7 on “Risk Assessment and Decision Making on Protecting the Safety of Children”, etc. for identifying suspected child maltreatment cases and the content of Chapter 3 “Procedures of Multi-disciplinary Co-operation in Handling Suspected Child Maltreatment/Child Protection Cases” on handling procedures of child maltreatment cases.

For kindergartens

- 4.6.4 **Handling Suspected Child Maltreatment Cases:** School personnel have direct and frequent contacts with children during teaching or school activities. If they detect any indicators of child maltreatment through observations of the physical well-being, behaviour or emotions of students (please see “Possible Indicators of Child Maltreatment” at Appendix 1 of Education Bureau Circular No. 1/2020), they should promptly take appropriate actions as set out below, irrespective of whether the student is attending school as usual, absent from school continuously or absent from school intermittently.
- a. If school personnel have reasons to believe that a student has been maltreated or is at risk of maltreatment, the first personnel in contact with the student should inform the principal and consult designated personnel and school social worker (if any). In handling suspected child maltreatment cases, school personnel must not conceal the incident or delay its report.
 - b. The kindergarten (KG)/kindergarten-cum-child care centre (KG-cum-CCC) should activate immediately its school-based contingency mechanism/Crisis Management Team and assign school social worker (if any) and designated personnel (e.g. principal, senior teacher or designated teacher) to handle and follow

up on the suspected child maltreatment cases according to the established principles and procedures (please see Appendix 2 of the aforesaid circular). During the handling process, care should be taken to avoid the child having repeated description of the maltreatment incident.

- c. When a student is suspected to have been maltreated, designated personnel can make a preliminary enquiry of the conditions of the student. If the case of the student is not followed up by school social workers but designated personnel know that the student or his/her family is a “known case”¹ of SWD or a non-governmental organisation (NGO), the school should inform the responsible social worker of the unit concerned as soon as possible for an initial assessment. If the student or his/her family is not a “known case” of school social workers, SWD or NGOs, report should be made to the Family and Child Protective Services Unit (FCPSU) of SWD during office hours (please refer to Appendix 3 of the aforesaid circular) as far as possible. Schools should provide information of the student for the social worker of FCPSU to conduct an initial assessment. For reports on suspected child maltreatment cases outside office hours, they could also be made through SWD hotline² (Tel. No. 2343 2255). The personnel on duty will contact the Outreaching Team of SWD for conducting an initial assessment.
- d. If the registered social worker of KG/KG-cum-CCC is employed by an NGO, he/she may report his/her “known cases” to FCPSU for conducting initial assessment in accordance with procedures as stipulated in Chapter 4 of the “Guide”. He/she may also take up the role of conducting initial assessment and child protection investigation for his/her “known cases” as set out in Chapters 4 to

¹ “Known cases” refer to the categories of cases that are being handled by service units, including SWD and units under NGOs that provide casework services. For details, please refer to Annex 5 to the “Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation” of SWD.

² SWD hotline operates 24 hours a day. The hotline service is manned by the Departmental Hotline Service Unit from 9:00 a.m. to 5:00 p.m. on Mondays to Fridays and 9:00 a.m. to 12:00 noon on Saturdays (excluding public holidays). Calls received outside the above operating hours are handled by the Hotline and Outreaching Service Team operated by the Tung Wah Group of Hospitals.

8 of the “Guide”, subject to agreement of the school, NGO and SWD. Designated school personnel may also, as necessary, consult the social worker of FCPSU first (please refer to Appendix 4 and Appendix 5 of the aforesaid circular for the work flow on conducting initial assessment, immediate child protection actions and investigations).

- e. When a student is suspected to have been maltreated, schools should handle the case as soon as possible and first report to the unit responsible for the “known case”/FCPSU by telephone. If a written report for record purpose is necessary, Report Form at Appendix 6 of the aforesaid circular could be completed and submitted to the unit responsible for the “known case”/FCPSU by fax afterwards. Acknowledgment of receipt should be obtained to ensure that the case has been followed up by the relevant unit. If the situation is urgent warranting immediate child protection actions, e.g. sending an injured child to the hospital for examination/requesting police intervention for protecting a child, actions may first be taken before reporting to the unit responsible for the “known case”/FCPSU. If schools are only seeking advice from social workers of FCPSU by telephone, they are not required to complete the Report Form.
- f. While a report of a suspected child maltreatment case is made by the school to a unit responsible for the “known case”/FCPSU/Outreaching Team of SWD, the school should also discuss with the social worker of the unit/FCPSU/Outreaching Team of SWD on whether immediate actions are to be taken to protect the child. Designated personnel should also inform the parent(s)/guardian(s) about the report. However, if the parent(s)/guardian(s) is/are involved in the child maltreatment, the school does not have to obtain the prescribed consent of the student’s parent(s)/guardian(s)³ for making the report. If it is

³ Section 58 of Cap. 486 of the Personal Data (Privacy) Ordinance provides an exemption from Data Protection Principle 3 where the use of the personal data is for the purpose of, inter alia, the detection

necessary for the school to contact the parent(s) /guardian(s) during the assessment, advice or assistance may first be sought from the social worker of the unit concerned/FCPSU regarding the handling approach.

- g. If the school considers that the student is in need of medical service, arrangement should be made for the student to undergo medical examination/treatment in a public hospital. FCPSU may also assist in contacting Medical Co-ordinator on Child Abuse of the Hospital Authority so as to arrange for admission of the child into a hospital for medical examination. If necessary, police assistance may be sought.
- h. In circumstances that suggest a criminal offence may have been committed, the case should be reported to the Police to protect the safety and interests of the student concerned. Under no circumstances should the student suspected to have been maltreated be required to make a report in person at a police station. In non-urgent cases, the school may complete the Report Form at Appendix 7 and Written Dated Notes at Appendix 8 of the aforesaid circular for reporting the case to the Child Abuse Investigation Unit (CAIU) and for the Police to arrange for investigation by a suitable unit. FCPSU may assist in forwarding the Report Form to CAIU.
- i. If the case is serious, or if the personal safety/life of the student is under threat and instant action has to be taken (e.g. serious physical abuse), the school has to call the Police for reporting the case as soon as possible. Concealing the incident or delayed report may pose safety threat to the child concerned or other people. In addition, if the school personnel is suspected to be the alleged perpetrator, the school concerned should consult FCPSU and work out together proper ways of handling as early as possible. The school is required to remain impartial and avoid any conflict of interests/roles.

or prevention of crime or the prevention, preclusion or remedying (including punishment) of unlawful or seriously improper conduct, or dishonesty or malpractice, and the application of the provisions of Data Protection Principle 3 would be likely to prejudice the above-mentioned purposes.

- j. The designated personnel involved should adhere strictly to the principle of confidentiality in the course of handling the suspected child maltreatment cases. The information collected with regard to the suspected maltreatment incidents should be shared on a need-to-know basis with relevant parties concerned (e.g. principal, the responsible social worker and the Police) as soon as possible.
- k. All records should be kept centrally by the principal/designated personnel. Access to these records within the school must be restricted and recorded. On no account should these records be kept with the general records of the student concerned.
- l. A Multi-Disciplinary Case Conference on Protection of Child with Suspected Maltreatment (MDCC) will be convened by the unit responsible for child protection investigation so as to formulate a follow-up plan for the student concerned. The school personnel concerned should attend the MDCC and prepare a written report for facilitating discussion in the conference.

4.6.5 Handling Suspected Child Sexual Abuse Cases:

- a. For suspected child sexual abuse cases, irrespective of whether the student attends school as normal, school personnel should handle the cases with reference to Annex 12 “Points to Note on Contacting Children Suspected to be Sexually Abused” and Annex 13 “Guidance Notes on Reporting Suspected Sexual Abuse” to the “Guide”.
- b. Given the relative complex and sensitive nature of cases where the alleged perpetrator is a family/extended family member of the child, or a person being entrusted to take care of the child, or if a number of child victims are involved, the school should call FCPSU before contacting the parent(s) for discussing the appropriate handling approach. Social worker of FCPSU will contact CAIU of the Police for a joint investigation. If in doubt, the school may seek advice or assistance from the School Liaison Officer of the Police or social workers of FCPSU.
- c. In handling child sexual abuse cases where the alleged perpetrator

is a staff member of the school, the school is required to strictly observe the procedures as stipulated in Appendix 9 of the Education Bureau Circular No. 1/2020 to maintain effective communication among the designated personnel of the school (e.g. school social worker/guidance personnel), the school, the Education Bureau and other relevant government departments. Apart from taking appropriate protective actions for the student suspected to be maltreated, the principal should also step up measures to ensure the safety of other students in the school. Principals of KGs should inform the School Development Officer of the respective district of the incident(s) as early as possible. For KG-cum-CCCs, their principals should inform the Joint Office for Kindergartens and Child Care Centres as early as possible.

4.6.6 Protecting Children from Sexual Abuse:

- a. The Education Bureau encourages KGs to raise students' awareness of self-protection through different means, such as inclusion of teaching topics on understanding the body and protecting self and designing related learning activities. Through story times, morning assemblies, afternoon assemblies, weekly assemblies, class teacher lessons, talks, etc., schools may enhance sex education and organise sex-related preventive and developmental guidance activities to teach students how to protect their bodies, refuse when they feel offended, and seek help from teachers, family members, guidance personnel or relevant organisations when necessary. In offering guidance service, schools are also encouraged to make good use of the learning and teaching resources provided by the Education Bureau, such as sex education animation resources and lesson plans on prevention of sexual assaults, and strengthen related parent education to remind parents of the need to protect their children against sexual assaults.
- b. Schools are strongly advised to conduct checks under the Sexual Conviction Record Check Scheme in their appointment procedures to further safeguard the well-being of children. For details about

the operation of the Scheme, schools may visit the dedicated webpage(https://www.police.gov.hk/ppp_en/11_useful_info/scrc.html) and refer to the relevant circulars/guidelines issued by the Education Bureau.

Chapter 5

Sanitation

5.1 Environmental Hygiene

For all pre-primary institutions

- 5.1.1 Premises shall be laid on with mains water supply.
- 5.1.2 Premises shall be provided with a proper drainage system.
- 5.1.3 Premises shall be provided with adequate ventilation and lighting.
For more detailed guidance on ventilation, please refer to “[A Supplement on Ventilation: Guidelines on Prevention of Communicable Diseases in Schools / Kindergartens / Kindergartens-cum-Child Care Centres / Child Care Centres](#)” published by the Department of Health.
(Website:
https://www.chp.gov.hk/files/pdf/supplement_on_school_ventilation_eng.pdf)
- 5.1.4 Premises shall be provided with adequate floor space for children.
- 5.1.5 Clean the floors/carpets regularly and keep the floor surfaces dry.
- 5.1.6 Change water in flower vases completely and remove the water in saucers of potted plants at least once a week. Saucers shall not be used as far as practicable.
- 5.1.7 Keeping pets is not recommended.
- 5.1.8 Use of household bleach (1:99) for routine disinfection of furniture, equipment and toys.

- 5.1.9 Change bed sheets, quilt covers, pillow cases, etc. for children weekly. Keep children's blankets, quilts and pillows clean at all times to prevent the spread of communicable diseases.
- 5.1.10 Observe the key points on hygiene of children toilets in paragraph 2.3 of Chapter 2.
- 5.1.11 Clean all parts of the kitchen regularly, including the exhaust fans, dining utensils / cooking appliances and all kitchen equipment.
- 5.1.12 Water for drinking, cooking and washing must be supplied from the mains or any other approved source.
- 5.1.13 All garbage receptacles must be kept covered and clean. Dispose of refuse properly.
- 5.1.14 Sewerage and drainage systems must be inspected and maintained regularly. The systems should be installed in places not accessible to children.

For child care centres

- 5.1.15 Children's diapers, potties, bath sinks and diaper-changing benches must be kept clean at all times.
- 5.1.16 Clean the milk room and the equipment regularly. All bottles, teats and other utensils used for preparing milk and feeding children should be thoroughly cleaned and sterilised in boiling water or by using a chemical solution suitable for feeding utensils. Sterilised utensils should be stored in a clean covered container.

5.2 Personal Hygiene

For all pre-primary institutions

5.2.1 To ensure personal hygiene, staff members must strictly observe the following points:

- Keep clothes clean;
- Always keep nails clean and trimmed;
- Hair should be clean and tidily combed. Long hair should be clipped up or covered with a hat when handling food;
- Wash hands immediately before cooking / serving food / feeding and after using toilet / when hands are contaminated by excreta, dirty diapers, respiratory secretions, refuse;
- Never share personal items such as towels, toothbrushes, combs, etc. with other people; and
- Sputum / respiratory secretions / contaminated articles should be properly handled.

5.2.2 Children should be taught and assisted to maintain personal hygiene, such as to wash hands immediately before eating / after using the toilet / touching articles for common use. The points mentioned in paragraph 5.2.1 are also within the scope of children's learning.

5.2.3 Staff should observe personal hygiene and instruct the children to maintain respiratory hygiene practices in accordance to the following advice:

- Cover both the nose and mouth with a handkerchief or tissue paper when coughing or sneezing.
- Wrap up sputum with tissue paper and discard it into garbage bins with lids or flush them away in the toilet.
- Wash hands immediately after contacting respiratory secretions or touching objects contaminated with respiratory secretions.
- Put on a surgical mask for those with respiratory infection symptoms.

- 5.2.4 To prevent spreading / transmitting infectious diseases, children and staff must take heed of keeping their hands clean. You should clean hands with soap and water when hands are visibly soiled or likely contaminated with blood or body fluid. When hands are not visibly soiled, clean them with 70-80% alcohol-based handrub as an effective alternative.

The following steps for proper hand hygiene are suggested by the Department of Health:

1. Hand Hygiene with soap and water:
 - Wet hands under running water;
 - Apply liquid soap and rub hands together to make a soapy lather;
 - Away from the running water, rub the palms, back of hands, between fingers, back of fingers, thumbs, finger tips and wrists. Do this for at least 20 seconds;
 - Rinse hands thoroughly under running water after rubbing;
 - Dry hands thoroughly with personal clean cotton or paper towels or under hand dryer; and
 - The cleaned hands should not directly touch the faucet again.
2. Hand hygiene with alcohol-based handrub:
 - Apply a palmful of alcohol-based handrub and cover all surfaces of the hands. Rub the palms, back of hands, between fingers, back of fingers, thumbs, finger tips and wrists for at least 20 seconds until the hands are dry.

(As for Section 5.2.4, please refer to Appendix 6 of the Guidelines on Prevention of Communicable Diseases in Schools / Kindergartens / Kindergartens-cum-Child Care Centres/Child Care Centres for details –

<https://www.chp.gov.hk/en/recommendations/35/index.html>)

5.3 Food Hygiene

For all pre-primary institutions

5.3.1 Hygiene must be maintained when choosing, storing and preparing food. The following golden rules for safe food preparation are suggested by the World Health Organization:

- Choose foods processed for safety;
- Cook foods thoroughly;
- Eat cooked foods immediately;
- If not consumed immediately, cooked foods should be stored at safe temperature (keep hot foods at above 60°C and cold foods at or below 4°C);
- Reheat stored cooked foods thoroughly;
- Separate raw foods and cooked foods;
- Wash hands repeatedly;
- Keep all kitchen surfaces meticulously clean;
- Protect foods from insects, rodents and other animals; and
- Use safe water.

Content of this chapter is derived from the “Guidelines on Prevention of Communicable Diseases in Child Care Centres / Kindergartens / Schools” published by the Department of Health.

(Website: <https://www.chp.gov.hk/en/recommendations/35/index.html>)

The above guidelines provide practical suggestions for the prevention of infectious diseases. In addition to this operation manual, pre-primary institutions should also strictly observe the above guidelines in order to ensure hygiene.

Chapter 6

Nutrition and Diet

6.1 Choice of Food

For all pre-primary institutions

- 6.1.1 An adequate and balanced diet is essential for the healthy growth of children. A balanced diet should include food that provide protein, fat, dietary fibre, carbohydrate, vitamins and minerals and water. The type and quantity of food should be scaled to the age as well as the growth and development of children.
- 6.1.2 To avoid the health problem caused by being overweight or underweight, children should cultivate good eating habits from an early age. The institution should establish a Healthy Eating Policy to promote the importance of healthy eating to their students, school personnel, catering staff and parents, on a sustainable basis. This is achieved by establishing a healthy eating environment conducive to developing and making a habit of healthy eating in everyday life. Sample of Healthy Eating Policy could be obtained from “Nutrition Guidelines For Children Aged 2 to 6” issued by the Department of Health. (Website: https://www.startsmart.gov.hk/files/pdf/nutritional_guide_en.pdf)
The food provided for children should be based on the Healthy Eating Food Pyramid, with grains as the primary food source, supplemented by a large quantity of vegetables and fruits, a moderate amount of meat, milk and their alternatives and less fat / oil, salt and sugar.
- 6.1.3 As far as possible, food served to children should be fresh, seasonal, easy to digest and healthy. Smoked, preserved or processed food such as bacon, ham, sausage, barbecue meat, canned food, etc. are not suitable for children.

- 6.1.4 Raw or undercooked foods are high-risk foods that can cause food poisoning and should be avoided by children. All food, especially meat, seafood and eggs, must be thoroughly cooked before serving.
- 6.1.5 Bony fish and shellfish are not suitable for children.
- 6.1.6 Avoid feeding honey or foods containing honey (such as sweets) to infants under one year of age to avoid the risk of infant botulism.
- 6.1.7 Food with damaged packages, beyond expiry date or without proper labeling should not be provided for children.
- 6.1.8 To minimise choking hazards from foods, young children should avoid foods like konjac (hard) jellies, Lunar New Year puddings, glutinous rice balls, chewing gum, marshmallows, hard or sticky candies, ice cubes, whole nuts and direct consumption of peanut butter and nut spreads without spreading. Please refer to 6.2.11 for preventive measures.
- 6.1.9 About 1 in 20 children in Hong Kong was reported to have food allergy. Food allergy is a reaction of the body's immune system to some substances in food. A very low level of an allergenic substance may cause an allergic reaction in susceptible populations. Foods that may cause food allergies includes cereals containing gluten, shellfish, eggs, fish, peanuts, soy, milk, tree nuts and sulphite. Symptoms of food allergy include swelling of the face, tongue or lips, shortness of breath and itchy skin. In severe cases, it can lead to anaphylactic shock, an acute and potentially fatal allergic reaction. If a child develops symptoms of a food allergy after a meal, seek medical attention immediately. Please refer to the precautionary measures in 6.2.12.
- 6.1.10 Apart from providing a healthy diet for children with less fat /oil, salt and sugar in the main meals, children should not be given food or drink that are high sugar, high salt, high fat or containing artificial colouring

or caffeine as snacks. At the same time, no food reward is allowed. Main meals should provide grains, vegetables and meat (and its alternatives), and choose food items with less oil, less salt, less sugar and high dietary fibre. Provision of fruit and vegetables should be adequate throughout a day, with vegetables served in every main meal and fruit as snacks. For more information on food choices for children, please refer the “Nutrition Guidelines For Children Aged 2 to 6” issued by the Department of Health (Website:

https://www.startsmart.gov.hk/files/pdf/nutritional_guide_en.pdf).

6.1.11 Infants and young children are particularly vulnerable to foodborne illnesses and associated complications because their immune systems are still developing and cannot fight infections as effectively as adults. Infants and young children also secrete less stomach acid that kills harmful bacteria, putting them at increased risk of infection from bacteria in food. Therefore, when preparing food, raw or undercooked food should not be chosen. For details, please refer to “Know Your High-risk Foods: Food Safety Advice for Infants and Young Children” issued by the Centre for Food Safety.

(Website:

https://www.cfs.gov.hk/english/food_leg/files/Infants_young_children_e.pdf)

6.2 Preparation of Food

For all pre-primary institutions

6.2.1 Low-fat cooking methods such as steaming, boiling, braising, baking, etc. are desirable. Frying and deep-frying are not recommended. Attention should be given to the texture, colour and taste of food. Visible fat from meat and skin from poultry should be removed before cooking.

6.2.2 Monosodium glutamate, condiments containing sodium and hot and spicy seasoning should be avoided in cooking. Oily, deep-fried,

sweetened and strong flavoured food and high fat and high sodium gravy / sauce are not suitable for children. When seasoning and cooking, use more natural and fresh spices and as little salt as possible.

- 6.2.3 To preserve as much nutrients as possible, vegetables and meat should be washed before chopping. The chopped vegetables and meat should not be soaked in water.
- 6.2.4 Raw food such as carrots, lettuces, tomatoes or fruits which are eaten raw must be thoroughly washed and rinsed in cooled boiled water. Fruits should be peeled and cut into pieces shortly before eating.
- 6.2.5 Vegetables should be cooked as near mealtime as possible. They should be cooked in a small amount of water or a minimum length of time.
- 6.2.6 Meat should be ground / minced / cubed for children's easy chewing and digestion.
- 6.2.7 The correct method of defrosting frozen meat is to put it in a refrigerator of 4°C in temperature.
- 6.2.8 Utensils which may cause chemical changes to the components of food should not be used.
- 6.2.9 Cooked food should be covered properly before serving.
- 6.2.10 To avoid cross-contamination, different utensils should be used for handling raw and cooked food, such as using different chopping boards and knives to cut raw and cooked meat. Raw and cooked food should also be stored in different compartments of the refrigerator. Cooked food should be stored in the upper compartments and raw food in the lower compartments.
- 6.2.11 Measures can be taken to reduce the choking risk of certain foods consumed by young children: cut hard vegetables (carrots, cucumbers, etc.) into narrow sticks and large or firm fruits (melons, apples, etc.) into

slices. Soften them by cooking or mashing for younger children. Peel the skins of fruits and vegetables. Cut small fruits (grapes, cherries, berries, cherry tomatoes, etc.) into small quarters. Check for fragments of pips or stones when preparing fruits. For sausages, remove the skin and slice them thinly. Cut breads into thin strips. During meals, staff should teach young children to sit upright, not to walk around and talk, and to chew and swallow food slowly. Staff should also receive first aid training in handling choking in children.

6.2.12 Schools must provide clear steps and procedures for handling food allergens to reduce the risk of allergic reactions among staff and children. All food handlers must be aware of the common food allergens and possible risk mitigation measures, such as practicing Good Hygiene Practices to reduce the risk of cross-contamination of food allergens.

6.2.13 The menu should be prepared in advance in accordance with the standards set out in the Dietary Scales approved by the Director of Social Welfare / Permanent Secretary for Education and should be made available at all times for inspection. There should be a wide variety in the combination of food and the menu should also be changed from time to time.

(Refer to Regulation 35 of the Child Care Services Regulations and Regulation 46A of the Education Regulations)

6.2.14 If it is not appropriate for a child to eat certain kinds of food because of health or religious reasons, the institutions and the parents should discuss and make alternative arrangements for him / her.

6.2.15 Children should be taught good table manners and good eating habits.

6.2.16 Sufficient time should be given to children during mealtime to enable them to have a chance to get together with other children and to enjoy one another's company in eating.

6.2.17 To ensure that children develop healthy living habits, meals should be taken at the regular time. Meals of full-day institutions should include lunch, morning and afternoon snacks. Provision of breakfast will depend on the type of service offered by the institutions. Meals and snacks may also be prepared at home by parents. For children in residential child care centres, there should be 3 main meals (breakfast, lunch and dinner) a day with morning and afternoon snacks in between.

6.2.18 When preparing milk dairy products for children, child care workers should take note of the following:

- Before preparing a milk feed, child care workers should perform proper hand hygiene.
- For breastfed children, proper storage and handling of expressed breastmilk should be observed. Expressed breastmilk can be served cold, room temperature, or warm. If needed, place the sealed container into a tub of warm water below 40°C (Test the temperature of the milk using the back of your hand. If it feels warm, then the temperature is right). Please refer to Chapter 5 of the “Love, Starts from Breastfeeding...” of the Department of Health for more information about the storage and feeding of expressed breastmilk at <http://s.fhs.gov.hk/x4fy1>.
- Infant formula feeds should be properly prepared and handled to ensure it is safe for infants. “Guide to Bottle Feeding; How to prepare infant formula and feed your baby safely” issued by the Department of Health lists the procedure for preparing milk feeding from infant formula safely, storing a prepared feed, rewarming a feed, and cleaning and sterilization of the feeding bottles and teats. (<http://s.fhs.gov.hk/6tt2k>).

6.2.19 The health standard concerning the choice, preparation and storage of food as set out in the “Guidelines on prevention of communicable diseases in schools / kindergartens / kindergartens-cum-child care centres / child care centres” issued by the Department of Health should be complied with.

(Website: <https://www.chp.gov.hk/en/recommendations/35/index.html>)

6.3 Dietary Requirements

For all pre-primary institutions

Children grow at different rates. Therefore, the same standard should not be used to determine the daily consumption of all children.

6.3.1 From birth to 6 months old

<u>Food Items</u>	<u>Amount / day</u>
Milk (*Breast milk / Infant Formula)	60 ml each time and 6-8 times / day at birth to 180-240 ml each time and 4 -5 times / day at 6 months The amount of milk needed daily varies among babies. Babies will adjust the amount of milk they take to meet their growth and body needs. The feeding should be guided by baby’s feeding cues. “Guide to Bottle Feeding; How to prepare infant formula and feed your baby safely” issued by the Department of Health set out how to feed the baby with bottles. (Website: http://s.fhs.gov.hk/6tt2k)

Depending on individual needs, nutrients supplement may be given to babies according to instructions of pediatrician / registered dietitian.

* To optimise nutrition and health, the Department of Health recommends babies should be breastfed exclusively in the first 6 months, and continue breastfeeding until 2 years old or beyond. Solid food should be introduced gradually at around 6 months old to cater to their nutritional needs.

6.3.2 6 months to 1 year old

Generally, babies about 6 months of age are physiologically and developmentally ready for solid food. Oil can be added when cooking solid food for infants but sugar and salt should not be added to the solid food.

Children differ in adapting eating solid foods. The amount and frequency of milk feeding will gradually be reduced upon the adaptation to eating solid foods. Food choice, preparation of solid food and feeding infants during 6 to 12 months are set out in the health education booklets on Healthy eating for 6 to 24 month old children (1) Getting started and (2) Moving on, and the 7-day healthy meal planning guide issued by Department of Health.

<http://s.fhs.gov.hk/22xa3>

<http://s.fhs.gov.hk/hftt>

<http://s.fhs.gov.hk/z4fbs>

<u>Food Items</u>	<u>Amount / day</u>
Milk (*Breast milk / Infant Formula)	210-240 ml each time and 3-4 times / day The amount of milk needed daily varies among babies. The amount and frequency of milk feeding will gradually be reduced upon the adaptation to eating solid foods.
Cereal (rice or oat) / congee / thick congee	1-2 times / day at 1 teaspoon each time and gradually increase to 3/4 medium size bowl each time Start with cereal. If baby tolerates well, to replace cereal by congee and to increase the thickness of congee gradually.
Mashed fruit / minced fruit	1-2 tablespoons to half piece of fruit
Minced meat (chicken, pork, fish, beef) OR Egg OR Dry beans or soy products. e.g. tofu	1-2 times / day ½ teaspoon each time, gradually increase to 1 tablespoon minced meat / egg yolk / whole egg (1 tablespoon = 1 egg yolk = ½ whole egg approximately)
Mashed / minced vegetables (Choi Sum, Pak Choi, spinach, winter melon, hairy melon, carrots, cauliflower, etc.)	1-2 times / day 1-3 tablespoons each time

- Depending on individual needs, nutrients supplement may be given to babies according to instructions of pediatrician / registered dietitian.
- Milk products, eggs, peanuts, fish, shellfish, nuts, wheat (e.g. bread, biscuits), pulses are common food allergens. Adults should observe babies for any allergic reaction after giving these foods to infants.

* To optimise nutrition and health, the Department of Health recommends babies should be breastfed exclusively in the first 6 months, and continue breastfeeding until 2 years old or beyond. Solid food should be introduced gradually at around 6 months old to cater to their nutritional needs.

6.3.3 1 to 6 years old

Children can continue taking breastmilk after 1 year old. Recommendation on healthy eating and meal planning for 12 to 24 month old children is set out in the booklet Healthy Eating for 6 to 24 month old children (3) Ready to go (12-24 months) and the 7-day healthy meal planning guide issued by Department of Health.

<http://s.fhs.gov.hk/o4d67>

<http://s.fhs.gov.hk/z4fbs>

<u>Food Items</u>	<u>Amount / day</u>		
	<u>1-2 years</u>	<u>2-4 years</u>	<u>4-6 years</u>
Grains (Rice / Noodle / Rice noodle / Spaghetti / Macaroni / Oatmeal / Bread) (avoid bread with excessive sugar and fat) Examples of 1 serving of grains ≈ • $\frac{1}{5}$ bowl / 1 tablespoon of cooked rice • $\frac{1}{3}$ bowl of cooked macaroni • $\frac{1}{2}$ bowl of congee • $\frac{1}{2}$ slice of bread (without crust)	1-2 medium size bowl	8-12 servings ($1\frac{1}{2}$ - $2\frac{1}{2}$ medium size bowl)	12-15 servings ($2\frac{1}{2}$ -3 medium size bowl)

<p>Fruits (orange, tangerine, apple, pear, banana, etc.)</p> <p>Examples of 1 serving of fruits ≈</p> <ul style="list-style-type: none"> • 2 pieces of small-sized fruit (e.g. kiwi, prune) • 1 piece of medium-sized fruit (e.g. orange, apple, pear) • ½ piece of large-sized fruit (e.g. banana, grapefruit, dragon fruit) • 1 tablespoon of dried fruit without added sugar and salt • ¾ glass (180ml) of pure fruit juice* 	<p>½-1 piece or 1/4 to 1/2 medium size bowl</p>	<p>At least 1 serving</p>	<p>At least 2 servings</p>
<p>Vegetables (Choi Sum, spinach, Pak Choi, runner bean, bean sprouts, winter melon, hairy melon, carrots, cauliflower, tientsin cabbage, etc.)</p> <p>Examples of 1 serving of vegetables ≈</p> <ul style="list-style-type: none"> • 1 bowl of uncooked vegetables • ½ bowl of cooked vegetables 	<p>2-4 tael (80-160g)</p>	<p>At least 1½ servings</p>	<p>At least 2 servings</p>
<p>Meat, fish, egg and alternatives (chicken, pork, fish, beef, eggs)</p> <p>Examples of 1 serving of meat ≈</p> <ul style="list-style-type: none"> • 30g of cooked meat (size of a table tennis ball) • 1 medium-sized egg • 1 piece of silky tofu 	<p>1-2 tael (40-80g)</p>	<p>1½- 2 servings</p>	<p>2 -3 servings</p>
<p>Milk and alternatives (cow's milk / reconstituted milk / # calcium added soya milk) / other dairy products</p> <p>Examples of 1 serving of milk ≈</p> <ul style="list-style-type: none"> • 1 glass of low-fat milk • 2 slices of low-fat cheese • ⅔ glass of low-fat yoghurt 	<p>2 cups of milk (360 -480 ml)</p>	<p>Approx. 2 servings</p>	<p>Approx. 2 servings</p>

Remark: 1 tablespoon = 15ml ; 1 glass = 240ml ; 1 bowl = 250 - 300ml.

* Pure fruit juice contains less dietary fibre but a much higher sugar content when compared with a whole fruit. Also, taking $\frac{3}{4}$ glass (180ml) or more of pure fruit juice a day would only count as one serving of fruit. Thus, children should be encouraged to take a whole fruit and recommended not to consume pure fruit juice on a daily basis or more than 2 days a week.

#Regular soya milk contains less calcium than fresh or reconstituted milk. Children should take calcium-fortified soya milk or other source of food rich in calcium, e.g. dark green vegetables, sesame, bean curd, wood-ear, etc.

6.3.4 Breakfast, lunch and dinner should each provide 30% of daily total energy and nutritional needs while mid-meals (snacks) should provide the rest. As children usually have a small stomach capacity, it is difficult for them to meet their nutritional requirements by consuming only 3 meals a day. Therefore, children may consume a moderate amount of healthy snacks between main meals to supplement their nutrient and energy needs, provided that the appetite for the next main meal is not affected.

6.3.5 Children should drink ## 4-5 glasses of fluid including water, milk and clear soup every day to replenish fluid loss which can be affected by many factors such as physical activity level, temperature, diet, health condition, etc. Water intake should be adjusted accordingly. Institutions should encourage children to drink adequate water, and only serve water between meals. Apart from water, healthy drinks with relatively low in energy, fat and sugar (e.g. clear soup, low fat milk, low sugar soymilk, lemon water) can be offered to the children. Unhealthy drinks with added sugar or relatively high sugar content (e.g. condensed milk, evaporated milk, sweetened milk, instant malt drink, concentrated fruit juice, cordial, soft drink and probiotic drink) should be avoided.

##1 glass = 8 fluid ounces = 240 ml

- 6.3.6 The menu should provide a balanced and adequate diet for children. Having a balanced diet and doing regular exercise will help children grow up healthily and bring them lifelong benefits.

6.4 Provision of Meals

For all pre-primary institutions

- 6.4.1 If full-day institutions intend to prepare meals for children by themselves, they need to provide a kitchen according to the requirements stipulated in paragraph 2.5 of Chapter 2.
- 6.4.2 If a kitchen is not provided in a full-day institution, it can choose to have meals supplied by a licensed caterer. To ensure the quality of the meals, the institution should make a contract with the caterer. The choice of food, amount of food, standard of preparation, method of food storage mentioned in this chapter must be clearly stipulated in the contract. Quality and quantity of the meals supplied, such as temperature control in food delivery and food portioning on site should be properly monitored to guarantee the contractual requirements are fully complied with.
- 6.4.3 The pre-primary institutions should ensure that the food suppliers are the licensed food factories approved by the Food and Environmental Hygiene Department to supply meal boxes. They should also be aware the sub-contractors engaged to take up the orders for supplying meal boxes on behalf of the licensee or in manufacturing items of ready-to-eat food to form part of the food components of the meal boxes also hold valid food factory license. Both the food suppliers and the sub-contractors have to observe relevant licensing conditions. Enquiries about control of licensed food factories supplying lunch boxes can be made to the telephone hotline of the Food and Environmental Hygiene Department (telephone no. 2868 0000) or contact the Department's respective District Environmental Hygiene Offices. For more information, pre-primary institutions may visit the following websites

of the Department:

Address list and telephone list of District Environmental Hygiene Offices of the Food and Environmental Hygiene Department

http://www.fehd.gov.hk/english/district_offices/districtoffices/district_offices.html

List of the licensed food factories approved to supply lunch boxes

<http://www.fehd.gov.hk/english/licensing/licence-foodPremises-nonrest.html>

Guidelines on How to Ensure School Lunches Ordered Are Safe

http://www.cfs.gov.hk/english/multimedia/multimedia_pub/files/school_lunches_ordered_are_safe.pdf

- 6.4.4 To protect the environment, the lunch suppliers should use reusable containers (such as stainless steel, etc.) to deliver food in bulk or the pre-primary institutions select lunch suppliers that deliver food with reusable containers. The pre-primary institutions then portion the food immediately on site. The children should also use reusable tableware. Make sure that all reusable containers and tableware are properly cleaned and disinfected before use. In situations where disposable lunch boxes and tableware have to be used, lunch suppliers should use containers that are made of degradable materials and are safe and suitable for packing food. If recyclable food containers such as those made of polypropylene (PP) are used, the pre-primary institutions should work out a proper arrangement with the lunch suppliers on the recovery of the used PP boxes for recycling to minimize disposal of the boxes at landfills. Refer to the Environmental Protection Department's "Guideline on How to Promote Green Lunch in Schools" for information on the principle and proper way to implement green lunch.

(Website:

http://www.wastereduction.gov.hk/en/schools/green_lunch.htm)

Chapter 7

Curriculum and Activities

7.1 Curriculum Goals

For all pre-primary institutions

7.1.1 It is internationally recognised that quality pre-primary services should integrate education and care elements to meet children's needs. In the local context, pre-primary services play the dual roles of providing education and care for children.

7.1.2 Curriculum of pre-primary institutions should cater for children's needs for education and care, in order

- to nurture children to attain all-round and balanced development in the domains of ethics, intellect, physique, social skills and aesthetics and to develop good habits so as to prepare them for life; and
- to stimulate children's interest in learning and cultivate in them positive learning attitudes to lay the foundation for future learning.

7.2 Developmental Characteristics of Children

For all pre-primary institutions

7.2.1 Pre-primary educators should have thorough understanding of the family background, developmental characteristics and growth process of children so that they can set reasonable learning objectives according to children's needs and design appropriate curriculum to suit children's development and abilities. Pre-primary institutions should adopt the "Kindergarten Education Curriculum Guide"

published in 2017 by the Curriculum Development Council.
(Website: <https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/index.html>)

7.3 Curriculum Planning and Design of Activities

For all pre-primary institutions

- 7.3.1 The curriculum should ensure comprehensive and balanced learning experiences for children and help them develop an interest in self-initiated learning, good living habits as well as the skills and attitudes to get along with people.
- 7.3.2 Curriculum content for the year should be planned in advance. The themes should be related to seasons of the year, children's interests, daily life experience, developmental needs, etc. The choice of themes should be flexible and gear to children's needs.
- 7.3.3 The arrangements of activities should not be clock-bound and could be flexible. There should always be a skeleton programme around which the day's activities are planned. Allocation of time for each activity may vary from day to day but the activity items should be similar. Daily activities should include the following:
- Morning / noon meeting (roll call, health inspection, greetings, sharing, etc.);
 - Routine training (ways to get along with people, living habits, self-care abilities, etc.);
 - Physical play (to be conducted indoors or outdoors depending upon the weather and facilities of the pre-primary institutions);
 - Interest activities;
 - Creative activities;
 - Music activities;
 - Free choice activities (including interest corner activities, free play);

- Activities on language, early childhood mathematics, nature and living; and
- Personal and social development.

7.3.4 Children of different ages have different educational and care needs. Institutions serving children of different age groups should have different emphases on curriculum and activities. Teachers should not teach the primary school curriculum content in advance, nor should they require children to learning the primary curriculum content.

7.3.5 Since babies from new born to the age of 2 require intensive care and individual attention, the services of child care centres should emphasise more on care than other pre-primary institutions. Sufficient time should be allowed in the daily programme of activities to look after the physical needs of babies, including health inspection, toileting (changing diapers, toilet training and washing), feeding and sleeping / rest. With their physical needs satisfied, babies will develop a sense of security and trust the adults. Apart from the aforesaid caring activities catering for babies' physical needs, child care centres should provide developmentally appropriate learning activities for each baby through play to enable the baby to have an all-round development (e.g. sensory power, motor skills, etc.) and to grow in the best possible way. Play activities for babies include physical play, training of fine motor skills, conversation, singing nursery rhymes, story-telling, arts and crafts, music activities, playing toys on floor and table toys, etc. Suggested programme of activities for child care centres are set out at Appendices 18 and 19.

7.3.6 For curriculum planning and design of activities for children of 2 to 6 years, please adopt the Curriculum Development Council's "Kindergarten Education Curriculum Guide"
(Website: <https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/index.html>)

7.3.7 The time-table in respect of the programme of activities for child care centres should be submitted to the Director of Social Welfare for approval.

(Refer to Regulation 10(1) of the Child Care Services Regulations)

7.3.8 The recommended booklist and the time-table of kindergartens should be submitted to the Permanent Secretary for Education for approval.

(Refer to Regulation 92(2) and 92(10) of the Education Regulations)

7.4 Principles of Implementation of Activities

For all pre-primary institutions

7.4.1 Institutions should provide a safe, hygienic, enjoyable and stimulating environment in which children can develop their potential through activities designed according to their interest and needs. These activities should be inter-related among themes. Emphasis should not be placed solely on activities for intellectual development. Activities requiring children to do mechanical copying and calculation should be avoided. Music activities, physical play and activities conducive to social development and creativity should be provided every day to promote all-round and balanced development of children. Children are unique individuals with different personalities, abilities and interests. They also vary in languages, cultures and living habits. The pedagogical approaches should be adopted taking into consideration children's pace of development. Individual or small group teaching should be arranged to cater for learner diversity and the different needs of children.

7.4.2 It is of utmost importance to let children develop naturally from learning activities which are designed with reference to children's learning abilities and daily-life exposure. If institutions prefer to use learning resources provided by publishers that are in line with the curriculum, they may refer to the Recommended Textbook List:

Kindergarten Learning Resources compiled by the Education Bureau.
(Website: <https://cd.edb.gov.hk/rtl/search.asp>)

- 7.4.3 In order to promote children’s learning, parent participation is an essential element. Institutions may assign children to carry out some activities at home which are simple, interesting and suitable to their abilities such as gathering of information, reading story books, simple learning tasks, etc. to extend children’s learning experiences gained in institutions.
- 7.4.4 Children can only write when their fine motor skills are fully developed. Children in nursery class (K1) should not be required to hold a pencil and write. However, pre-writing exercises which can enhance children’s development of their fine motor skills, such as building blocks, playing with plasticine, assembling puzzles, etc. should be offered to children before writing. In arranging writing or pre-writing activities, attention should be paid to the dexterity of children’s fingers and the difference of children’s ability in holding a pencil. (Refer to paragraph 2.6.2(a) of Chapter 2 and “Arrangement of homework” in paragraph 4.5 of Chapter 4 of the Curriculum Development Council’s “Kindergarten Education Curriculum Guide”
(Website: <https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/index.html>)
- 7.4.5 Institutions should provide children with real-life, sensory and interesting learning experiences, facilitating children to learn through play. When teachers adopt Information Technology (IT) equipment to assist learning and teaching, they must carefully assess the appropriateness of the activity design, and whether the content ties in with the development and learning needs of children. Teachers also need to instill right attitude and cultivate habits among children when the latter use electronic products either as a learning or leisure tool. IT cannot take the place of learning activities or play. Over-reliance on technology in teaching will deprive children of the opportunity to

learning from the real world. Institutions should offer guidance to parents as appropriate, and encourage them to refer to the recommendations from the Department of Health that children aged from 2 to 6 should avoid prolonged use of electronic screen products and remind their children to have proper rest for their eyes.

7.4.6 Chinese is the medium of communication for most people in Hong Kong (Cantonese is the major spoken language, while Putonghua and other dialects are also in use. Traditional Chinese characters are mainly used in reading and writing), and most kindergartens adopt Chinese as the medium of instruction. As such, developing children’s Chinese ability first is recommended. For initial exposure to the second language (e.g. English), opportunities should be given to children to develop their skills in listening and speaking first. Teachers should have good language ability as they are the language models for children. (Refer to the website of the Standing Committee on Language Education and Research at <https://scolarhk.edb.hkedcity.net/en/home>) (Refer to appendices 3, 4 and 5 of the Curriculum Development Council’s “Kindergarten Education Curriculum Guide”). When organising activities for children to learn the second language, the activities should be:

- developmentally appropriate;
- authentic;
- led by teachers with accurate pronunciation and wording;
- in context;
- enjoyable (learning through relaxing activities such as conversation, games, story-telling, singing nursery rhymes, songs, etc.); and
- pressure-free to avoid rote-learning and doing mechanical copying.

- 7.4.7 Institutions should develop a systematic learning portfolio for each child to collect information for record and report of children’s personal development (such as observation and recording of children’s daily behaviour and activities, their tasks and work). Such information should be regularly shared with parents to help them learn more about the development of their children in different aspects. Continuous observation is needed to assess children’s learning progress and comparison should only be made between the past and the present performance of the same child.
- 7.4.8 The curriculum activities for half-day pre-primary institutions should last from 3 to 3½ hours per day and for full-day institutions should last from 7 to 7½ hours per day (including time for lunch and afternoon nap).
- 7.4.9 Some full-day institutions (e.g. institutions providing family support services) are specially approved by the Director of Social Welfare / Permanent Secretary for Education to extend their service hours for providing child care service for parents after the curriculum activities. Even during the time after curriculum activities, institutions should arrange the number of staff as stated in paragraph 8.1.2 of Chapter 8 to take care of the children. Relaxing activities, such as reading, free play with toys, music appreciation, group games, etc. should be provided for children. Snacks or dinner should be served as appropriate. The activities offered after curriculum activities should also be the approved activities as stated in paragraphs 7.3.7 and 7.3.8 of this chapter.

Notes: This chapter should be read in conjunction with the “Kindergarten Education Curriculum Guide” prepared by the Curriculum Development Council.

(Website: <https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/pre-primary/index.html>)

Chapter 8

Staffing

8.1 Manpower and Appointment

For all pre-primary institutions

8.1.1 The success in the operation of a pre-primary institution depends largely on the staffing structure and quality of staff.

8.1.2 Staff working in child care centres / kindergartens mainly are the professional staff providing education and care services for children, i.e. child care supervisors / kindergarten principals and child care workers / qualified kindergarten teachers. Institutions are required to employ a sufficient number of child care workers /qualified kindergarten teachers in order to meet the following staff to children ratio:

<u>Type of Service</u>	<u>Operating Hours</u>	<u>Child Care Workers / Qualified Kindergarten Teachers to Children Ratio</u>		
		Under 2 years	2 to 3 years	3 to 6 years
Child Care Centres	Non-residential Centres *8 a.m. – 8 p.m.	1:8	1:14	**1:14
	Residential Centres 8 a.m. – 8 p.m.	1:8	1:8	#1:8
	8 p.m. – 8 a.m. of the following day	1:12	1:12	#1:12
Kindergartens	Half-day/ Full-day	Not applicable	Not applicable	1:15

*The operating hours of individual centre are specified in the time-table as approved by the Director of Social Welfare in accordance with Regulation 10(1) of the Child Care Services Regulations.

**Applicable to Special Child Care Centres registered under the Child Care Services Ordinance.

#Applicable to residential centres registered under the Child Care Services Ordinance.

The calculation of the number of child care workers / qualified kindergarten teachers may include the child care supervisors / kindergarten principals, and the number of staff required is the number of child care workers / qualified kindergarten teachers on duty in relation to the number of children present in the institution.

(Refer to Regulation 6 of the Child Care Services Regulations and Education Bureau Circular No.26/2003 “Improved Teachers to Pupil Ratio in Kindergartens” at Appendix 20

(Website:<http://applications.edb.gov.hk/circular/upload/EMBC/EMBC03026E.PDF>)

In addition to the above professional staff, institutions are also required to employ other staff, e.g. clerks for clerical work, cooks and helpers for cooking, cleaning and general duties. The number of supporting staff to be appointed depends on the operational needs of individual institutions. The number and age of children, hours of operation, number of meals, the floor area of the institutions, etc. also affect the size of the staff establishment.

For child care centres

- 8.1.3 A residential child care centre with more than 30 children under care must appoint a registered nurse to be in charge of the health of the children. In a residential child care centre where 30 children or less are cared for, there must be a registered nurse on-call to provide readily available services whenever required.

(Refer to Regulation 44(3) of the Child Care Services Regulations)

- 8.1.4 The Director of Social Welfare must be notified of any staff changes in the posts of child care supervisors and child care workers within 14 days of the occurrence.

(Refer to Regulation 7(2) of the Child Care Services Regulations)

For kindergartens

- 8.1.5 School Supervisors should issue a letter of appointment to teachers in accordance with the Education Regulations. The salary scale, duties and conditions of termination of appointment should be set out in the letter of appointment.

(Refer to Regulation 77 of the Education Regulations)

- 8.1.6 It is a contravention of the law for any non-registered or non-permitted teachers to teach in a kindergarten, and those who employ or permit such persons to teach in a kindergarten also contravene the law.

(Refer to Sections 42(1), 42(2), 87(3)(e) and 87(3)(f) of the Education Ordinance)

8.2 Qualifications

For all pre-primary institutions

- 8.2.1 In respect of the professional qualification requirement, all newly appointed child care workers / kindergarten teachers are required to possess a pre-service Qualified Kindergarten Teacher qualification or its equivalent. Staff employed by child care centres / kindergartens are required to be 100% in possession of a certificate of recognized training courses or equivalent professional qualifications.

(Refer to the Education Bureau Circular No.28/2003 “Qualification Requirement for Newly Appointed Kindergarten Teachers” at Appendix 21(A) and the latest approved course list on Education Bureau homepage for the lists of training courses for qualified kindergarten teachers and child

care workers recognized by the Education Bureau and the Social Welfare Department)

(Education Bureau Circular No.28/2003:

<http://applications.edb.gov.hk/circular/upload/EMBC/EMBC03028E.PDF>

Approved Course List:

https://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/approved_course_list.pdf

List of Approved Training Courses for Registration of Child Care Workers/Supervisors Recognized by the Director of Social Welfare:

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/application-for-registration-as-child-care-worker-supervisor/index.html>)

For child care centres

- 8.2.2 All newly appointed child care supervisors are required to possess a Certificate in Early Childhood Education or equivalent professional qualifications.

For kindergartens

- 8.2.3 Professionalism of principals and teachers is of paramount importance in enhancing the quality of education. All new principals from the 2009/10 school year are required to have a bachelor degree in early childhood education, one-year post-qualification experience and to have completed a certification course for kindergarten principals before their appointment, or exceptionally within the first year of their appointment with prior approval from the Education Bureau.

Please refer to the Education Bureau Circular No.10/2009 “Qualification and Training Requirement of New Kindergarten Principals” at Appendix 21(B) for details. The latest list of approved courses has been uploaded on the Education Bureau homepage.

(Education Bureau Circular No.10/2009:

<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC09010E.pdf>

Approved Course List:

https://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/approved_course_list.pdf

8.2.4 For the minimum academic qualification of permitted teachers in kindergartens, please refer to:

(Website: <http://www.edb.gov.hk/en/teacher/qualification-training-development/qualification/teacher-registration/index.html>)

8.3 Registration

For child care centres

8.3.1 Child care supervisors and child care workers are required to register. The application form can be obtained from the Joint Office for Kindergartens and Child Care Centres, Education Bureau.

(Address: Room 602, 6/F, 14 Taikoo Wan Road, Taikoo Shing, Hong Kong. Tel: 3107 2197) or downloaded from: <http://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/application-for-registration-as-child-care-worker-supervisor/index.html>).

(Refer to Regulation 4(1) and 4(2) of the Child Care Services Regulations)

For kindergartens

8.3.2 School managers, supervisors, principals and teachers (registered or permitted) are required to apply for registration or approval (as may be appropriate).

8.3.3 Enquiries on the approval procedures for school managers and supervisors can be made to the Education Bureau's School Registration and Compliance Section or the Joint Office for Kindergartens and Child Care Centres (as may be appropriate).

(Address of Registration Review Team, School Registration and Compliance Section:

Room E420, 4/F, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon;

Tel: 3698 4233)

(Address of Joint Office for Kindergartens and Child Care Centres:

Room 602, 6/F, 14 Taikoo Wan Road, Taikoo Shing, Hong Kong;

Tel: 3107 2197)

- 8.3.4 Appointment of principals also needs approval. Enquiries on the approval procedures can be made to the Education Bureau's various District School Development Section or the Joint Office for Kindergartens and Child Care Centres (as may be appropriate).

(Website of District School Development Sections:

http://tel.directory.gov.hk/index_EDB_ENG.html)

(Address of Joint Office for Kindergartens and Child Care Centres:

Room 602, 6/F, 14 Taikoo Wan Road, Taikoo Shing, Hong Kong;

Tel: 3107 2197)

- 8.3.5 The application form for registration as kindergarten teachers can be obtained from the Teacher Registration Team, Education Bureau (Address: 2/F, Trade and Industry Tower, 3 Concorde Road, Kowloon; Tel: 3467 8281 or 3467 8282) or downloaded from:

<http://www.edb.gov.hk/en/teacher/qualification-training-development/qualification/teacher-registration/index.html>).

(Refer to Sections 29, 34, 38, 42, 53 and 57 of the Education Ordinance)

8.4 Training for Staff

For kindergartens

8.4.1 Apart from the basic training, staff members should take relevant in-service training courses to improve their professional knowledge. Information concerning training courses for kindergarten staff is disseminated via Training Calendar System of the Education Bureau website.

<https://tcs.edb.gov.hk/tcs/publicCalendar/start.htm?deskLang=en>

Kindergarten staff should take note of such announcements.

8.4.2 The Government has been implementing the kindergarten education scheme (Scheme) starting from the 2017/18 school year. While providing direct subsidy for kindergartens joining the Scheme, the Education Bureau, at the same time, strives to enhance professional competency of kindergarten principals and teachers. Please refer to the Education Bureau Circular No.8/2018 “Kindergarten Education Scheme – Enhancing Professional Competency of Kindergarten Principals and Teachers” for details.

(Education Bureau Circular No.8/2018:

https://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/Circular_CPD_2018%2006%2008_FINAL_Eng.pdf)

8.5 Personnel Management

For all pre-primary institutions

8.5.1 Salary should be commensurate with qualifications and job responsibilities. Pre-primary institutions should fix the pay scale and the fringe benefits for staff and specify them clearly on the work contract.

- 8.5.2 The conditions of service such as working hours, annual leave, sick leave, maternity leave, arrangements for termination of contract, etc. should comply with the Employment Ordinance and set out clearly in the employment contract.
- 8.5.3 Refer to paragraphs 3.12 and 3.13 of Chapter 3 for occupational safety and insurance of staff.

(Kindergartens may refer to Chapter 5 “Personnel Management” of the Education Bureau’s Kindergarten Administration Guide

Website: <https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/index.html>)

Chapter 9

Fee and Charge

9.1 Fees

For all pre-primary institutions

- 9.1.1 Child care centres / kindergartens should collect the inclusive monthly fee / inclusive fee approved by the Director of Social Welfare / Permanent Secretary for Education, otherwise it is in contravention of the law.
(Refer to Regulation 45C(1) of the Child Care Services Regulations and Regulation 61(1) of the Education Regulations)
- 9.1.2 The fee certificate issued by the Social Welfare Department / Education Bureau should be displayed in a conspicuous place in the institutions.
(Refer to Regulation 45C(4) of the Child Care Services Regulations and Regulation 67 of the Education Regulations)
- 9.1.3 No increase in the inclusive monthly fee / no change in the inclusive fee should be made without the written approval of the Director of Social Welfare / Permanent Secretary for Education.
(Refer to Regulation 45D(1) of the Child Care Services Regulations and Regulation 65 of the Education Regulations)
- 9.1.4 Child care centres / kindergartens should inform parents of any approved changes in the inclusive monthly fee / inclusive fee as soon as possible to avoid misunderstanding and complaints.
- 9.1.5 Unless otherwise permitted in writing by the Director of Social Welfare / Permanent Secretary for Education, the inclusive monthly fee in respect of child care centres should be collected each month / the tuition fee in respect of kindergartens should be collected in accordance with the approved instalments and amount.

(Refer to Regulation 45E of the Child Care Services Regulations and Regulation 62 of the Education Regulations)

9.1.6 Unless prior approval in writing is given by the Director of Social Welfare / Permanent Secretary for Education, no institution should collect any fees other than the inclusive monthly fee / inclusive fee.

(Refer to Regulation 45C(2) of the Child Care Services Regulations and Regulation 61(1) of the Education Regulations)

9.1.7 The inclusive monthly fee for child care centres / inclusive fee for kindergartens should cover expenses directly related to teaching and learning activities, school operation and maintenance of the standard of education services. Relevant expenses have been specified in the Social Welfare Department's annual letter to child care centres inviting applications for fee approval / the Education Bureau's annual circular memorandum to kindergartens and kindergarten-cum-child care centres for application of fee revision.

9.1.8 Birthday parties, Christmas parties and other festival celebrations provide good opportunities for children to get together. However, no request should be made to parents for contributions to the expenses of the above activities. Art and craft work such as paper flowers, greeting cards, etc. made by children are the best gifts for festive celebrations.

9.2 Collecting Deposit / Registration Fee and Application Fee

For all pre-primary institutions

9.2.1 For child care centres, partial or full collection of the inclusive monthly fee of the first month as deposit not earlier than 3 months before a new child is admitted is allowed when a place has been offered. The amount of deposit shall be deducted from the inclusive monthly fee of the first month after the child's admission to the centre.

- 9.2.2 Kindergartens and kindergarten-cum-child care centres (applicable for both kindergarten and child care centres section) are required to observe the following appendix in collecting registration fee and application fee: Education Bureau Circular No.6/2017 “Collection of Application Fee and Registration Fee, Admission of Students and Provision of Information by Kindergartens” at Appendix 23
(Website:<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC17006E.pdf>). Prior approval in writing from the Permanent Secretary for Education is required for collection of fees exceeding the approved ceiling specified in this circular. The approval letter should be displayed in a conspicuous place in the kindergarten.
(Refer to Regulation 61(1) of the Education Regulations)

- 9.2.3 The recruitment procedure of nursery class applicants (e.g. interviewing the children applicants) for the next school year should not start earlier than November each year.

9.3 Selling School Items and Providing Paid Services

For all pre-primary institutions

- 9.3.1 If pre-primary institutions intend to collect fees from parents for the acquisition of school items or services, they should inform parents in writing that the acquisition of such items / services is entirely voluntary. Parents are free to procure the items from other sources or decline the services. Parents should be informed about the details and the charges of such items / services and given sufficient time to consider whether or not to accept the school items / services.
- 9.3.2 Pre-primary institutions should make known to parents the information on fee charge, such as listing out the inclusive monthly fee / tuition fee and other approved fees in the child care centre / kindergarten pamphlet, application form and the institution’s webpage, etc. for the reference of parents.

- 9.3.3 Prior approval must be obtained from the Director of Social Welfare in case a child care centre plans to carry out the trading activities as stated in paragraph 9.3.1 of this chapter.
- 9.3.4 Kindergartens and kindergarten-cum-child care centres should strictly observe the rules drawn up by the Education Bureau in relation to the sale of school items, such as text books, exercise books, school uniforms and other items and provision of paid services detailed in Education Bureau Circular No.16/2013 “Collection of Fees, Sale of School Items and Provision of Paid Services in Kindergartens” at Appendix 24.
(Website: <http://applications.edb.gov.hk/circular/upload/EDBC/EDBC13016E.pdf>)
- In addition, Education Bureau Circular No. 3/2022 “Acceptance of Advantages and Donations by Schools and their Staff” at Appendix 25
(Website: <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC22003E.pdf>)
- and “Sample Code of Conduct for Managers and Staff of Kindergartens” published by The Independent Commission Against Corruption (ICAC)
(Website: https://cpas.icac.hk/EN/Info/Lib_List?cate_id=3&id=236) should also be observed.
- 9.3.5 Rules concerning fee collection are supplemented and revised from time to time and will be disseminated to kindergartens by the Education Bureau Circulars. Kindergartens are required to take note of the amendments set out in such circulars.

Chapter 10

Family and Pre-primary Institutions

10.1 Contact with Parents

For all pre-primary institutions

- 10.1.1 To implement the service successfully, institutions must obtain the support of parents to build a foundation of mutual cooperation.
- 10.1.2 Institutions should establish a good partnership with parents. Meanwhile, the institutions should provide the staff with training to equip them with the necessary approach and skills to working with parents.
- 10.1.3 Institutions should set up communication channels to seek parents' views on their services and should consider parents' suggestions on service improvement.
- 10.1.4 Institutions should handle parents' complaints with a positive attitude, take initiative to contact parents to find out the causes and seek solutions to the problems. Taking initiative to contact parents helps reduce the parents' and the public's misunderstanding towards the institutions and prevent the problems from worsening.

10.2 Methods of Communication with Parents

For all pre-primary institutions

- 10.2.1 Pre-primary institutions can increase the opportunities of communication with parents through the following activities:

- Contact with individual parents when parents escorting their children to and from the institutions every day, telephone contacts, office interviews, home visits, etc.;
- Organising parent activities regularly, such as class observation, theme talks, seminars, open days, family picnics, etc.;
- Publishing parent newsletter. Apart from disseminating information about the service, education philosophy, child nurturing, etc., it also provides parents with a channel to give feedbacks to the institutions and to share their views with other parents; and
- Inviting parents to volunteer in the activities of the institutions, such as assisting in decorating the premises during festivals, compiling parent newsletter, leading special activities, conducting occupation introduction, designing activities, etc. The institutions should make good use of the expertise of parents and the time spent by them as part of their resources.

10.2.2 Other than the above methods of communication with parents, pre-primary institutions can enhance their relationship with parents by establishing Parent-Teacher Association to build up a formal link between the institutions and the parents. This will strengthen the communication and understanding between the two parties and provide more opportunities for parents to participate in the affairs of the institutions so that the services of the institutions can better gear to children's needs.

10.2.3 Institutions should be familiar with community resources. If possible, they should endeavour to help parents solve their problems or make appropriate referrals for them, so that parents can obtain relevant professional assistance when required. The referral of cases for children with special needs or child abuse mentioned in paragraphs 4.1.2 and 4.6.2 to 4.6.4 of Chapter 4 is an example.

10.2.4 For information on working with parents, institutions may make reference to:

Chapter 6 “Home-school-community Partnership” of the Education Bureau’s Kindergarten Administration Guide.

Website: <https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/index.html> and

Website of Committee on Home-School Co-operation:

https://www.chsc.hk/main.php?lang_id=1

Chapter 11

Registration and Regulation

11.1 Registration of Pre-primary Institutions

For all pre-primary institutions

- 11.1.1 As the registration and operation of child care centres / kindergartens are made in accordance with the Child Care Services Ordinance and Child Care Services Regulations (Hong Kong Law Chapter 243) / Education Ordinance and Education Regulations (Hong Kong Law Chapter 279), operators should acquaint themselves with the relevant ordinances. Copies of the ordinances can be purchased at the Publications Sales Unit of the Information Services Department (Address: Room 626, 6/F, North Point Government Offices, 333 Java Road, North Point, Hong Kong ; Tel: 2537 1910). The electronic version of the ordinances is also available at the Bilingual Laws Information System.
(Website: https://www.elegislation.gov.hk/?_lang=en)
- 11.1.2 Operators should make sure that the proposed premises are suitable for operating child care centre / kindergarten and that the basic building safety requirements of the premises are met before they rent or purchase the premises. Where necessary, advice of an authorised person or a professional consultant should be sought.
- 11.1.3 In case any alteration and addition works in relation to the structure, means of escape and fire resisting construction of the building are involved for the proposed child care centre / kindergarten premises, advices of an authorised person or a professional consultant should be sought.

11.1.4 To apply for the registration of a child care centre / kindergarten under the relevant ordinances, operators are required to obtain the following certificates / approvals:

<u>Registration of child care centres</u>	<u>Registration of kindergartens</u>
<ul style="list-style-type: none"> • Planning Permission issued by the Planning Department or Town Planning Board • Safety Certificate issued by the Buildings Department / the Independent Checking Unit of the Office of the Permanent Secretary for Housing • Fire Services Certificate and Letter of Compliance for Ventilating System issued by the Fire Services Department • Certificate of Fixed Electrical Installations issued by a registered electrical contractor / worker • Safety Certificate of Towngas / Liquefied Petroleum Gas Installations issued by a registered gas contractor • Approval for using air-conditioning and ventilation installations by the Architectural Services Department/ Electrical and Mechanical Services Department • Documentary proof of the right to use the premises as a child care centre (e.g. tenancy agreement / sales and purchase agreement / authorisation by landlord, etc.) 	<p data-bbox="863 488 1348 526"><u>Non-purpose-built school premises</u></p> <ul style="list-style-type: none"> • Advices on the land use from the Planning Department and the Lands Department (where necessary, the applicant should apply for planning permission from the Planning Department or Lease Modification / Temporary Waiver from the Lands Department) • Safety Certificate issued by the Buildings Department / the Independent Checking Unit of the Office of the Permanent Secretary for Housing • Fire Services Certificate issued by the Fire Services Department • Documentary proof of the right to use the premises as a kindergarten (e.g. tenancy agreement / sales and purchase agreement / authorisation by landlord, etc.)
	<p data-bbox="863 1512 1348 1550"><u>Purpose-built school premises</u></p> <ul style="list-style-type: none"> • Occupation Permit / Letter of Direct Allocation • Documentary proof of the right to use the premises as a kindergarten (e.g. tenancy agreement / sales and purchase agreement / authorisation by landlord, etc.)

11.1.5 In addition to the certificates / approvals mentioned in paragraph 11.1.4, child care centres / kindergartens are also required to meet the following requirements for registration:

<u>Registration of child care centres</u>	<u>Registration of kindergartens</u>
<ul style="list-style-type: none"> • Collection of monthly fee • Planning of programme of activities and time-table • Dietary scales and menu • Registration of child care workers • Registration of child care supervisor • Furniture and equipment • Toilet facilities • Ventilation and lighting • First aid • Sanitation • Accommodation 	<ul style="list-style-type: none"> • Collection of school fee • Planning of curriculum and school time-table and booklist (if applicable) • Dietary scales and menu • Registration of managers • Approval of supervisor • Registration of teachers • Approval of principal • Furniture and equipment • Toilet facilities • Ventilation and lighting • First aid • Sanitation • Accommodation

11.1.6 For the registration procedures of child care centres / kindergartens, please contact the following offices for details:

- Kindergarten-cum-Child Care Centres (Child Care Centre section)

Reference – “Procedural Guide for Application for Registration of a Child Care Centre within a Proposed / Registered Kindergarten Premises”

Website: <http://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/application-for-registration-of-child-care-centre-in-kindergarten/index.html>

Contact – Joint Office for Kindergartens and Child Care Centres,
Education Bureau

Address: Room 602, 6/F, 14 Taikoo Wan Road, Taikoo Shing,
Hong Kong

Tel: 3107 2197 Fax: 3107 2180
E-mail: jokc@edb.gov.hk

- Child Care Centres, Residential Child Care Centres and Special Child Care Centres

Reference – “Procedural Guide for Application for Registration of a Child Care Centre”

Website: https://www.swd.gov.hk/en/index/site_pubsvc/page_lr/sub_childcare/

Contact – Child Care Centres Advisory Inspectorate, Social Welfare Department

Address: Unit 206, 2/F., THE HUB, 23 Yip Kan Street, Wong Chuk Hang, Hong Kong

Tel: 3184 0804 Fax: 2591 9113
E-mail: cccaienq@swd.gov.hk

- Kindergartens and Kindergarten-cum-Child Care Centres (Kindergarten section)

Reference – “Guidelines for Registration of a New School”

Website: <https://www.edb.gov.hk/en/sch-admin/sch-registration/about-sch-registration/index.html>

Contact – School Registration and Compliance Section, Education Bureau

Address: Rm 1416, 14/F, Wu Chung House, 213 Queen’s Road East, Wan Chai, Hong Kong

Tel: 2892 6335 Fax: 2573 3459
E-mail: edbinfo@edb.gov.hk

11.2 Regulation of Pre-primary Institutions

For all pre-primary institutions

- 11.2.1 Child care centres should comply with the Child Care Services Ordinances and the Child Care Services Regulations, and kindergartens should comply with the Education Ordinance and the Education Regulations. Apart from the statutory requirements, they should also comply with this operation manual, the “Performance Indicators (Kindergartens)” and the “Kindergarten Education Curriculum Guide” where appropriate.

Website of “Operation Manual for Pre-primary Institutions”:

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/about-preprimary-kindergarten/index.html>

Website of “Performance Indicators (Kindergartens)”:

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/quality-assurance-framework/index.html>

Website of “Kindergarten Education Curriculum Guide”:

<https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/index.html>

11.2.2 The arrangements for regulation of pre-primary institutions are as follows:

<u>Type of Service</u>	<u>Regulating Department</u>	<u>Regulating Ordinance</u>
Child Care Centres (Including Residential Child Care Centres and Special Child Care Centres)	Child Care Centres Advisory Inspectorate, Social Welfare Department	Child Care Services Ordinance Child Care Services Regulations
Kindergartens	District School Development Section and Kindergarten Inspection Section, Education Bureau	Education Ordinance Education Regulations
Kindergarten-cum-Child Care Centres	Joint Office for Kindergartens and Child Care Centres and Kindergarten Inspection Section, Education Bureau	Child Care Services Ordinance Child Care Services Regulations and Education Ordinance Education Regulations

Chapter 12

Residential Child Care Centres

The Social Welfare Department (SWD) attaches great importance to protecting the well-being and best interests of children. Children under the age of 6 are incapable of expressing and protecting themselves. To ensure that children receiving residential child care services (RCCS) are given proper care, operators/supervisors of residential child care centres (RCCCs) shall suitably cater for the children's different needs and safeguard their well-being.

To enable RCCC operators/supervisors to focus on having a better understanding of the related service regulations and requirements so as to improve the quality of their services, this chapter will lay out the operational standards of RCCS and draw up a set of clearer guidelines to ensure that resident children are provided with suitable care and protection. At the same time, RCCCs shall also comply with the requirements specified in other relevant chapters of this operation manual.

12.1 Protecting children from harm/maltreatment

12.1.1 Every child has a right to protection against any form of harm and exploitation. Children who, for various reasons (such as physical or family problems), are temporarily unable to be properly cared for by their birth families and have to be put under the care and supervision of an RCCC, should be of no exception. The RCCC has become a part of these children's extended families, and the staff there their main carers and protectors, as well as people whom they depend upon and learn from on a daily basis. As a result, RCCC staff shall dedicate themselves to the cause of protecting the best interests of these children, and do their utmost to shield the children under their care from any form of harm/maltreatment.

- 12.1.2 Regulation 15 of the Child Care Services Regulations stipulates that ‘no person shall administer corporal punishment to a child in a centre’. Therefore, no one in a child care centre (CCC) [including RCCC] shall administer corporal punishment to the children under care.
- 12.1.3 All management staff of an RCCC shall make every effort to fulfill their duties, which include formulating policies, guidelines, service requirements and codes of practice that clearly lay out the RCCC’s requirements for staff members (including requirements in respect of their character and behaviour, and child protection, etc) and the disciplinary actions to be taken against breaches of such requirements (e.g. staff members who cause children psychological or physical harm with abusive language or behaviour will be dismissed immediately, and those who witness corporal punishment or physical violence being inflicted on children but fail to report the incident will also be subject to disciplinary actions).
- 12.1.4 Management staff shall faithfully implement all prescribed measures, and formulate policies and mechanisms for effectively monitoring staff’s provision of care to children, including but not limited to reviewing staff’s service delivery and the records they kept, conducting spot checks on CCTV footage, and bringing in outside personnel or members of organisations who have experience in taking care of children to conduct surprise inspections on the RCCC to ensure good service quality, etc.
- 12.1.5 In the event of a suspected child maltreatment case, RCCC operators/supervisors should take necessary actions to protect the children under care. They shall refer to the Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised April 2020) (the Guide), particularly to Chapter 2 ‘Definition and Types of Child Maltreatment’ and Chapter 4 ‘Case Identification, Initial Handling and Reporting’ (specifically the part on ‘Possible Indicators of Child Maltreatment’) to help them identify suspected

child maltreatment cases. In addition, RCCCs shall refer to Chapter 3 'Procedures of Multi-disciplinary Co-operation in Handling Suspected Child Maltreatment/Child Protection Cases', Chapter 6 'Immediate Child Protection Actions' and Chapter 7 'Risk Assessment and Decision Making on Protecting the Safety of Children' for advice on handling suspected child maltreatment cases. All organisations shall read Chapter 13 'Handling of Child Maltreatment Allegations against Staff, Carers and Volunteers of Organisations' to acquaint themselves with issues that require their attention.

- 12.1.6 When a staff member of an RCCC suspects/finds out that another staff member/carer/volunteer has harmed/maltreated a child under care, he/she shall report the incident to the supervisory/management staff of the organisation as soon as practicable without delay. The staff member concerned shall not cover up the incident. Upon receipt of a report or allegation of suspected child maltreatment, the supervisory/management staff of the organisation shall first take appropriate actions/steps to ensure the immediate safety, health and well-being of the child involved and other children possibly affected, and ensure that the case has been handled in accordance with the child protection policies and procedures established by the organisation. Management staff shall inspect the records of the care and nursing services received/provided by the child/staff and the injury sustained by the child, including viewing the relevant CCTV footage (if any), and consult and/or report the incident to the caseworker of the child and/or the Family and Child Protective Services Unit (FCPSU).
- 12.1.7 Upon completion of initial assessment, the caseworker of the child/social worker of FCPSU may need to take immediate child protection actions. In case of emergency, the supervisory/management staff of the organisation/RCCC staff may also take immediate actions to protect the child. These actions may include sending the child to a hospital under the Hospital Authority for examination/treatment if he/she has been physically injured/suspected

to have been physically injured or his/her health has been affected and thus requires urgent medical attention; and reporting the incident to the Police as soon as possible if it has a criminal implication (see Chapter 10 of the Guide). After taking immediate actions to protect the child, the supervisory/management staff of the organisation/RCCC staff should report the incident to the social service unit concerned/FCPSU as soon as practicable so that it may carry out other actions or investigations as needed (see Chapter 6 of the Guide).

12.1.8 Any disciplinary proceedings must be completely separated from child protection investigations when handling suspected child maltreatment cases involving a staff member/carer/volunteer of the organisation. Child protection investigations should take priority over any disciplinary investigation. During the process of investigation, the organisation shall remain neutral and avoid any conflict of interest/roles. Staff of the organisation shall not enter into any private settlement agreements with the staff member/carer/volunteer involved, such as agreeing to terminate relevant investigations if the staff member involved agrees to resign (see Chapter 13 of the Guide).

12.1.9 It is recommended to first consult the staff members responsible for conducting the initial assessment or investigation when considering the time and means to contact the parents about the incident, so as to ensure proper communication. If the incident involves suspected sexual abuse of a child or is of a special nature, extra care shall be exercised when posing questions to the child involved and contacting the parent who is believed to be unrelated to the abuse/harm inflicted on the child. If necessary, prior consultation with the FCPSU shall be undertaken to come up with a better arrangement (see Annex 11 of the Guide).

12.1.10 For suspected sexual abuse incidents, the RCCC should refer to Annex 12 'Points to Note on Contacting Children Suspected to be

Sexually Abused’ and Annex 13 ‘Guidance Notes on Reporting Suspected Sexual Abuse’ of the Guide.

12.1.11 The RCCC shall, as far as practicable, assign a designated staff member (e.g. a management staff member, supervisor or social worker) to handle the suspected child maltreatment case at the preliminary processing stage to avoid subjecting the child involved to the unnecessary ordeal of having to repeatedly describe his/her experience of being maltreated if multiple staff members are involved, and to prevent confusion in communication (see Annex 4 of the Guide).

12.1.12 If the incident involves a staff member providing improper care to children, he/she should no longer be assigned to take care of the children under the care of the RCCC in order to ensure the children’s safety (see Regulation 15 of the Child Care Services Regulations, and Chapter 4 of this operation manual).

12.2 Staff

(I) Appointment

12.2.1 In accordance with the Child Care Services Regulations, CCCs shall employ registered centre supervisors and child care workers.
(see Regulations 2, 3, 4 and 5 of the Child Care Services Regulations)

12.2.2 To properly protect children’s well-being and safety, operators of RCCCs shall, as employers, be stringent in the selection process and strengthen their administrative measures on appointment and related matters to prevent improper persons from taking up any posts in the centres. To assist operators in making informed decisions when selecting suitable employees, SWD issued a circular letter titled “Protecting the Well-being of Children in Child Care Centres” to all

CCCs (including RCCCs) on 14 January 2022, strongly advising the centres to observe the appointment procedures set out in the letter to safeguard children's safety (web address: https://www.swd.gov.hk/en/index/site_pubsvc/page_lr/sub_cccai_letter/).

12.2.3 Child care workers of RCCCs are not only the main carers and protectors in the daily lives of the children in the centres, but also people whom they depend upon and learn from. It is, therefore, preferable for child care workers to possess the following traits:

- a. Mature, gentle and emotionally stable;
- b. Child-loving;
- c. Capable of adapting to the work environment and willing to learn; and
- d. Flexible, dependable and possessing good judgment.

12.2.4 During the appointment process, in addition to requesting applicants to declare and provide the required qualifications, operators shall look into applicants' personal backgrounds, and give due consideration to matters including but not limited to the following:

- a. check the certificates of service issued by the candidates' previous employers, and with the candidates' consent, consult their previous employers about their performance including whether, to the best of their previous employers' knowledge, they are being investigated over professional misconduct allegations; and
- b. request prospective employees to undergo Sexual Conviction Record Check (SCRC) at the advanced stage of the employment process to verify the sexual conviction records as declared by them. For details of the implementation of the mechanism, including the protocol and application procedures, the centres

may browse the SCRC website of the Hong Kong Police Force (<http://www.police.gov.hk/scrc>).

(II) During Employment

12.2.5 Management staff shall convey to all staff the centres' expectations regarding their performance (including professional conduct) on a regular basis through different channels (e.g. guidelines and staff meetings, etc.) to keep them well informed of the guidelines and mechanisms in respect of, among others, child care and child protection.

12.2.6 Management staff shall require staff to report to them as soon as they know that they are involved in any ongoing criminal investigations or proceedings, including but not limited to being apprehended or arrested by the Police, and the results of the investigation or proceeding immediately upon its conclusion. Taking into account the nature of the case, management staff of the centre should reshuffle the duties of the staff member concerned as appropriate when the investigation or criminal proceeding is still in progress. If the case is of a serious nature, the centre shall consider suspending the staff member concerned from his/her duties or duties that may involve contacting children in private, with a view to protecting children's safety and well-being.

12.2.7 Upon learning that a centre staff member is suspected to have committed a serious offence or act of misconduct, management staff shall report the case to SWD immediately for considering whether any further action is necessary.

(III) Staffing Requirements

12.2.8 The 'Staff' of CCCs (including RCCC) are statutorily defined as appointed supervisors and any child care workers. NGOs shall

appoint a sufficient number of supervisors and/or child care workers to meet the statutory staffing requirements. The minimum number of staff required to be present and on duty in a centre shall, in relation to the number of children present at any time therein, be:

Operating Hours	Ratio of Supervisors and/or Child Care Workers to Children
Between 8 a.m. and 8 p.m.	1:8 (or part thereof)
Between 8 p.m. and 8 a.m.	1:12 (or part thereof)

12.2.9 The minimum number of persons required to be present and on duty in an RCCC shall not at any time be less than one member of the staff and one other person who is not below the age of 18 years.

12.2.10 In accordance with statutory requirement, operators shall notify SWD of any changes in the posts of supervisors and child care workers within 14 days of such changes.

12.2.11 An RCCC with more than 30 children under care must appoint a registered nurse to take charge of the health of the children. An RCCC with a capacity for no more than 30 children shall have a registered nurse on-call to provide readily available services whenever required.

(see Regulations 2, 5, 6, 7 and 44(3) of the Child Care Services Regulations and paragraph 8.1 of this operation manual)

(IV) Training

12.2.12 RCCC operators shall ensure that their staff receive proper training, including induction training for new recruits and regular and ongoing training for serving management and frontline staff, so as to enhance

their professional knowledge and skills, especially to introduce them to positive child care concepts and strengthen their awareness of child protection and related legal knowledge.

12.2.13 Operators shall provide training courses related to the care of children with special needs for frontline staff, so as to enhance their caregiving capacity and skills.

12.2.14 SWD has recommended management staff/supervisors (e.g. superintendents) of RCCCs to, as far as practicable, complete training courses related to child protection before employment and pursue continuous training after joining the service, with a view to ensuring that they can identify suspected child maltreatment and negligence cases early, and provide suitable supervision to child care workers and other frontline staff to prevent similar cases from happening in the centres.

12.2.15 Management staff of RCCCs shall, by way of different channels (e.g. individual interviews, staff meetings and sharing sessions, etc.), continuously strengthen and consolidate the values, work attitudes, knowledge and skills that frontline staff acquire from their training, and help them effectively manage the stress arising from giving care to children.

12.3 Special Incident Report

12.3.1 All RCCCs operated by subvented NGOs shall submit a Special Incident Report (Appendix 26) to the Child Care Centres Advisory Inspectorate (CCCAI), the Subventions Section and relevant service branches of SWD within three calendar days (including public holidays) in the wake of a special incident, so that SWD and NGOs concerned can follow up the incident as soon as possible to

protect the interests of the children under care and effectively monitor the service quality.

12.3.2 Special incidents occurred in RCCCs include:

- a. unusual death/repeated injury of children; or other incidents resulting in death/serious injury of children
- b. missing of children requiring police assistance
- c. established/suspected child abuse
- d. disputes in the centres requiring police assistance
- e. serious medical/medication incident
- f. other special incidents affecting the operation of the centres/children
- g. others (e.g. serious information breaches or incidents that may draw media attention)

12.3.3 NGOs operating RCCCs shall, under the premise of protecting personal privacy, provide information on the special incidents to the children/parents/staff concerned or other related personnel. If there are specific issues pending investigation or clarification, management staff of the centre shall simply fill in the Special Incident Report with information available at the time and submit the report, instead of waiting for the conclusion of the investigation to avoid stalling follow-up actions.

12.4 Closed-circuit Television (CCTV) Surveillance System

12.4.1 RCCC operators shall, in compliance with the relevant guidelines of the Office of the Privacy Commissioner for Personal Data, install CCTV surveillance systems in their centres and formulate policies and mechanisms for monitoring and viewing CCTV footage.

12.4.2 Specifically, in respect of formulating policies and mechanisms for monitoring and viewing CCTV footage, operators shall clearly define the staff responsible and time intervals for real-time CCTV monitoring, the staff responsible for viewing CCTV footage, and the how and when to extract CCTV footage; and require the staff responsible to make clear records, as well as details of supervising staff's review of the process. Inspectors of the CCCAI of SWD will conduct spot checks on CCTV footage, and review records of the management's viewing of CCTV footage during inspections and when following up complaint cases.

12.4.3 Prospective RCCC operators shall fill in the "Report on Installation of CCTV Surveillance Systems at Residential Child Care Centres and Formulating Relevant Monitoring Policies and Mechanisms" (Appendix 27) when applying for registration and submit it to the CCCAI of SWD for approval.

12.5 Programmes of activities

12.5.1 According to the World Health Organization (WHO)⁴ and the Department of Health⁵, a child's day is made up of sleep time, sedentary time and physical activities of different intensities. RCCCs shall draw up suitable timetables in respect of the programmes of daily activities for children of different ages to help them develop good lifestyle habits (including washing, toileting and feeding, etc.), physical activity patterns, sedentary behaviour and sleep habits, thereby shaping their habits through childhood.

⁴ The Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children under 5 Years of Age promulgated by the WHO
<https://apps.who.int/iris/bitstream/handle/10665/311664/9789241550536-eng.pdf>

⁵ The Physical Activity Guide for Children Aged 2 to 6 for Kindergartens and Child Care Centres (Revised 2020) under the "StartSmart@school.hk" Campaign promulgated by DH
https://www.startsmart.gov.hk/files/pdf/physical_guide_en.pdf

- 12.5.2 Physical activities refer to any bodily movements supported by joints and muscles that result in energy expenditure. For children, physical activities may mean running, jumping, climbing, throwing, walking, singing and dancing, and playing in the park, etc. Children love playing games and having fun. Gamifying physical activity is a good way to get them to be physically active and develop a healthy lifestyle. Engaging in a moderate amount of physical activity at varying intensities not only promotes children’s growth and development, but also enhances their psychological well-being, learning and cognitive abilities.
- 12.5.3 Sedentary behaviour is any waking behaviour while in a sitting, reclining or lying posture. Sedentary time can be divided into “sedentary screen time” and “non-screen-based sedentary time”. “Sedentary screen time” refers to time spent passively watching electronic screen-based entertainment. It does not include active screen-based games where physical activity or movement is required. Excessive screen time not only undermines the physical and mental health of children, but also hinders their emotional, behavioural and social development.
- 12.5.4 “Non-screen-based sedentary time” usually refers to time spent sitting without using screen-based entertainment. It includes sitting and listening to a story, reading a book or playing a sedentary game. The quality of sedentary time matters. “Interactive non-screen-based activities” are important for children’s social and cognitive development as well as recreation and relaxation. Examples include reading, telling stories, singing, playing musical instruments, colouring, building with blocks, making paper-cutting arts, solving jigsaw puzzles and playing games with carers.

12.5.5 In drawing up timetables in respect of the programmes of activities, RCCCs shall cut down on screen time and avoid using screen time as a reward or punishment for children. They shall try to replace screen activities with physical activities or interactive non-screen-based activities, such as reading and storytelling.

12.5.6 Adequate and good quality sleep is essential for children’s growth and development. The total amount of sleep (including naps) that children need each day varies among different age groups. To ensure adequate and good quality sleep, it is necessary to have regular sleep and wake-up times. At present, the number of hours of sleep for children as recommended by DH are as follows:

Age group of children	Recommended hours of sleep per day
0-3 months	14-17 hours
4-11 months	12-16 hours
1-2 years	11-14 hours
3-6 years	10-13 hours

12.5.7 Apart from ensuring adequate sleep time, it is also crucial to set up a comfortable and calm/stable sleeping environment. Children’s sleeping area shall be kept quiet, dim and comfortable. Stressful and stimulating activities such as playing video games and doing vigorous exercises should be avoided before bed. It is more appropriate to engage in some relaxing activities, such as reading, solving jigsaw puzzles or playing with toys.

12.5.8 RCCCs may draw up suitable timetables in respect of the programmes of activities for children of different ages under their care with reference to the above information and Chapter 7 of this operation manual [including Appendices 18 and 19, and the Kindergarten Education Curriculum Guide prepared by the

Curriculum Development Council (web address: <https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/index.html>)].

- 12.5.9 In accordance with statutory requirements, a timetable in respect of the programme of activities prepared by an RCCC shall be submitted to the Director of Social Welfare (DSW) for his/her approval before it can be implemented. Moreover, it shall be displayed in a conspicuous place in the centres.
(See Regulation 10 of the Child Care Services Regulations)

12.6 Area of floor space per child

- 12.6.1 The minimum floor space requirement for RCCCs attended by children aged 0 to 6 is 3.2 m² per child inclusive of all indoor activity areas but exclusive of ancillary facilities (e.g. area of passageway, storeroom, kitchen, office, toilet facility or staff room, and any other area within the centre which SWD considers not suitable for inclusion); or 3.7 m² per child inclusive of ancillary facilities.
(See Regulation 31 of the Child Care Services Regulations, and paragraph 1.3.8 of this operation manual)

12.7 Medical examination

- 12.7.1 Children under the care of RCCCs shall be given a physical examination carried out by a registered medical practitioner before admission. Moreover, RCCCs shall ensure that children are medically examined by a registered medical practitioner at least once every 6 months after admission. The physical examination form is at Appendix 10 for reference.
(See paragraphs 4.1.3 and 4.1.5 of this operation manual)

12.7.2 The physical examination form/medical report shall also give the name of any resident child whose state of health is such as to require special treatment and shall state briefly the nature of the treatment required. A copy of such examination form/medical report issued by a registered medical practitioner for each resident child shall be kept by RCCC and be made available at all reasonable times for inspection by DSW or any inspector or medical officer.

12.7.3 DSW may require any resident child to submit to an X-Ray examination by a Government radiologist.
(See Regulations 42(1), 42(2), 45(1) and 45(4) of the Child Care Services Regulations)

12.8 Facility arrangements

(I) Sanatorium or sick room

12.8.1 In accordance with statutory requirement, every RCCC shall set aside at least one suitable room to be used solely as a sanatorium or sick room.
(See Regulations 44(1) and 44(2) of the Child Care Services Regulations)

12.8.2 To effectively mitigate the outbreak of communicable diseases in RCCCs, the sanatorium or sick room shall be equipped with an individual toilet and bathroom for use by infected children. Please refer to paragraph 2.7.2 of this operation manual for the equipment to be installed in the room.

(II) Washing Facilities

12.8.3 Other than the requirements set out in paragraphs 2.8.1 and 2.8.2 of this operation manual, RCCCs shall be equipped with adequate changing rooms and bathing facilities for the children under care and staff.

(See Regulations 34(1) and 34(2) of the Child Care Services Regulations)

12.8.4 The bathing facilities for children should be separated from those for staff.

(III) Cots, beds and bedding

12.8.5 In accordance with statutory requirements, children in RCCCs shall be provided with cots or beds and bedding that are of a type or design and of a material approved by DSW.

(See Regulations 37(4) and 37(5) of the Child Care Services Regulations, and Appendix 4 of this operation manual)

12.8.6 RCCCs shall pay attention to bed safety measures.

(See paragraph 3.6.3 of this operation manual)

12.9 Meal arrangements

12.9.1 Children in RCCCs shall be provided with three main meals (breakfast, lunch and dinner) a day and two refreshments (morning and afternoon) in between. The portions of meals and refreshments provided for children in RCCCs shall meet the standards set out in the Dietary Scales approved by DSW. Moreover, all meals and refreshments shall be properly prepared from good quality and wholesome food, and be served in ways that are appropriate to their ages and development in order to meet the nutritional and developmental needs of children at different ages.

12.9.2 The menu of the meals shall be prepared in advance in accordance with the standards set out in the Dietary Scales approved by DSW, and be available at all times for inspection by DSW or any inspector or medical officer.

(See Regulation 35 of the Child Care Services Regulations)

12.9.3 Please refer to Chapter 6 of this operation manual for information on the selection, preparation and cooking of food, and the dietary requirements and provision of meals for children of different ages.

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Appendix 23	<u>Education Bureau Circular No. 6/2017 “Collection of Application Fee and Registration Fee, Admission of Students and Provision of Information by Kindergartens”</u>	A23-1
Appendix 24	<u>Education Bureau Circular No. 16/2013 “Collection of Fees, Sale of School Items and Provision of Paid Services in Kindergartens”</u>	A24-1
Appendix 25	<u>Education Bureau Circular No. 3/2022 “Acceptance of Advantages and Donations by Schools and their Staff”</u>	A25-1
Appendix 26	<u>Child Care Centre Special Incident Report</u>	A26-1
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General Guidelines on Building Safety Requirements
for Pre-primary Institutions (Child Care Centres / Kindergartens)

1. General Requirements

- (a) Each case shall be considered on its merits after full consideration of the circumstances. Nothing contained herein shall be taken as in any way derogating from the statutory powers of the Director of Buildings.
- (b) If the kindergarten premises are constructed of structural timber floor, the issue of certificate under section 12(1)(b) of the Education Ordinance will be refused.
- (c) As the subject matters are often related to complicated technical issues which may be difficult to overcome, the applicant is strongly advised to enlist the service of an Authorized Person (AP) (an architect, engineer or surveyor registered under the Buildings Ordinance (BO)) at the early stage to assist in selection of premises suitable for the intended use under the application and early compliance with the building safety requirements.
- (d) Where alteration and addition works involving the structure and/or means of escape of a building are to be carried out, formal submission of plans for the proposed works to the Buildings Department (BD) by an AP and, if necessary, Registered Structural Engineer (RSE) may be required for obtaining prior approval and consent of the Building Authority (BA). It is strongly recommended that the advice of an AP or RSE should be sought well in advance. The lists of AP and RSE registered under the BO are available at BD website www.bd.gov.hk.
- (e) Under the Minor Works Control System (MWCS), certain minor building works are designated as “minor works”, which may be carried out under the simplified requirements as an alternative to obtaining prior approval and consent under the BO. For details, please refer to paragraph 6 below.
- (f) Submission of plans
 - (i) Each application should be accompanied by sufficient number of plans as required by the Social Welfare Department/Education Bureau (including 4 sets for BD) showing the extent and layout of the premises.
 - (ii) The submitted plans should be drawn to a suitable scale (1:50 or 1:100) with all the principal dimensions of the premises and the exit routes/doors clearly marked thereon. The construction materials of any proposed partition walls and exit doors and the required fire resistance rating (FRR) should also be specified.
 - (iii) The maximum capacity of each classroom (no. of students and teachers) and the total number of staff/teachers to be accommodated should be indicated on the plans.

2. Location of Premises

- (a) As a general rule, for application in building issued with an Occupation Permit¹, no part of a pre-primary institution should be located in, under or over any structures erected without obtaining the prior approval and consent of the BA.
- (b) For pre-primary institutions located above G/F in a non-purpose built building, the following guidelines apply:

<u>Location</u>	<u>Conditions</u>
(i) in composite buildings with not more than two commercial floors above G/F.	(1) Premises should conform to general standards of the Code of Practice for Fire Safety in Buildings 2011 (FS Code).
(ii) in composite buildings with three or more commercial floors where the pre-primary institution itself occupies one or more entire commercial floors and not more than two floors above G/F remain commercial.	(2) Kindergarten is subject to the 24 m maximum height rule under Regulation 7 of the Education Regulations.
(iii) in institutional buildings.	(3) Child care centre is subject to the 12 m (for children aged below 2) and 24 m (for children aged 2 or above) maximum height rule under Regulation 19 of the Child Care Services Regulations.
(iv) in high-rise domestic buildings.	
(v) in wholly commercial buildings.	(4) In addition to conditions (1), (2) and (3), two independent means of escape are provided for the exclusive use of the occupants of the pre-primary institution.
(vi) in composite buildings with three or more commercial floors above G/F other than (ii).	
(vii) in single staircase buildings other than (viii) and (ix)	(5) In addition to conditions (1), (2) and (3), two extra staircases must be provided to the premises to be licensed and the single staircase serving the whole building must be sealed off therefrom.
(viii) in single-family domestic buildings not exceeding three main storeys.	(6) Unconditional provided that the general standards of the FS Code are conformed and particularly paragraph 5 (b) (i) below.
(ix) in New Territories 'exempted' buildings.	

¹ Please refer to section 21 of the BO.

3. Structural Safety

- (a) The main issues to be considered on structural safety are:
 - (i) The premises should have a minimum designed loading not less than 2.5 kPa (i.e. 50 lbs/ft²).
 - (ii) In cases where there are non-structural solid screeding on floor slabs, heavy equipment/plant or non-load bearing block walls², structural justification on the adequacy of the existing supporting structure to cater for such superimposed loads should be submitted by an AP/RSE.

4. Fire Resisting Construction

- (a) Premises should be designed and constructed of fire resisting constructions which satisfy the relevant provisions of the Building (Construction) Regulation (Cap. 123Q) and the FS Code issued by BD from time to time.
- (b) Some general requirements on fire resisting constructions are listed below:
 - (i) The premises should be separated from the adjoining occupancy/use by fire barriers having the longer FRR in respect of such Use Classification as stipulated in Table C1 of the FS Code.
 - (ii) The common internal corridors serving the premises and other occupancies should be separated by fire barriers having an FRR of not less than that of the Use Classification of that floor. Where these FRRs differ, the higher FRR value should be adopted. For premises situated in a shopping arcade, such separation is normally not required between the premises and the arcade.
 - (iii) Openings for passage of ducts, pipes, wires, etc. through fire barriers should be properly protected with fire dampers or other suitable form of fire stop in order to maintain the FRR of those fire barriers.
 - (iv) In cases where new or modified fire barriers are involved³, a duly completed Form (Appendix A to the Practice Notes for Authorized Persons, Registered Structural Engineers and Registered Geotechnical Engineers (PNAP) APP-13) with supporting test/assessment report from an AP/RSE should be submitted to substantiate the FRR of the fire resisting components/materials/products. Submission of such test/ assessment

² Erection of any non-load bearing block wall in a flat or thickening of any floor slab of a flat by laying solid screeding may be subject to the control of the Building (Minor Works) Regulation (B(MW)R). Details of the minor works items and the associated requirements are stipulated in the B(MW)R and the Technical Guidelines on Minor Works Control System. These documents are available at BD website www.bd.gov.hk.

³ Formation or alteration of any opening to the enclosure (other than a load bearing wall) of any staircase that is used as a means of escape or a means of access for firefighting and rescue or its protected lobby may be subject to the control of the B(MW)R. Details of the minor works items and the associated requirements are stipulated in the B(MW)R and the Technical Guidelines on Minor Works Control System. These documents are available at BD website www.bd.gov.hk.

report is not required if PNAP ADM-20 is applicable.

- (v) Doors of a protected lobby of a required staircase should be installed with smoke seals under Clause C16.5 of the FS Code. Such provision usually applies to the entrance doors of the premises which form part of a protected lobby of a required staircase. In addition, reference should be made to the prevailing requirements on the smoke seals performance in Clause E9.1 of the FS Code.

5. Means of Escape and Means of Access for Firefighting and Rescue

- (a) Every pre-primary institution should be provided with adequate means of escape and access for fire fighting and rescue in accordance with Part V of the Building (Planning) Regulations and the FS Code issued from time to time by BD.
- (b) The provision of means of escape in any particular floor of a building or in any building as a whole can only accommodate a specified maximum number of persons at any one time. The FS Code sets out such limits and relates them to the width and number of exit routes and exit doors provided for each floor and for the whole building. It follows that if, as a result of the operation of a pre-primary institution, the existing population figure for a floor or for a building exceeds these limits, a recommendation for rejection of the application will be made. In assessing the population figures, applications in respect of premises located within the same building will be treated on a first-come-first-served basis. Some general requirements are listed below:
 - (i) For premises on the ground floor having direct access to a street, there would generally be no major problem on means of escape provision. For premises on upper storeys and basements, at least two exit staircases are required. Pre-primary institutions are not permitted to operate on the upper floors of single-staircase buildings, unless two extra exit staircases are provided to the premises of the pre-primary institution and the single staircase serving the whole building is sealed off therefrom.
 - (ii) Any room/ premises with a capacity exceeding 30 persons should be provided with at least two exits. The exit doors should open in the direction of exit and should not obstruct any part of any exit route by the swing of the doors. The lines of direct distance from any point in the room/ premises to the two exits should form an angle of not less than 30°.
 - (iii) Normally, the minimum width of an exit route should be not less than 1 050 mm and greater width would be required depending on the total occupant capacity of the pre-primary institution and that particular floor in which the pre-primary institution is situated. The exit doors should have a minimum width of not less than 750 mm for capacity between 4 to 30 persons; and 850 mm for capacity between 31 to 200 persons with a total width of 1 750 mm. Reference should be made to Table B2 of the FS Code for the detailed requirements.
 - (iv) All required exit routes should lead directly to a street and the staircase enclosure wall should be so continued at G/F as to separate from the remainder of the

building in accordance with Clause B9.1 of the FS Code. All exit routes should have a clear height of not less than 2 m and be kept free from obstruction. Every part of an exit route should be provided at all time with lighting of a horizontal illuminance at floor level of not less than 30 lux. The lighting can be a combination of natural and artificial light and should be backed up by an emergency lighting system that complies with the Code of Practice for Minimum Fire Service Installations and Equipment.

- (v) Any exit doors should be capable of being readily opened from the inside without the use of a key. In the event of power failure/ emergency, the automatic sliding doors should stay open to the full width and the electrical locking device of the doors should be released automatically.
- (vi) Security shutters across exits must be kept open during pre-primary institution operation hours.
- (vii) A solid separation of 450 mm should be provided between the pre-primary institution and the final discharge point of an exit staircase of a building. The FRR of the solid separation should be not less than that of the enclosure wall of the staircase.
- (viii) Where the direction of travel from an exit door of a room to a staircase is possible in one direction only (i.e. dead-end), the distance from any part of a room to an exit or a point, from which travel in different directions to two or more exits is available, should not exceed 12 m (for child care centre) and 18 m (for kindergarten). In other cases where alternative exit routes are available in more than one direction, it may vary from 30 m to 45 m (for child care centre) and from 36 m to 45 m (for kindergarten), depending on the fire resisting construction of the exit routes.
- (ix) For the purpose of assessing the adequacy of means of escape, the capacity of the pre-primary institution is determined based on the sum of the population of the classes and the number of staff employed. In case that the maximum class size is not marked on the submitted plans, the population of the kindergarten class will be assessed in accordance with Regulation 40 of the Education Regulations.

6. Minor Works Control System

- (a) The MWCS aims to facilitate building owners and occupants in carrying out small-scale building works safely and lawfully through simplified statutory procedures and thereby improve the quality of such building works and building safety in Hong Kong, viz. without the need to obtain prior approval of plans and consent to the commencement of such works from the BA. A total of 187 items of minor building works have been designated as minor works under the MWCS. These minor works are classified into three classes according to their nature, scale and complexity as well as the risk to safety they pose.

(b) Common minor works⁴ at pre-primary institutions include:

- (i) Erection/ alteration/ removal of supporting structures/ metal casings for a building services installation⁵(BSI) on-grade/ on a canopy/ on a roof/ on a cantilevered slab⁶;
- (ii) Erection/ alteration/ removal of supporting frames for an air-conditioning unit/ light fitting projecting from the external wall of a building;
- (iii) Erection/ alteration of supporting frames for suspending an air-conditioning plant or a mechanical ventilation plant inside a building;
- (iv) Erection/ alteration/ removal of metal ventilation ducts/ associated supporting frames inside a building⁷/ other locations;
- (v) Erection/ alteration/ repair/ removal of canopies/ retractable awnings;
- (vi) Construction/ alteration/ repair/ removal/ replacement of windows/ window walls;
- (vii) Erection/ alteration/ removal/ repair/ replacement of protective barriers;
- (viii) Formation/ reinstatement of slab openings;
- (ix) Erection/ alteration/ removal of internal staircases;
- (x) Repair of structural elements;
- (xi) Erection/ repair/ alteration/ addition/ removal of aboveground/ underground drains;
- (xii) Erection of non-load bearing block walls in a flat;
- (xiii) Thickening of floor slabs in a flat by laying solid screeding;
- (xiv) Erection/ alteration/ repair/ removal of external non-load bearing reinforced concrete walls/ external block walls;

⁴ Details of each minor works item and the associated requirements are stipulated in the B(MW)R and the Technical Guidelines on Minor Works Control System. These documents are available at BD website www.bd.gov.hk.

⁵ BSI includes any solar water heating system, photovoltaic system (solar panel system), antenna, transceiver, air-conditioning unit, water cooling tower, light fitting and pump set (installations) and any duct associated with any of the installations but excludes any water tank, lift, stairlift, lifting platform, ventilation duct and radio base station.

⁶ For removal works only.

⁷ Removal of any metal ventilation duct/associated supporting frame inside a building is exempted works under the BO.

- (xv) Formation/ reinstatement of openings on external non-load bearing reinforced concrete walls/ block walls;
 - (xvi) Erection/ alteration/ removal of wall signboards;
 - (xvii) Installation/ alteration/ replacement/ removal of display surface of signboards;
 - (xviii) Strengthening of unauthorised structures⁸; and
 - (xix) Removal of unauthorised structures.
- (c) Alternatively, applicant may also appoint an AP to make formal submission of plans for minor works together with other building works of larger scale to the BD for obtaining the requisite approval and consent prior to the commencement of such works.
- (d) The applicant should note that minor works violating the BO and its subsidiary regulation (including B(MW)R) are unauthorised building works (UBWs) and hence the application will not be accepted by the Director of Social Welfare/ Permanent Secretary for Education. The BD will conduct audit checks to ascertain the minor works in compliance with the statutory requirements. Should these minor works be not completed in compliance with the BO and B(MW)R, separate enforcement actions under the BO may be taken by BD against such works. Applicant should note that the issue of a certificate under the Education Ordinance and Child Care Services Ordinance should not be construed as these minor works being completed in accordance with the provisions of the BO and B(MW)R.
- (e) Certain designated exempted works (DEW) are also introduced under the MWCS. They can be carried out without prior approval and consent from the BD nor following the simplified requirements of MWCS. Common DEW items⁹ at pre-primary institution include:
- (i) Removal of supporting structures/ metal casings for a BSI;
 - (ii) Erection/ alteration/ removal of supporting frames for an air-conditioning unit/light fitting of weight not more than 100 kg;
 - (iii) Erection/ alteration/ removal of external metal ventilation ducts/ associated supporting frames;
 - (iv) Erection/ alteration/ removal of non-concrete light weight canopies;
 - (v) Formation/ reinstatement of small slab openings;

⁸ Strengthening of any unauthorised structure includes (i) supporting structure for air-conditioning unit/ water cooling tower/ associated duct located on-grade/on a slab; (ii) metal supporting frame for air-conditioning unit/associated duct projecting from an external wall and (iii) canopy projecting from an external wall.

⁹ Details of each DEW item and the associated requirements are stipulated in the B(MW)R and the Technical Guidelines on Minor Works Control System. These documents are available at BD website www.bd.gov.hk.

- (vi) Erection/ alteration of small wall signboards (including the replacement of the display surface); and
 - (vii) Installation/ alteration/ replacement/ removal of the display surface of small signboards.
- (f) More comprehensive guidelines are available and can be downloaded from BD website www.bd.gov.hk.

7. Unauthorised Building Works Affecting Public Safety

- (a) UBWs in premises under application for the registration of pre-primary institution may pose a risk to the safety of the staff, teachers and students. Applicant is therefore advised to exercise extreme care in selecting premises for use of pre-primary services, as the presence of UBWs, such as unauthorised sub-division of a floor into separate units without the provision of protected internal corridor required in paragraph 4(b)(ii) above, unauthorised cockloft, unauthorised slab over staircase or cockloft void, and UBWs in common areas resulting in obstruction of means of escape from the premises or other occupancies, may render the premises unsuitable for registration as a pre-primary institution. If the premises selected for use of pre-primary services contains UBWs, the applicant is strongly advised to effect removal of such works before submitting an application. Such removal works may also be subject to the control of the B(MW)R. Details of the minor works items and the associated requirements can be viewed in BD website www.bd.gov.hk.
- (b) A list of UBWs affecting public safety is provided at Annex for reference.
- (c) If the applicant intends to erect advertising signboard, submission of plans to the BD for approval is necessary unless such signboard will be carried out under the simplified requirements of the MWCS. In general, advertising signs projecting over a pavement should have a minimum vertical clearance of 3.5 m and a minimum horizontal clearance of 1.0 m from the curb of such pavement. Advertising signs projecting over a carriageway should have a minimum vertical clearance of 5.8 m. Advertising signs which fall within the classes of minor works should be commenced and carried out according to the B(MW)R.
- (d) Applicants' attention is drawn to the Disability Discrimination Ordinance and the Design Manual: Barrier Free Access (DM) issued by BD in regard to the provision of access and facilities for persons with a disability. The removal or alteration of existing approved access and facilities (e.g. ramps and toilets, etc.) that hinder the access and facilities for persons with a disability may be subject to enforcement and prosecution actions under the BO and the prevailing enforcement policy against UBWs. The DM is available at BD website www.bd.gov.hk.

8. Inspection and Copying of Private Building and Minor Works Records

Application for inspection and issue of copies of building records of relevant approved plans and minor work records of private buildings should be made to BD's Building Information Centre (BIC). Details of BIC's service has been uploaded to BD website www.bd.gov.hk. Applicant may attend the BIC in person to inspect and obtain copies of building records. Alternatively, applicant may register an account of BD's Building Records Access and Viewing On-line (BRAVO) system (<https://bravo.bd.gov.hk>) which enables the applicant to inspect and place orders for copies of these records via the internet.

**LIST OF
UNAUTHORIZED BUILDING WORKS AFFECTING PUBLIC SAFETY**

The following unauthorized building works in the premises may constitute a risk to the safety of staff, teachers and students. Applicants are strongly advised to effect removal of such works before submitting an application:

- (a) Unauthorized rooftop/flat roof/yard structures forming part of the premises.
- (b) Structures on or suspended from approved canopies including air-conditioning / mechanical plants and signboards.
- (c) Unauthorized canopies/projections/signboards over pavements or common areas¹⁰.

[Exception (1): Decorative shopfront projections/extensions, which do not consist of stone, tiles, glass or cement mortar and are not constructed of concrete, projecting not more than 150mm beyond the building line]

[Exception (2): Shopfront overhead projections, which do not consist of stone, tiles, glass or cement mortar and are not constructed of concrete, projecting not more than 600mm beyond the building line and having a minimum vertical clearance of 2.5m and not accommodating any air-conditioning plants]

[Exception (3): Canopies, which do not consist of stone, tiles, glass or cement mortar and are not constructed of concrete, projecting not more than 500mm from the external wall of building and having a minimum vertical clearance of 2.5m]

[Exception (4): Retractable canopies over flat roofs, main roofs or yards, where to be covered not designated as a place for means of escape or refuge, projecting from the external wall of building not more than 2m when fully extended and not more than 500mm when retracted, having a height of not exceeding 2.5m from the floor level, and no part of the canopies/ awnings projects beyond the edge of the roof/ flat roof]

[Exception (5): Existing signboards under the voluntary Validation Scheme for Unauthorised Signboards. Details of the Scheme can be viewed in BD's website (www.bd.gov.hk)]

- (d) Metal ventilation ducts and the associated metal supporting frames projected from the external walls of building or suspended from approved canopy and balcony.

[Exception: Metal ventilation ducts and the associated metal supporting frames projecting not more than 600mm from the external wall of building and at a height not less than 2.5m from the ground]

- (e) Supporting structures for air-conditioning plants and its accessories projected from external walls of building or suspended from approved canopy and balcony.

¹⁰ Erection of canopy, erection of wall signboard and erection of metal supporting frame for an air-conditioning unit or any associated duct from external wall of building may be the DEW subject to fulfilment of certain requirements which can be carried out without prior approval and consent from the BD nor following the simplified requirements of MWCS. The DEW are NOT considered as unauthorized building works and excluded from the "List of Unauthorized Building Works Affecting Public Safety" in the Annex. Details of the DEW and the associated requirements can be viewed at BD's website (www.bd.gov.hk).

[Exception: Supporting structures for air-conditioning plants and its accessories projecting not more than 600mm from the external wall of building and at a height not less than 2.5m from the ground]

- (f) Supporting structures for overhead air-conditioning plants and associated supporting structures installed within the licensed areas.

[Exception: unless otherwise justified by AP/RSE as being structurally safe with supporting calculations]

- (g) Unauthorized permanent obstructions to smoke vents.
- (h) Unauthorized alteration or removal of compartment walls or fire resisting walls and doors.
- (i) Unauthorized openings or slab over existing floors for pipe ducts¹¹.
[Exception: unless otherwise justified by AP/RSE as being structurally safe with supporting calculations and should not result in additional gross floor area under the Building (Planning) Regulations]
- (j) Unauthorized reinforced concrete slabs filling up approved cockloft and staircase voids.
- (k) Unauthorized cocklofts, intermediate floors and floor extensions.
- (l) Unauthorized staircases; unauthorized openings through existing slabs for staircases.
- (m) Unauthorized removal, partial removal or major alteration of structural members.
- (n) Unauthorized building works in common areas resulting in obstruction of means of escape from the school premises or the building (such as: unauthorized sub-division of a floor into separate units resulting in some units without adequate means of escape, and unauthorized blocking up of access to an exit staircase rendering the means of escape of other occupancies inadequate).
- (o) Unauthorized sub-division of a floor into separate units without the provision of internal corridors protected by fire resisting walls and doors.
- (p) A material and unacceptable change of use (e.g. conversion of plant room to usable floor area)
- (q) Openings on external walls above the ground floor without the provision of protective barriers.

If the removal or rectification of the unauthorized building works¹² involves the carrying out of building works not exempted under section 41 of the BO, it will be necessary for the applicant to appoint an AP and/or RSE and to obtain the prior approval and consent of the BA for such building works.

¹¹ Formation of an opening in a floor slab and reinstatement of an opening in a floor slab according to the original design may be the DEW subject to fulfilment of certain requirements which can be carried out without prior approval and consent from the BD nor following the simplified requirements of MWCS. The DEW are NOT considered as unauthorized building works and excluded from the “List of Unauthorized Building Works Affecting Public Safety” in the Annex. Details of the DEW and the associated requirements can be viewed at BD’s website (www.bd.gov.hk).

¹² Some removal works as stipulated in Schedule 2 Part 2 of the B(MW)R are classified as designated exempted works which may be carried out under the said Regulation.

Recommended Schedule of Accommodation for a Standalone Child Care Centre

Capacity : 100

(78 places for aged below 2 and 22 places for aged 2-3)

<u>Description</u>	<u>No. of Rooms / Persons</u>	<u>Area (m²)</u>
1. Entrance / Reception /Health Inspection Area	16	20
2. Supervisor's Room	1	7.4
3. Assistant Supervisor's Room	1	6.6
4. Office/ Staff Room	17	42.3
5. Dormitory	78	161
6. Play-cum-Dining Area	34	68
7. Playroom / Music Room	36	50
8. Indoor Big Muscle Play Area	34	68
9. Small Group Tuition Room	6	12
10. Medical / Isolation Room	4	8
11. Laundry	-	15
12. Store	-	15
13. Milk Room	-	10
14. Kitchen	-	20
15. Food Store	-	4
16. Interview Room	-	8
17. Babycare Room	-	(as appropriate)
18. Nappy Changing Room	2 rooms	5
19. Staff Changing Room	-	9.5
20. Children's Toilet/ Infant's Toilet	-	(as appropriate)
21. Staff Toilet	-	(as appropriate)
22. Disabled Toilet	-	(as appropriate)

New Recommended Schedule of Accommodation for a 6-classroom Kindergarten

<u>Item</u>	<u>Area</u> (m ²)	<u>No.</u>	<u>Remarks</u>
Classroom	41 each	6	Maximum class size is 30. During the afternoon nap time of a whole-day class, the maximum number of children to be accommodated is 20. The design should be flexible where feasible, such as the use of folding/sliding partitions between classrooms, the provision of a washbasin and storage space for students' use in each classroom.
Multi-purpose Area/Room(s)	41	-	Multi-purpose area/room(s) should be provided to meet the operational needs or for core students learning activities such as music and art activities. Provision of washbasin as necessary, e.g. for art activities.
Small Group Teaching Room	15	1	A small group teaching room should be provided for individual coaching/small group learning to cater for student diversity.
Principal Office	7	1	
Staff Office	38	1	
Administrative Office	9	1	
General Store	22	1	For storage of play equipment, etc. as well as storage of beds, bedding and related items for whole-day students. As for kindergarten operating half-day courses only, the general store could be of 18m ² .
Medical Room/ Sick bay	11	1	A washbasin is required. Floor finish is suggested to be at least 4mm thick seamless vinyl flooring for hygiene and easy maintenance purposes.
Kitchen (with a separate food store)	24	1	For whole-day kindergartens which intend to serve cooked meals in school, a kitchen which meets the requirements of the Buildings Department/Housing Department, Fire Services Department, Department of Health and other relevant departments should be provided. Refer to Appendix 7 for the basic facilities of the kitchen. A separate food store (of 20% of kitchen area) should also be provided. As for kindergarten operating half-day courses only, the kitchen could be replaced by a pantry with the size of 10m ² .
Laundry	15	-	For whole-day kindergartens, accommodation such as laundry would be desirable.
Toilet	as appropriate	-	According to the First Schedule of the Education Regulations, the requirements for latrines and urinals are as follows: (a) For boys – One pan and two urinals for every 30 boys. Where urinals are not provided, one pan shall be provided for every 20 boys; (b) For girls – One pan for every 20 girls; In addition, a washbasin should be provided for every 30 boys or 25 girls in a kindergarten. Toilet and sanitary facilities should be adequately provided for staff in accordance with the requirements of Building (Standards of Sanitary Fitments, Plumbing, Drainage Works and Latrines) Regulations.
Indoor Play Area	123	-	Indoor play area should be provided at the rate of not less than 50% of the total classroom space.
Outdoor Play Area	-	-	Outdoor play area with direct access from the classrooms should be provided whenever possible.

Size of Children's Furniture

Suggested size:

1. Tables and chairs

<u>Age group</u>	<u>Average table height</u>	<u>Average seat height</u>	<u>Average seat depth</u>
2-4	510 mm	230 mm	270 mm
4-6	530 mm	250 mm	270 mm

2. Beds

<u>Age group</u>	<u>Type</u>	<u>Length</u>	<u>Width</u>	<u>Height</u>
0-2	Cots*	1220 mm	610 mm	380 mm (floor to mattress)
2-6	Stacking beds	1220 mm	530 mm	220-250 mm

(For residential child care centres)

<u>Age group</u>	<u>Type</u>	<u>Length</u>	<u>Width</u>	<u>Height</u>
0-2	Cots*	1220 mm	610 mm	380 mm (floor to mattress)
2-4	Cots*	1220 mm	680 mm	370 mm (floor to mattress)
4-6	Fixed beds	1400 mm	750 mm	420 mm (floor to mattress)

* Safety features regarding baby cot:

- The size of the mattress fits the size of the baby cot.
- There should not be any soft objects or loosely tucked sheets on the bed.
- A baby can sleep well without a pillow.
- Cot bars should be pulled up and locked while the baby is in the cot.
- Distance between vertical bars should not exceed 6cm
- Height of rails should be higher than 3/4 of the baby's height

3. Toy shelves / book shelves

<u>Age group</u>	<u>Height</u>	<u>Width</u>	<u>Depth</u>
2-6	740 mm	1220 mm	300-360 mm

Toys for Children

Toys should be appropriate to children's age and their physical and psychological development. They should be of a large variety, sufficient quantity and an eye-catching colour in order to stimulate children's interest and creativity and satisfy their desire for exploration and discovery.

Toys for children from new born to two years of age should be simple and soft. Hanging objects, rattles and pull / push toys are preferred. Suggested toys are as follows:

- Hanging objects
- Large beads (Beware of the size and risk of choking)
- Stuff dolls and animals
- Large blocks
- Nesting cubes
- Peg boards
- Housekeeping / electrical appliances and dolls' corner materials
- Floating bath toys
- Teething rings, baby seats, swings etc.
- Rattles
- Unbreakable mirror
- Large picture books (cloth, cardboard)
- Activity boards
- Musical toys
- Large crayon and paper
- Soft balls

Toys for children from two to six years of age should facilitate children in developing various abilities, e.g. manipulative skills, language and basic mathematical concepts, affectivity, social development, aesthetics and creativity. Suggested toys are as follows:

Developing manipulative skills

- Play-doh
- Drawing / art & craft materials
- Matching toys
- Large / small blocks
- Toy vehicles / boats
- Puzzles
- Beads to string
- Snap together toys
- Large / small posting boxes
- Large / small nesting sets
- Toy hammer and nail sets

Developing language ability and basic mathematical concepts

- Puppets
- Picture puzzles
- Dominoes
- Picture books and story books
- Matching toys
- Counting toys

Developing imagination, affectivity and social development

- Post office, shop / supermarket counter and hairdresser, etc.
- Toy farm, zoo, airport, gas station, car park, space station, etc.
- Dolls and dolls' clothes
- Doctors' and nurses' equipment
- Toy electrical appliances / furniture / cooking utensils and dolls' corner materials
- Dressing-up clothes with shoes and jewellery imitating various kinds of figures
- An assortment of miniature cars, trucks, boats, road signs, aeroplanes, animals, people, puppets, etc.

Developing aesthetics and creativity

- Various art and craft materials and equipment, e.g. easels, long-handle paint brushes, safety scissors, coloured paper, crape, pastels, large crayons, plasticine, clay, glue, etc.
- Various natural / old materials, e.g. stones, shells, falling leaves, toilet paper rolls, remnant cloths, drinking straws, sticks of ice bars, ice-cream cups, packaging paper, paper boxes, etc.

(Note: If used appropriately, the same toy helps children develop multiple skills.)

Washroom Fittings**Child Care Centres**

<u>Age of Children</u>	<u>No. of Children</u>	<u>Toilet Bowl(s)</u>	<u>Wash Basin(s)</u>
Below 2	1-9	1	} 1 for every 30 children or fewer
	10-24	2	
	25-50	3	
	Every 15 children when exceeding 50	1	
Above 2	1-9	1	1
	10-24	2	2
	25-50	3	3
	Every 15 children when exceeding 50	1	1

KindergartensToilets and urinals (Refer to Schedule I of the Education Regulations)

For every 30 boys or fewer: 1 toilet bowl and 2 urinals. If no urinals, 1 toilet bowl should be provided for every 20 boys.

(Urinal refers to an individual urinal bowl or urinal trough not less than 450 mm in length)

For every 20 girls or fewer: 1 toilet bowl

Wash basins

For every 30 boys or fewer: 1 wash basin

For every 25 girls or fewer: 1 wash basin

Basic Kitchen Facilities

(For a kitchen to prepare meals for 100 or more children aged 2-6 years)

1. Stove(s)
2. A minimum of 2 sinks with hot and cold water supply
3. Refrigerator(s)
4. Meat mincer(s)
5. Fruit juice extractor(s)
6. Electrical rice cooker(s)
7. Trolley(s)
8. Storage cupboard(s)
9. Working table(s)
10. Water heater(s)
11. Water boiler(s)
12. Various types of cooking utensils and dining utensils
13. Fumes extracting facilities
14. Ventilation system with fresh air supply
15. Wall-mounted fan(s)
16. Sterilizer(s) of 23 litres
17. Grease trap(s) connected to the down pipe of wash-up sinks

For facilities of a kitchen, reference can be made to the Appendix 7 (“General Guideline on Health Requirements for Registration of a New School (For Premises not Designed and Constructed as a School)”) in the Guidelines for Registration of a New School (For premises not designed and constructed as a school) issued by the Education Bureau.

Milk Room Equipment

1. Adequate hand hygiene facilities, such as washing hand basin, liquid soap, disposable tissue towels and 70-80% alcohol-based handrub
2. Milk bottle sterilizer(s)
3. Water heater(s)
4. Water boiler(s)
5. Blender(s)
6. An assortment of feeding utensils
7. Trolley(s)
8. Refrigerator(s)
9. Storage cupboard(s)
10. Working table(s)

Recommended List of First Aid Items¹

1. Items recommended
 - a. Sterilised normal saline or distilled water (for cleaning wounds)
 - b. Alcohol (for cleaning first aid equipment)
 - c. Disposable plastic gloves (to avoid direct contact with wounds or blood)
 - d. Surgical masks and face shields
 - e. Sterile dressings / dressing packs / gauze (individually packed)
 - f. Elastic tensor bandages (of different widths)
 - g. Triangular bandages
 - h. Cotton sticks and cotton wool²
 - i. Plasters (for wounds) (of different sizes) and surgical tape (for securing dressings/bandages/gauze)
 - j. Scissors
 - k. Forceps
 - l. Spray bottles or eye cups for washing eyes*
 - m. Cold pack³
 - n. Electronic thermometer
 - o. CPR face shield (disposable) or CPR pocket masks for resuscitation*
 - p. Emergency helpline information (such as contact phone number of the nearby ambulance station)

**preferable items*

¹ To note the purchase or expiry dates of various first aid items and to make supplements or replacements.

² Sterile dressings or gauze should be used for cleaning a wound. Where practicable, avoid using cotton wool for cleaning a wound because of loose cotton fibres that might stick to the wound.

³ Some cold packs must be stored in the freezer of a refrigerator; safety guidelines on the use of cold packs can be obtained from Department of Health's website at https://www.mdd.gov.hk/filemanager/common/information-publication/hot_and_cold_eng_20200121_v6_with_photo.pdf

2. Additional items recommended:

Automated External Defibrillators (AED) (schools are encouraged to install an AED to provide extra protection to their students, staff, etc.)

3. The person(s) in charge of the first aid boxes should ensure that:

- a. the first aid box content list is included;
- b. all the medicines are labeled properly;
- c. the contents are checked regularly to see if any refill is needed; and
- d. the expiry dates of medicine are checked so that replacements can be made accordingly.

Report on Physical Examination
體格檢查報告

Name of Institution
機構名稱

Date of Examination
體格檢查日期: _____

Name of child 兒童姓名	Sex 性別	Date of Birth 出生日期
No. of Birth Certificate 出世紙編號		
Name of Parents/Guardian 家長/監護人姓名		H.K. Identity Card No.: 香港身分證號碼
Home Address 地址		Tel. No. 電話

Physical Examination
體格檢查

General Physique 普通情形		Lungs 肺	
Fontanelles & Head 頭及顱		Abdomen 腹	
Nutrition 營養		Umbilicus 臍	
Skin 皮膚		Genitals 生殖器官	
Eyes & Vision 眼與視覺		General Intelligence 智力	
Ears & Hearing 耳與聽覺		Extremities & Spine 四肢及脊骨	
Nose 鼻		Special Notes, such as history of allergy, deformities, etc. 特別紀錄，例如敏感、畸形等	
Mouth 口腔 Teeth/Tonsils 牙齒/扁桃腺			
Speech 言語			
Glands 腺			
Heart 心臟			

Fit for admission to the
above Institution
適合入讀上述機構

Yes 是

No 否

Physician's Signature

醫生簽名 _____

Physician's
Name/Chop:
醫生姓名/印鑑

Health Record
健康紀錄

Name of Child:

兒童姓名

Date 日期	Weight in kg 體重 (千克)	Height in cm 高度 (厘米)	Special Notes 特別紀錄
			Health Condition:
			健康情況

History of illness / infectious disease / food allergy* (before and after admission to child care centre / kindergarten):
疾病/傳染病病歷/食物過敏*(包括入幼兒中心/幼稚園前及入幼兒中心/幼稚園後):

Date
日期Illness/Infectious Disease
疾病/傳染病Food Allergy
食物過敏

*especially those resulting in life-threatening allergic reaction, e.g. anaphylactic shock
特別可導致危及生命的過敏反應，例如過敏性休克

Updated schedule of the Hong Kong Childhood Immunisation Programme (HKCIP) recommended by the Scientific Committee on Vaccine Preventable Diseases of the Centre for Health Protection, Department of Health (as of 2 April 2020)

Age	Immunisation recommended
Newborn	<ul style="list-style-type: none"> • B.C.G. Vaccine • Hepatitis B Vaccine - First dose
1 month	<ul style="list-style-type: none"> • Hepatitis B Vaccine - Second dose
2 months	<ul style="list-style-type: none"> • Diphtheria, Tetanus, acellular Pertussis & Inactivated Poliovirus Vaccine (DTaP-IPV Vaccine) - First dose • 13-valent Pneumococcal Conjugate Vaccine (PCV13) - First dose
4 months	<ul style="list-style-type: none"> • DTaP-IPV Vaccine - Second dose • PCV13 - Second dose
6 months [^]	<ul style="list-style-type: none"> • DTaP-IPV Vaccine - Third dose • Hepatitis B Vaccine - Third dose
12 months	<ul style="list-style-type: none"> • MMR Vaccine (Measles, Mumps & Rubella) - First dose • PCV13 - Booster dose • Varicella Vaccine - First dose
18 months	<ul style="list-style-type: none"> • DTaP-IPV Vaccine - Booster Dose • Measles, Mumps, Rubella & Varicella (MMRV) Vaccine – Second dose[#]
Primary 1	<ul style="list-style-type: none"> • DTaP-IPV Vaccine - Booster dose
Primary 5	<ul style="list-style-type: none"> • 9-valent Human Papillomavirus (HPV) Vaccine - First dose⁺
Primary 6	<ul style="list-style-type: none"> • Diphtheria (reduced dose), Tetanus, acellular Pertussis (reduced dose) & Inactivated Poliovirus Vaccine - Booster dose • 9-valent HPV Vaccine - Second dose⁺

[^] The schedule of PCV13 has been changed from a schedule of ‘3 primary doses at 2, 4 and 6 months plus a boost dose at 12 months’ to a schedule of ‘2 primary doses at 2 and 4 months plus a boost dose at 12 months’. After the change, the third dose of PCV13 given at 6 months previously is no longer required.

[#] Children born on or after 1.7.2018 receive MMRV vaccine at 18 months old in Maternal and Child Health Centres of the Department of Health (DH). Children born between 1.1.2013 and 30.6.2018 receive MMRV vaccine in Primary 1 by the School Immunisation Teams of DH.

⁺ Starting from the 2019/20 school year, eligible female students will receive the first dose of 9-valent HPV vaccine at Primary 5. They will receive the second dose when they reach Primary 6 in the next school year.

Appendix 2

Suspected Infectious Disease Outbreak in School / Kindergarten /KG-cum CCC /Child Care Centre NOTIFICATION FORM

To: Central Notification Office (CENO), Centre for Health Protection (Fax: 2477 2770)

Type of organization: (Please tick one)	<input type="checkbox"/> School*	<input type="checkbox"/> Kindergarten*
	<input type="checkbox"/> Kindergarten-cum-child care centre†	<input type="checkbox"/> Child care centre‡
Name of organization	(Code no.: _____)	
Address:	_____	
Contact person:	_____ (Post: _____)	Fax: _____
Tel (office hours):	_____	Tel (outside office hours): _____
Total no. of students/children:	_____	Total no. of staff: _____
No. of sick students/children:	_____	(No. admitted into hospital : _____)
No. of sick staff:	_____	(No. admitted into hospital : _____)
Common symptoms: (May tick multiple)	<input type="checkbox"/> Fever <input type="checkbox"/> Sore throat <input type="checkbox"/> Cough <input type="checkbox"/> Runny nose <input type="checkbox"/> Diarrhoea <input type="checkbox"/> Vomiting <input type="checkbox"/> Skin rash <input type="checkbox"/> Blisters on hand/foot <input type="checkbox"/> Oral ulcers <input type="checkbox"/> Others (Please specify: _____)	
Suspected disease:	_____	
Reported by:	_____	Contact tel.: _____
Signature:	_____	Date of fax: _____(dd/mm/yyyy)

* School / KG - fax copy to **School Development Section** of Education Bureau in their respective districts

† KG-cum-CCC - fax copy to **Joint Office for Kindergartens and Child Care Centres** of Education Bureau
(Fax: 3107 2180)

‡ CCC - fax copy to **Child Care Centres Advisory Inspectorate** of Social Welfare Department (Fax: 2591 9113)

For enquiries, please call 2477 2772

A 13-1

Accidents / Illnesses Record意外/疾病紀錄

Name of Child:

兒童姓名

<u>Date/Time/Place</u> <u>of Occurrence</u> 事發日期/ 時間/地點	<u>Incidents and</u> <u>Follow-up Action</u> 事件及跟進處理	<u>Signature of</u> <u>Parent/Guardian</u> 父母/監護人簽名	<u>Signature of</u> <u>Child Care</u> <u>Worker/</u> <u>Teacher</u> 幼兒工作人員/ 教師簽名

Medical Treatment Consent and Authorisation Form

I _____, holder of HKID No. _____,
*parent / guardian of _____ (name of child),
do hereby give consent to the *Principal / Child Care Supervisor of
_____ to
arrange my above-named child to seek medical treatment from the following
*Registered Medical Practitioner (name and address: _____
_____) / casualty
ward of government hospital in the event of acute illness or emergency affecting the
child.

Signed: _____
(*Parent / Guardian)
Signature of
Witness : _____
Name of Witness: _____
Date: _____

* Delete as appropriate

Ref: (1) in EDB/ (KGA2)/FKG/1/1 Pt.1

Government of the HKSAR
Education Bureau

23 February 2018

Education Bureau Circular No. 4 /2018
Reporting Mechanism for Absentees in Kindergartens

[Note : This circular should be read by -

- (a) Supervisors and Heads of Kindergartens, Kindergarten-cum-Child Care Centres and Schools with Kindergarten Classes - for action; and
- (b) Heads of Sections - for information.]

Summary

This circular informs all kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes (collectively referred to as “KGs” hereafter) of the new arrangements for reporting to the Education Bureau (EDB) on KG students’ absence without reasons or under doubtful circumstances. Schools are requested to bring the content of this circular to the attention of all school personnel.

Details

Purpose

2. The Government attaches great importance to the well-being of children and firmly believes that every child should be protected against harm and abuse. Should a KG suspects any child abuse case, it should immediately seek assistance from the Social Welfare Department (SWD), EDB or other relevant departments. To raise the alertness of school personnel and support KGs in early identification of students in need of support or suspected child abuse cases so that early intervention and appropriate support and services can be timely provided, this circular delineates the new arrangements for KGs to report students’ absence without reasons or under doubtful circumstances.

3. The new arrangements will be implemented with effect from 15 March 2018 under which KGs must report to EDB on students’ absence for seven consecutive school days without reasons or under doubtful circumstances. Details are set out in paragraphs 4 to 10 below. KGs are suggested to make due preparation (for example, explaining the related arrangements to the teaching and non-teaching staff etc.) for the reporting mechanism as

described in the ensuing paragraphs during the approximately two weeks' time from the issue of this circular.

Principles

4. The mechanism for reporting absentees in KGs is premised on caring about the safety and health of young children. If there are any suspected child abuse cases (for details, please refer to Chapter 2 of the SWD's "Procedural Guide for Handling Child Abuse Cases" (referred to as the "Guide" hereafter), in particular the parts on "Indicators of Possible Child Abuse", "Checklist for Identifying Possible Child Abuse", "Guide to Risk Assessment", etc.), schools should report immediately to EDB, SWD and/or other relevant departments for assistance, which should not be limited by the number of days of absence under the reporting mechanism. On the other hand, as KG students are young, parents apply for leave for their children more often due to various considerations. If the situation is not doubtful, the school may handle in accordance with their prevailing school-based arrangements. Only if the students are absent without reason or under doubtful circumstances, KGs should report to EDB. Besides, KGs should put in place effective mechanism, procedures and contingency plans in advance for handling crisis, so that the mechanism could be activated immediately to facilitate professional judgment and decision, in seeking support as appropriate.

5. Early identification and intervention can effectively prevent problems from deteriorating. Should there be students and/or their parents in need of support (such as inadequate care and improper parenting), even if it is not a case of suspected child abuse, subject to parents' consent to receive social services, schools may refer the children and their families to the Integrated Family Services Centre (IFSC) or Integrated Services Centre (ISC)¹ for assistance and support as appropriate (e.g. training on parenting skills).

Procedures

6. If any KG student is absent (regardless of the days of absence) without any form of notification from parents/guardians (collectively referred to as "parents")², the school should take initiative to contact the parents on the same day to express concern about the students, understand the reasons of absence, and handle according to EDB circulars/guidelines and SWD's Guide, including first considering whether the family is in need of services from IFSC/ISC, and if necessary, introduce the services to parents and make referral.

¹ The addresses and contact phone numbers of IFSC /ISC are available on SWD website : http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_listofserv/id_ifs/

² KGs should confirm with parents on the recognised parent/guardian in applying leave for students.

7. Even if a student is absent for less than seven school days, or even attending school as usual, or absent intermittently, should the school personnel notice any wounds or any signs of child abuse, it should immediately refer to the SWD's Guide and, complete the "Report Form of Student Absentee in Kindergarten" (Appendix 1) (hereafter "Report Form") as appropriate for reporting to the respective School Development Section / Joint Office for KGs and Child Care Centres (Joint Office), and in parallel report to SWD and/or the Hong Kong Police (the Police) for assistance. In this connection, KGs are requested to note the following:

- (a) If the student and/or the family is receiving case services from SWD or service unit of a non-governmental organisation (NGO), the KG should report the case immediately to the responsible social worker for follow-up. In case of doubt or failing to reach the social worker, the KG may contact Supervisor of the service unit or the Family and Child Protective Services Unit (FCPSU) of SWD.
- (b) If the student and/or the family is not receiving case services from SWD or service unit of NGO, the KG should report the case immediately to FCPSU of SWD.

8. If a student is absent for seven consecutive school days without reason or under doubtful circumstances, the school should complete the Report Form on the 7th day of the student's absence, and send it to the respective School Development Section /Joint Office for reporting.

9. When completing the Report Form, schools should make reference to the student's daily behaviour and performance, as well as the situation of teachers' daily contact with the parents. Upon receiving the Report Form, the respective School Development Section/Joint Office will contact the school for details and, taking into account the situation of individual student and family, remind the school to handle the case according to the EDB circular (or guidelines) and SWD's Guide, and discuss with the school how to handle the case, including approaching FCPSU for professional advice or support.

10. KGs should continue to liaise with relevant departments after submitting the Report Form, and follow up on the latest development. The school is required to report the progress of follow-up by completing Appendix 2 in seven working days after submission of the Report Form.

Training

11. The key to early identification and early intervention of child abuse cases is to

enhance the awareness of the school personnel in identifying child abuse, their ability in crisis assessment, and multi-disciplinary collaboration. In this connection, EDB will continue to collaborate with SWD and the Police in organising talks and seminars to support school personnel in early identification, intervention and support students suspected to be suffering from child abuse. In late January and early February this year, EDB jointly organised four seminars with SWD and the Police, introducing how to identify and make referrals for suspected child abuse cases, strengthening teachers' ability and sensitivity in identifying the symptoms of child abuse, and enhancing their understanding of the procedures in handling child abuse cases. In March and April this year, EDB will continue to jointly organise seminars with SWD and the Police to introduce early identification, mechanism for reporting absentees in KGs, and support provided by relevant departments. Schedules of the seminar sessions are at [Appendix 3](#). Please visit EDB's Training Calendar System for course details and enrolment (Course code: KGE020180051).

12. As regards the mechanism of reporting students' absence for an entire month by KGs joining the new kindergarten education scheme and staying in the Pre-primary Education Voucher Scheme during the transitional period, its function is different from the above-mentioned mechanism for reporting KG students' absence without reasons or under doubtful circumstances. The former serves to confirm whether subsidy for the students concerned should be released for that month, while the latter serves to help KGs identify students in need of support or suspected cases of child abuse. Therefore, after the implementation of the above-mentioned reporting mechanism, KGs should continue with the prevailing practice of reporting students' absence for an entire month.

Enquiries

13. For enquiries, please contact the respective Senior School Development Officers/Senior Services Officers.

Mrs CHAN SIU Suk-fan
for Permanent Secretary for Education

To: Education Bureau (EDB) (Fax no. : _____)
 [Attn : Joint Office for Kindergartens and Child Care Centres (Joint Office) /
 _____ District School Development Section]

[Note: As this document contains personal data, please contact the respective School Development Section/ Joint Office by telephone before sending the document to the responsible officer by fax.]

Report Form of Student Absentee in Kindergarten

School Name: _____

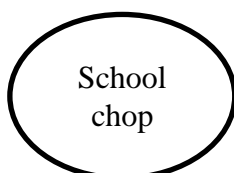
Name of student:		Class:	
Date of birth:	____/____/____ (dd/mm/yyyy)	Gender:	(boy/girl)
Period of absence:	from ____/____/____ to ____/____/____ (day/month/year) (a total of ____ school days)		
Any siblings attending the same school (or same organisation if known):	(please specify if yes)		
Reasons for absence given by parents/guardians			

As far as the school understands, the student and/or the family is currently not receiving case service from Social Welfare Department (SWD) or service unit of non-governmental-organisation (NGO) (see Note 1)

Areas in doubt or areas of concern (Note 2): (please put a ✓ in the appropriate box(es), and/or specify)	Action taken by school: (please put a ✓ in the appropriate box(es), and/or specify)
<input type="checkbox"/> parent has NOT notified the school about the student's leave Concern about: <input type="checkbox"/> student's body <input type="checkbox"/> student's behaviour <input type="checkbox"/> student's emotion <input type="checkbox"/> parent's behaviour <input type="checkbox"/> parent's attitude/emotion <input type="checkbox"/> student's interaction with parent <input type="checkbox"/> home environment (please specify the observations) _____	<input type="checkbox"/> unable to reach the parent/ contact person(s) assigned by the parent <input type="checkbox"/> has reached the parent /contact person(s), but their responses are unusual (Please specify: _____) <input type="checkbox"/> has sent the student for medical examination /treatment <input type="checkbox"/> has consulted SWD/NGO (Service unit & contact point: _____) for professional support <input type="checkbox"/> has reported to the Police <input type="checkbox"/> Others : _____

Note 1: If the student is a known case currently handled by Family and Child Protective Services Unit of Social Welfare Department (SWD) or Integrated Family Services Centre / Integrated Services Centre under SWD or NGO (e.g. bearing a case number under SWD/NGO and is followed up by designated professionals), it is not necessary to report the absence to EDB.

Note 2: please refer to Chapter 2 of the SWD's "Procedural Guide for Handling Child Abuse Cases", in particular parts on "Indicators of Possible Child Abuse", "Checklist for Identifying Possible Child Abuse", "Guide to Risk Assessment", etc.



Signature of Principal : _____

Name of Principal : _____

Telephone Number : _____

Date : _____

To: Education Bureau (Fax no. : _____)

[Attn : Joint Office for Kindergartens and Child Care Centres (Joint Office) /
_____ District School Development Section]

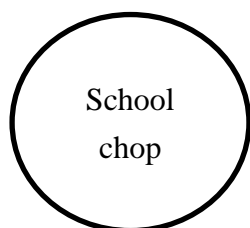
Follow-up to
the Reported Case of Student Absentee in Kindergarten

Subsequent to our reporting of the absence of _____ (name of student)
of _____ (class) of _____ (name of school) without reason or
under doubtful circumstances to the Education Bureau on (Date) _____:

I would like to report our school's follow-up to the absentee case as follows:

- The case has been followed up by Integrated Family Services Centre / Integrated Services Centre / Family and Child Protective Services Unit* of the Social Welfare Department/(for non-government-organisation, please provide the name: _____)
- The Social Welfare Department has given advice, and our school will continue to follow up.
- The student has already resumed schooling, nothing unusual is found.
- Others (please specify)

(*Please delete as appropriate)



Signature of Principal : _____
Name of Principal : _____
Phone Number : _____
Date : _____

Seminars on Prevention of Child Abuse

1. To enhance the alertness of kindergarten principals and teachers continuously in handling suspected cases of child abuse, Education Bureau (EDB), Social Welfare Department (SWD) and the Hong Kong Police (the Police) will jointly organise 5 seminars as tabulated below. For details, please visit EDB's Training Calendar System (Course Code: KGE020180051).

<u>Session</u>	<u>Region</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>
AA	Kowloon East	20 March 2018	(Tuesday)	P.M.
AB*	Hong Kong Island	22 March 2018	(Thursday)	P.M.
AC*	Kowloon West	11 April 2018	(Wednesday)	P.M.
AD	New Territories North	13 April 2018	(Friday)	P.M.
AE	New Territories South	21 April 2018	(Saturday)	P.M.

* With English interpretation

2. The contents of the seminars include the introduction of the new arrangements of the reporting mechanism for absentees in kindergartens by EDB, the procedures of handling child abuse cases by the Police; early identification of and handling suspected child abuse cases by SWD; and sharing on the signs of child abuse and sharing on follow-up to the trauma by pediatricians and educational psychologists etc.. There will be Q&A session for each seminar.
3. As the regional Police School Liaison Officers will be present in the seminar, your school is strongly advised to take part in the seminar to be held in the respective region of your school. Please submit the online enrolment through EDB's Training Calendar System starting from March 2018 (Course Code: KGE020180051).
4. In case of Black Rainstorm Warning Signal or Tropical Cyclone Warning Signal No.8 (Signals) on the event date, the seminar will be cancelled. It will only resume as scheduled when the Signal(s) is cancelled two hours prior to the start of the seminar.
5. For enquiries, please contact Kindergarten Administration 2 Section at 2892 6424.

Education Bureau Circular No. 1/2020**Handling Suspected Cases of Child Maltreatment and Domestic Violence**

[Note: This circular should be read by:

- (a) Supervisors/Heads of all primary, secondary and special schools, and kindergartens and kindergarten-cum-child care centres – for necessary action;
- (b) Heads of sections – for information; and
- (c) Officers of the Regional Education Offices and Joint Office for Kindergartens and Child Care Centres – for information and necessary action]

Summary

This circular informs schools of the procedures and points to note for handling suspected cases of child maltreatment and domestic violence. Schools are appealed to pay attention to students' conditions from time to time for early identification and intervention. They are also reminded to take appropriate measures to provide the children concerned and their families with necessary assistance in accordance with the "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation" (revised in 2020) ("Child Protection Guide" hereafter) and the "Procedural Guide for Handling Intimate Partner Violence Cases" (revised in 2011) jointly drawn up by the Social Welfare Department (SWD) and related professionals. This circular supersedes the Education Bureau Circular No. 5/2018 issued on 20 August 2018, and should be brought to the attention of all school personnel.

Background

2. Protecting children from maltreatment is the collective responsibility of various professionals who may come into contact with children. Effective child protection is built on close co-operation across disciplines. To safeguard the best interests of children and protect children suspected to be maltreated or having been maltreated, the Child Protection Guide developed by SWD

together with the Labour and Welfare Bureau, Education Bureau (EDB), Department of Health, Hong Kong Police Force (Police), Hospital Authority, The Hong Kong Council of Social Service, related non-governmental organisations (NGOs) and relevant professionals, may serve as reference for different professionals and those in close contact with children because of job nature (including school personnel) in carrying out initial assessments, investigations, multi-disciplinary case conferences and follow-up plans etc. when they come across children suspected to be maltreated or having been maltreated. In drafting the handling procedures and points to note set out in the Child Protection Guide, references have been made to the “Declaration of the Rights of the Child” and the “Convention on the Rights of the Child” of the United Nations. The personnel are reminded that they should take into consideration of the child’s need for growth and development and his/her vested rights when helping a child who is being harmed/has possibly been harmed.

3. In the “Procedural Guide for Handling Intimate Partner Violence Cases”, SWD specifically draws the attention of relevant personnel by stressing that children who have been exposed to or witnessed domestic violence may be at risk or being so traumatized that the children will display maladaptive behavioural or emotional problems. Therefore, at the time of intervention, immediate safety of the victims and their children should be given top priority. Apart from rendering timely assistance and support, the personnel should also stay sensitive and alert to the needs of the subjects and be fully aware of the assistance available from other professionals. Where necessary, other government departments or agencies should be notified as soon as practicable or case referrals should be made promptly for follow-up actions.

Details

4. To protect the safety and best interests of children (students), all kindergartens (KGs), kindergarten-cum-child care centres (KG-cum-CCCs), primary schools, secondary schools and special schools should observe the Child Protection Guide and the relevant guidelines/circulars/codes of practice issued by EDB/SWD from time to time in establishing or enhancing schools’ internal mechanism, procedures and measures, so as to prevent child maltreatment incidents, handle suspected child maltreatment cases properly and provide appropriate assistance to the children and their families in need. Schools should ensure that the mechanism and procedures are transparent and recognised, and are implemented effectively.

5. In handling cases of child maltreatment and domestic violence, the school should place foremost importance on the safety and best interests of children. To prevent the likelihood of further

harm or even loss of life, school personnel (including principals, teachers, Student Guidance Officers/Personnel, School Social Workers, etc.) should be constantly alert to and watch out for possible indicators of students having been maltreated or affected by domestic violence for early identification and immediate intervention. During or after investigation, school personnel should pay attention to students' safety in school and their emotional needs and render appropriate support to help the student concerned resume normal school life. School personnel may refer to Chapter 2 "Definition and Types of Child Maltreatment" and "Possible Indicators of Child Maltreatment" in Chapter 4 of the Child Protection Guide to identify children who may have been maltreated. KGs and KG-cum-CCCs participating in the SWD Pilot Scheme on Social Work Service for Pre-primary Institutions should also refer to the relevant procedures set out in the "Reference Guide on Operational Matters related to the Pilot Scheme on Social Work Service for Pre-primary Institutions" issued by SWD on the Scheme.

6. Since children and their family might have different understandings of the definition of "maltreatment" adopted by school and other personnel, school personnel may, depending on the impacts of the incident on the children, consider using the term "harm" instead of "maltreatment" in communicating their concern to the children and their family. When explaining their concerns and categories of the case to the children and their family, school personnel should point out particularly whether the child requires protection and is being harmed (i.e. the impacts of the incident on the child) but not whether the behaviour constitutes to "child maltreatment". This is to avoid another party's misunderstanding or miscommunication resulting from insistence of possible different understanding of the term "maltreatment" (especially in relation to the intention or seriousness of the behaviour).

Handling Suspected Child Maltreatment Cases

7. School personnel have direct and frequent contact with children during teaching or school activities. If they detect any indicators of child maltreatment through observations of the physical well-being, behaviour or emotions of students (please see "Possible Indicators of Child Maltreatment" at [Appendix 1](#)), they should promptly take appropriate actions set out below, irrespective of whether the student is attending school as usual, absent from school continuously or absent from school intermittently.

(a) If school personnel have reasons to believe that a student has been maltreated or is at risk of maltreatment, the first personnel in contact with the student should inform the principal and consult Student Guidance Officer(s)/Teacher(s)/Personnel and School Social Worker(s). In handling suspected child maltreatment cases, school personnel must not conceal the incident or

delay its report.

- (b) The school should activate immediately its school-based contingency mechanism/Crisis Management Team and assign School Social Worker (if any) and designated personnel (e.g. principal, senior teacher, designated teacher, or Student Guidance Officer/Teacher/Personnel) to handle and follow up on the suspected child maltreatment cases according to the established principles and procedures (please see the flow-chart on “Identification and Reporting of a Suspected Child Maltreatment Case” at [Appendix 2](#)). During the handling process, care should be taken to avoid having the child repeated description of the maltreatment incident. For KGs, KG-cum-CCCs and schools without a Crisis Management Team or school guidance personnel/School Social Workers, the principal should also assign designated personnel (e.g. principal, senior teacher or designated teacher) to handle suspected child maltreatment cases.
- (c) When a student is suspected to have been maltreated, designated personnel can make a preliminary enquiry of the conditions of the student. If the case of the student is not one followed up by School Social Workers but designated personnel know that the student or his/her family is a “known case”¹ of SWD or an NGO, the school should inform the responsible social worker of the unit concerned as soon as possible for an initial assessment. If the student or his/her family is not a “known case” of School Social Workers, SWD or NGOs, report should be made to the Family and Child Protective Services Unit (FCPSU) of SWD during office hours (please refer to [Appendix 3](#) for contact information of the FCPSUs) as far as possible. Schools should provide information of the student for the social worker of the FCPSU to conduct an initial assessment. For reports on suspected child maltreatment cases outside office hours, they could also be made through SWD hotline² (Tel. No. 2343 2255). The personnel on duty will contact the Outreaching Team of SWD for conducting an initial assessment.
- (d) The School Social Workers of individual secondary schools should follow the procedures set out in Chapters 4 to 10 of the Child Protection Guide in handling their “known cases” of which child maltreatment is suspected. Social workers of non-secondary schools, if necessary, may also report their “known cases” to the FCPSU for conducting initial assessment. School designated personnel may also, as necessary, consult the social worker of the FCPSU first (please refer to

¹ “Known cases” refer to the categories of cases that are being handled by service units, including SWD and units under NGOs that provide casework services. For details, please refer to Annex 5 to the Child Protection Guide of SWD

² SWD hotline operates 24 hours a day. The hotline service is manned by the Departmental Hotline Service Unit from 9:00 a.m. to 5:00 p.m. on Mondays to Fridays and 9:00 a.m. to 12:00 noon on Saturdays (excluding public holidays). Calls received outside the above operating hours are handled by the Hotline and Outreaching Service Team operated by the Tung Wah Group of Hospitals.

Appendix 4 and Appendix 5 for the work flow on conducting initial assessment, immediate child protection actions and investigations).

- (e) If the Student Guidance Personnel of KGs, KG-cum-CCCs and primary schools is a registered social worker employed by an NGO, he/she may also take up the role of conducting initial assessment and child protection investigation for their “known cases” set out in Chapters 4 to 8 of the Child Protection Guide, subject to agreement of the school, NGO and SWD.
- (f) For suspected child maltreatment cases that require immediate attention and should be reported urgently to the FCPSU, schools may do so by telephone, then followed by completion of the Report Form at Appendix 6 and the submission of it by fax to the FCPSU of the respective district. Acknowledgment of receipt from the receiving party is necessary to ensure that the case has been followed up. If schools are only seeking advice from social workers of the FCPSU, they are not required to complete the Report Form.
- (g) While a report of a suspected child maltreatment case is made by the school to a unit responsible for the “known case”/FCPSU/Outreaching Team of SWD, the school should also discuss with the social worker of the unit/FCPSU/Outreaching Team of SWD on whether immediate actions are to be taken to protect the child. Designated personnel should also inform the parent(s)/guardian(s) about the report. However, if the parent(s)/guardian(s) is/are involved in the child maltreatment, the school does not have³ to obtain the prescribed consent of the student’s parent(s)/guardian(s) for making the report. If it is necessary for the school to contact the parent(s)/guardian(s) during the assessment, advice or assistance may first be sought from the social worker of the unit concerned/FCPSU regarding the handling approach.
- (h) If the school considers that the student is likely to be in urgent need of medical service, arrangement should be made for the student to undergo medical examination/treatment in a public hospital. The FCPSU may also assist in contacting Medical Co-ordinator on Child Abuse of the Hospital Authority so as to arrange for admission of the child into a hospital for medical examination. If necessary, police assistance may be sought.
- (i) In circumstances that suggest a criminal offence may have been committed, the case should be reported to the Police to protect the safety and interests of the student concerned. Under no circumstances should the student suspected to have been maltreated be required to make a report

³ Section 58 of Cap. 486 of the Personal Data (Privacy) Ordinance provides an exemption from Data Protection Principle 3 where the use of the personal data is for the purpose of, inter alia, the detection or prevention of crime or the prevention, preclusion or remedying (including punishment) of unlawful or seriously improper conduct, or dishonesty or malpractice, and the application of the provisions of Data Protection Principle 3 would be likely to prejudice the above-mentioned purposes.

in person at a police station. In non-urgent cases, the school may complete the Report Form at [Appendix 7](#) and Written Dated Notes at [Appendix 8](#) for reporting the case to the Child Abuse Investigation Unit (CAIU) and for the Police to arrange for investigation by a suitable unit. The FCPSU may assist in forwarding the Report Form to the CAIU.

- (j) If the case is serious, or if the personal safety/life of the student is under immediate threat and instant action has to be taken (e.g. serious physical abuse), the school has to call the Police for reporting the case as soon as possible. Concealing the incident or delayed report may pose safety threat to the child concerned or other people. In addition, if the school personnel is suspected to be the alleged perpetrator, the school concerned should consult the FCPSU and work out together proper ways of handling as early as possible. The school is required to remain impartial and avoid any conflict of interests/roles.

Handling Suspected Child Sexual Abuse Cases

8. For suspected child sexual abuse cases, irrespective of whether the student attends school as normal, school personnel should handle the cases with reference to Annex 12 “Points to Note on Contacting Children Suspected to be Sexually Abused” and Annex 13 “Guidance Notes on Reporting Suspected Sexual Abuse” to the Child Protection Guide.

9. Given the relative complexity and sensitive nature of cases where the alleged perpetrator is a family/extended family member of the child, or a person being entrusted to take care of the child, or if a number of child victims are involved, the school should call the FCPSU before contacting the parent(s) for discussing the appropriate handling approach. Social worker of the FCPSU will contact the CAIU of the Police for a joint investigation. If in doubt, the school may seek advice or assistance from the School Liaison Officer of the Police or social workers of the FCPSU.

10. In handling child sexual abuse cases where the alleged perpetrator is a staff member of the school, the school is required to strictly observe the procedures as stipulated at [Appendix 9](#) to maintain effective communication among the designated personnel of the school (e.g. School Social Worker/guidance personnel), the school, EDB and other relevant government departments. Apart from taking appropriate protective actions for the student suspected to be maltreated, the principal should also step up measures to ensure the safety of other students in the school. Principals of secondary schools, primary schools, special schools and kindergartens should inform the School Development Officer of the respective District of the incident(s) as early as possible. For KG-cum-CCCs, their principals should inform the Joint Office for Kindergartens and Child Care

Centres as early as possible.

Multi-Disciplinary Case Conference on Protection of Child with Suspected Maltreatment (MDCC)

11. An MDCC will be convened by the unit responsible for child protection investigation so as to formulate a follow-up plan for the student concerned. The school personnel concerned should attend the MDCC and prepare a written report for facilitating discussion in the conference. The report may include the student's academic and behavioral performance, emotional state in the school, parental attitude and any previous incident(s) of suspected maltreatment. If members of the MDCC consider it necessary, school personnel may be invited to join the core group for a joint follow-up of the case (please refer to [Appendix 10](#) relating to MDCC and follow-up services).

Collaboration with Other Parties Involved in Handling the Cases

12. If a case is categorized as a child protection one and the student concerned continues to attend school, the school should keep keen observation on the student's academic/behavioural performance and emotional state, and keep the key social worker or other follow-up personnel informed of the student's condition and development. Collaboration should be continued to provide assistance to the student and his/her family so as to reduce or eradicate the risk of harm to the student concerned, enhance the family's capability in childcare, parenting and their functions so that they can assume full responsibility in child protection.

Protecting Children from Sexual Abuse

13. EDB encourages schools (including kindergartens, primary schools, secondary schools and special schools) to raise students' awareness of self-protection through different means, such as inclusion of teaching topics on understanding the body and protecting oneself, and designing related learning activities. Through story times, morning assemblies, afternoon assemblies, weekly assemblies, class teacher lessons and talks, etc., schools may enhance sex education and organise sex-related preventive and developmental guidance activities to teach students how to protect their bodies, refuse when they feel offended, and seek necessary help from teachers, family members, guidance personnel or relevant organisations. In offering guidance service, schools are also encouraged to make good use of the learning and teaching resources provided by EDB, such as sex education animation resources and lesson plans on prevention of sexual assaults, and strengthen related parent education to remind parents of the need to protect their children against sexual assaults.

14. To further safeguard the well-being of children, schools are strongly advised to conduct

checks under the Sexual Conviction Record Check Scheme in their appointment procedures. For details about the operation of the Scheme, schools may visit the dedicated webpage (https://www.police.gov.hk/ppp_en/11_useful_info/scrc.html) and refer to relevant circulars/guidelines issued by EDB.

15. For details of the Child Protection Guide, please refer to SWD webpage (https://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_1447/). In addition to handling procedures and points to note at different stages set out in Chapters 1 to 13 of the Child Protection Guide, school personnel should pay special attention to Annex 10 “Role of Educational Services” and Annex 11 “Points to Note on Initial Contact with Children Who may have been Harmed/Maltreated or Their Parents” to the Child Protection Guide.

Handling Cases of Domestic Violence

16. In general, domestic violence refers to actual or threatened use of violence among family members. “Intimate Partner Violence” (IPV) is a kind of domestic violence. It refers to battering that occurs in a relationship between a couple who live or have lived together intimately. They maintain or have maintained a lasting intimate relationship which is more than just a brief encounter. They can be a married couple, cohabitees or separated spouses/cohabitees, etc. In using violence or the threat of violence, physical or psychological harm is inflicted with the effect of establishing control by one induced over another. IPV may take the form of one or more than one of the following: physical violence, sexual violence and psychological abuse.

17. IPV may undermine the parenting capacity of parents or make them underestimate the risk that they themselves and their children exposed to. Students who exposed to IPV may display fear, distress, anger, confusion and frustration or develop behavioural problems. As students are seldom prepared to disclose the problems of their family, school personnel are advised to be sensitive to the behavioural and emotional traits of the students affected and render immediate and necessary assistance. In handling cases of intimate partner violence, schools should follow the procedures set out in SWD’s “Procedural Guide for Handling Intimate Partner Violence Cases” (revised in 2011) (http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_1450/), which is drawn up by SWD in collaboration with government departments concerned, NGOs and relevant professionals. Schools should pay particular attention to the following chapters and appendices:

- Chapter 2 : Multi-Disciplinary Collaboration in Handling Intimate Partner Violence Cases
- Chapter 8 : Schools
- Appendix I : Identification of Intimate Partner Violence – Impacts of Intimate Partner Violence on Children
- Appendix II : Risk Factors on Child Abuse and Spouse Battering

18. If it is suspected that the student concern is being maltreated at the same time, the school should follow the principles and procedures mentioned in paragraphs 4 to 10 above and take measures to protect the well-being and safety of the students.

Confidentiality

19. The designated personnel involved should have close communication among themselves and adhere strictly to the principle of confidentiality in the course of handling the suspected child maltreatment or domestic violence cases. The information collected with regard to the suspected maltreatment incidents should be shared on a need-to-know basis with relevant parties concerned (e.g. principal, the responsible social worker and the Police) as soon as possible.

20. All records should be kept centrally by the principal/designated personnel. Access to these records within the school must be restricted and recorded. On no account should these records be kept with the general records of the student concerned. Should the parent(s) of the student request access to information⁴, it should be handled in accordance with the Personal Data (Privacy) Ordinance (please refer to Annex 2 to the Child Protection Guide for details about information sharing and principles of confidentiality).

Enquiries

21. For enquiries about this circular, please contact the Guidance and Discipline Section on 2863 4705.

M K CHENG

for Secretary for Education

⁴ According to Section 18(1) and Data Protection Principle 6 of the Personal Data (Privacy) Ordinance, an individual or a relevant person on behalf of an individual may make a request including: (a) to be informed by a data user whether the data user holds personal data of which the individual is the data subject; (b) if the data user holds such data, to be supplied by the data user with a copy of such data.

Possible Indicators of Child Maltreatment

The following, which is excerpted from Chapter 4 of the Child Protection Guide for reference, provides a list of some of the indicators that can be found on a maltreated child and seeks to give school personnel an initial understanding of the possible indicators of child being harmed/maltreated. For more detailed information, please refer to Chapter 4 of the Child Protection Guide.

● **Behavioural/emotional indicators relating to various types of harm/maltreatment**

(a) Child

- Enacting/reproducing scenes of harm/maltreatment in play or daily behavior
- Always in fear/excessive vigilance
- Extremely rebellious or overtly compliant or pleasing
- Over-sensitive to the carer's emotions/responses
- Exceptionally friendly towards strangers or persons other than the carer or being suspicious and difficult to build trust in people
- Presence of attention problems/marked change in academic performance
- Poor self-image
- Regressive or repetitive behaviour (e.g. bed-wetting, thumb-sucking, hair-pulling, head-banging, body-rocking, etc.)
- Psychosomatic symptoms, which refer to physical discomfort or symptoms resulting from psychological or emotional disturbances, e.g. headache, tummy ache, diarrhea, vomiting, skin allergy, etc.
- Reluctant to return home/running away from home
- Absence/withdrawal from school without reason or sudden loss of contact
- Child disclosing that he/she has been forced into marriage by parents (e.g. children of ethnic minorities)

(b) Parent/carer

- Parent/carer repeatedly refusing others from approaching the child or forbidding the child to communicate with personnel directly (e.g. the child is always absent or asleep during scheduled visits by personnel and cannot be reached by relatives and family friends)
- Parent/carer forbidding the child to receive vaccination or health/medical follow-ups without sound reasons

● **Indicators relating to physical harm/abuse**

(a) Bruises and Welts

- Should be interpreted with reference to various factors, including the number, size and distribution of bruises; bruises that are unlikely to be accidental are suspicious

(b) Lacerations and Abrasions

- Laceration to the frenulum (the piece of tissue in midline that connects the inside of upper lip to the upper gum) may be indicative of forced feeding

(c) Burns and Scalds

- Inflicted burns may assume the shape or pattern of the burning objects, e.g. a heated plate or cigarette
- Distribution of scalds on hands/feet or buttocks of the child in glove or stocking shape is indicative of immersion into hot water

(d) Fractures

- Should be interpreted/handled individually based on case circumstances

(e) Internal Injuries

- Brain/head injuries
 - May be caused by direct impact, shaking or piercing
- Abdominal injuries
 - Perforation of internal organs may lead to abdominal pain and vomiting
 - Child may have been seriously wounded or even die without any visible signs of injuries. Hence, a high degree of suspicion is required for the detection of abdominal injury

(f) Others

- Fabricated or induced illness, Factitious Disorder Imposed on Another
- Hair loss by pulling or burning

(g) Behavioural Indicators

- The explanations of the causes/course of child's injury made by the parent/carer/child are unconvincing/contradictory to or inconsistent with the injuries sustained
- Failure or delay in seeking medical advice
- Excessive amount of clothes worn by the child to cover his/her body

● **Indicators relating to sexual abuse (for both boys and girls)**

(a) Physical Indicators

- Torn, stained or bloodstained underclothing
- Complaints of pain during urination
- Complaints of pain, swelling or itching in the genital area
- Pregnancy
- Bowel control or bladder control weakened despite toilet trained
- Repeated urinary tract infection

(b) Behavioural Indicators

- Child showing particular interest in body parts of adults or touching adults' sensitive body parts repeatedly
- Enacting/reproducing scenes of sexual abuse in play or daily behavior
- Child disclosing that his/her parent or other person has played secret games with him/her
- Knowledge about sex or sexual behaviour that is beyond the expectation for the age of the child
- Excessive masturbation
- Hyper-sensitive to being touched

- Highly resistant to stay at somewhere or with someone/a specific gender/individual(s) of a certain identity
- Child with adequate self-care abilities disclosing that the carer often takes care of his/her personal hygiene/care matters (e.g. bathing, cleaning after toileting, changing clothes, etc.)
- Child of an older age disclosing that his/her parent of the opposite sex often shares the same bed with him/her
- Having frequent contact with strangers through mobile phone or the internet and having been invited to meet outside

- **Indicators relating to neglect**

- (a) Physical and environmental Indicators

- Delayed childhood development (e.g. speech disorder, motor skills, intelligence, etc.)
- Malnutrition, under-weight or frail
- Unattended physical problems or unmet medical/ dental needs
- Persistently dirty/shabby/lack of sufficient clothing/ inappropriately dressed for weather conditions
- Frequent accidental injuries
- Child with special care/educational needs being deprived of opportunities in receiving appropriate assessment, education or training
- Left in the care of inappropriate carer (e.g. young child)
- Child being exposed to venues with suspected dangerous drugs or drug-taking equipment, carer/other persons suspected to be taking drugs in the presence of the child

- (b) Behavioural Indicators

- Persistent complaints of hunger or constant rummaging for food, wolfing down meals or begging for/stealing food
- Addiction or delinquency
- Involved in sexual activities because of inadequate supervision

- **Indicators relating to psychological harm/abuse**

- (a) Physical Indicators

- Underweight or frail
- Developmental delay
- Eating disorder (e.g. Anorexia nervosa)
- Psychosomatic symptoms, which refer to physical discomfort or symptoms resulting from psychological or emotional disturbances, e.g. headache, tummy ache, diarrhea, vomiting, skin allergy, etc.

- (b) Behavioural Indicators of the Child

- Resisting contact with others and the outside world
- Anxiety symptoms observed, e.g. habitual nail-biting, hair-pulling, thumb-sucking, head-banging and body-rocking, etc.
- Language delay
- Wetting/soiling
- Self-harm or suicidal thoughts/attempts

(c) Behavioural Indicators of the Carer

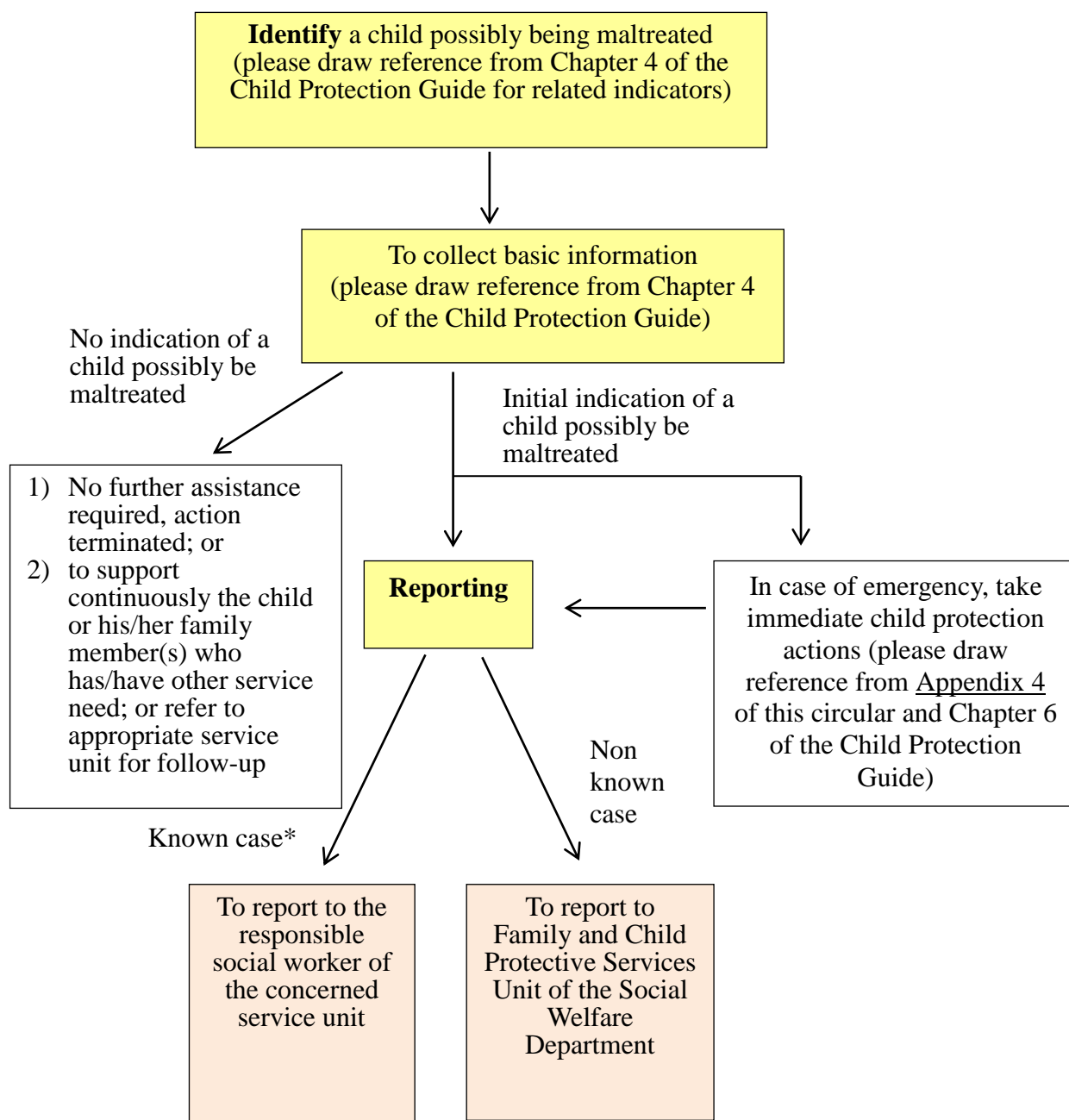
- Often emotionally unavailable/giving inappropriate emotional response
- Being detached or indifferent towards the child
- Often singling a particular child and treat him/her badly
- Rejection and constant scolding
- Humiliating criticism
- Often requiring the child to bear responsibilities of an adult/that is inappropriate for his/her age
- Encouraging deviant or criminal behavior
- Bizarre punishment
- Repeatedly accusing others of harming/maltreating the child without factual evidence, subjecting the child to repeat unnecessary investigating procedures (this is more common in divorced/separated families with disputes)

If any of the above indicators of maltreatment is detected on their students, the school personnel may seek necessary professional advice from the social worker of the FCPSU. If there are reasons to believe or suspect that a student has been harmed/maltreated, the school personnel should take actions by following the principles and procedures set out from paragraphs 4 to 10 of this circular. Moreover, the school personnel should pay attention to the following when making reference to the above indicators:

- Physical/behavioural/emotional/environmental indicators may manifest singly or in combination. Neither does the presence of a single nor even several indicators point to the occurrence of child maltreatment. It however indicates that attention is required for the child. Personnel should first collect information, gain preliminary understanding and conduct initial assessment.
- School personnel should not prematurely conclude that an incident is suspected child maltreatment in order to prevent the child from experiencing unnecessary investigations, examinations or hospitalisation. School personnel should also not exclude the possibility of a child being harmed/maltreated just because certain circumstances are not listed above.
- In serious situation, indicator(s) may appear only once even these indicators usually occur repeatedly.
- Physical/environmental indicators are usually more readily observable while behavioural/emotional indicators (including the behaviour/emotion of the child or his/her parents/carers) are more subtle or concealed, which may be manifested by the child through drawings or play. Professionals have to be more sensitive and observant to identify these indicators.

- Due consideration should be given to the age and capability of the child, and also to the behaviours, attitudes of parents/carers and family circumstances.
- Should consider thoroughly if the child may have been harmed/maltreated by different types of harm/maltreatment instead of focusing on one single type.
- Some indicators can only be identified by professionals with relevant training (e.g. medical professionals may be required to determine whether the physical injury of a child is due to an accident). Please seek advice from professionals of relevant sectors as early as possible if there is any doubt about the indicator(s) identified.
- If schools have any doubts on the nature or severity of the injury of the child, schools should arrange a medical examination for the child as soon as possible.

Identification and Reporting of a Suspected Child Maltreatment Case

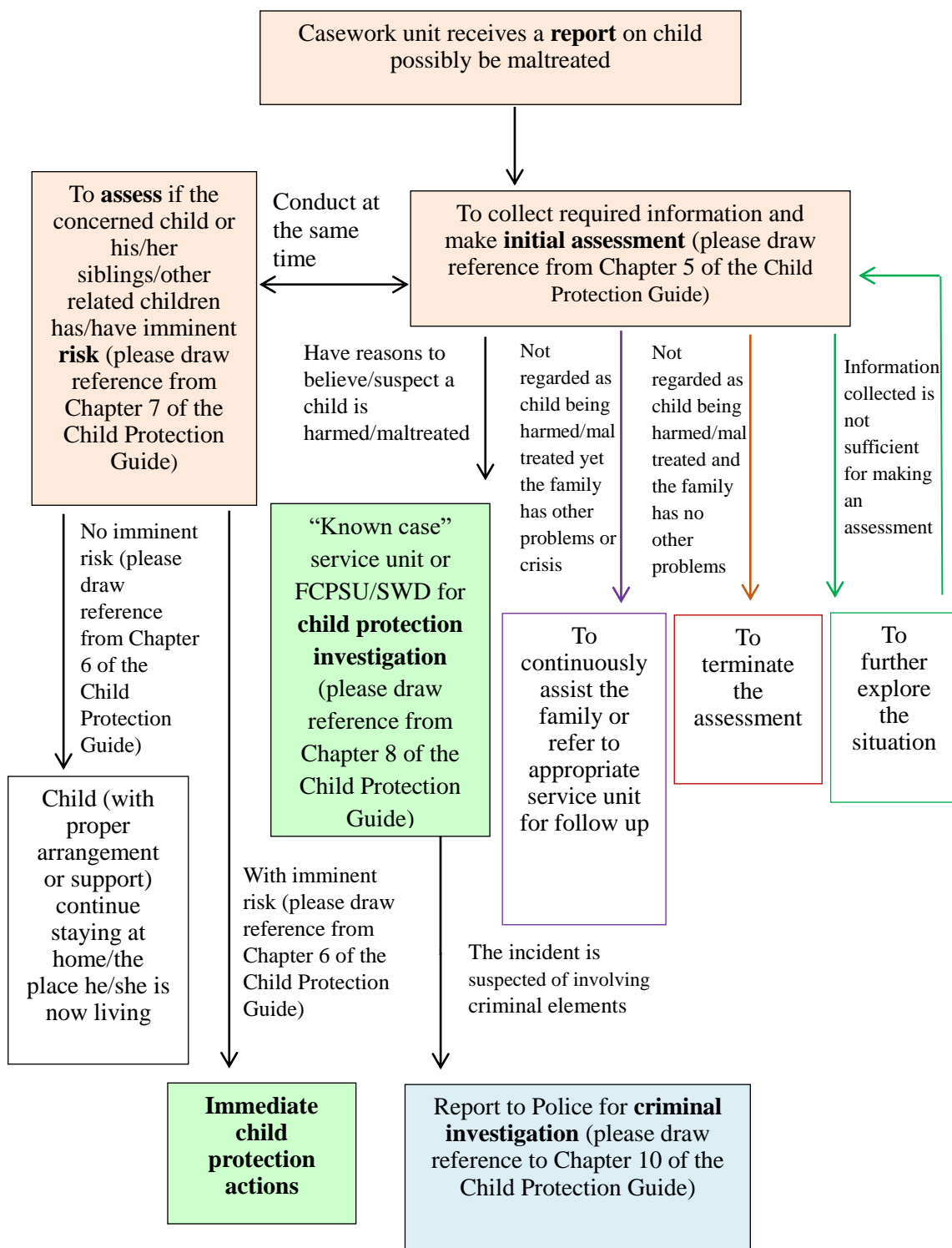


* Please refer to Annex 5 to the Child Protection Guide for the definition of known case. Some of the known cases could also be reported to Family and Child Protective Services Unit of the Social Welfare Department for initial assessment, child protection investigation and convening/chairing the Multi-disciplinary Case Conference on Protection of Child with Suspected Maltreatment. Please refer to related chapters of and Annex 4 to the Child Protection Guide for details.

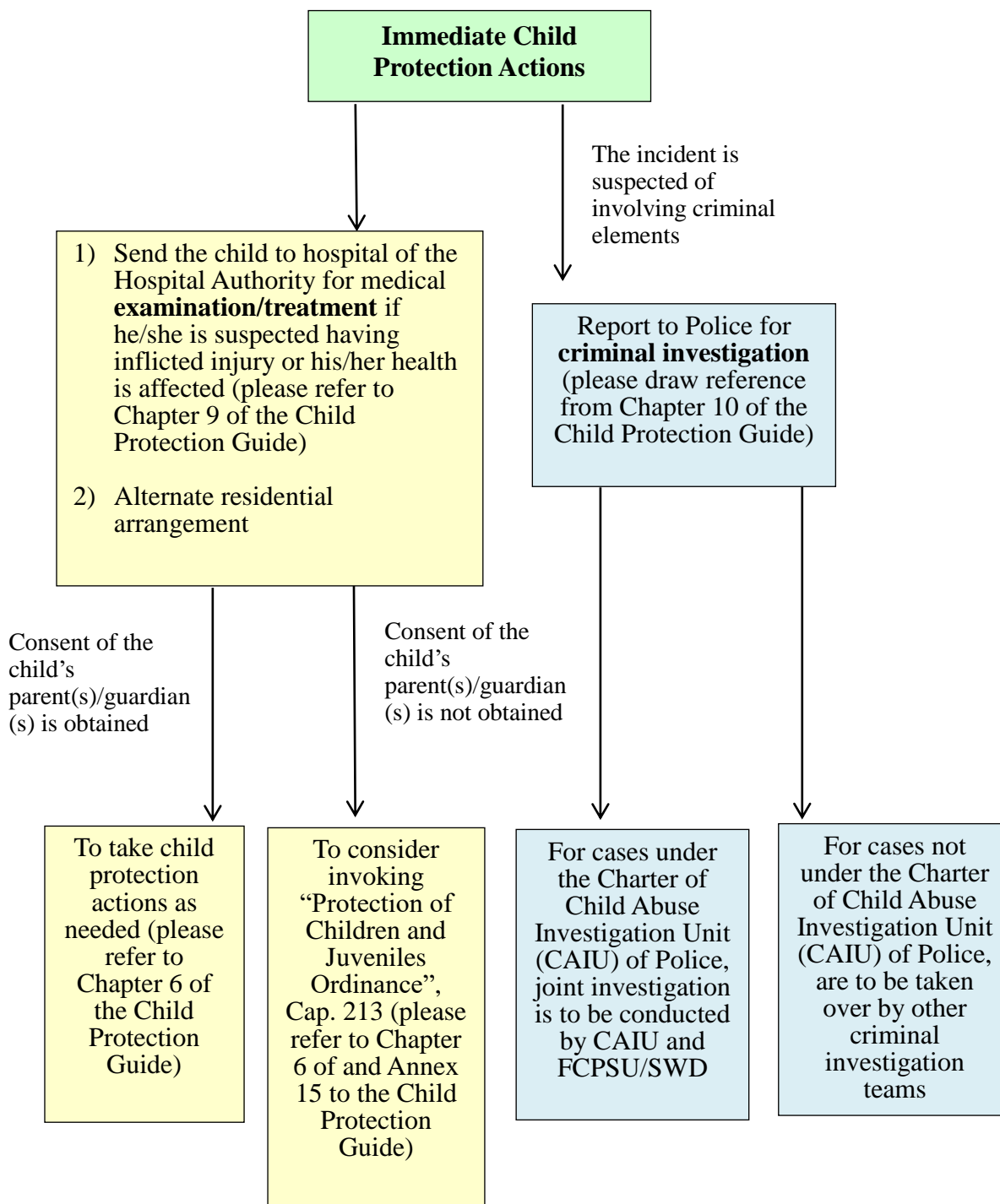
 List of Family and Child Protective Services Units of the Social Welfare Department (SWD)

The Hotline of Social Welfare Department		2343 2255
Family and Child Protective Services Units (FCPSUs)		
1. FCPSU (Central Western, Southern and Islands)	Room 2313, 23/F, Southorn Centre, 130 Hennessy Road, Wanchai, H.K.	2835 2733
2. FCPSU (Eastern/Wanchai)	Room 229, 2/F, North Point Government Offices, 333 Java Road, North Point, H.K.	2231 5858
3. FCPSU (Sham Shui Po)	G/F, Cheung Shan Wan Community Centre, 55 Fat Tseung Street, Kowloon	2247 5373
4. FCPSU (Kowloon City/Yau Tsim Mong)	Room 803, 8/F, Kowloon Government Offices, 405 Nathan Road, Kowloon	3583 3254
5. FCPSU (Kwun Tong)	Unit 2101, 21/F, Kwun Tong View, 410 Kwun Tong Road, Kowloon	3586 3741
6. FCPSU (Wong Tai Sin/ Sai Kung)	3/F, Wong Tai Sin Community Centre, 104 Ching Tak Street, Wong Tai Sin, Kowloon	3188 3563
7. FCPSU (Shatin)	Room 716, 7/F, Shatin Government Offices, 1 Sheung Wo Che Road, Shatin, New Territories	2158 6680
8. FCPSU (Tai Po/North)	4/F, Tai Po Complex, 8 Heung Sze Wui Street, Tai Po Market, New Territories	3183 9323
9. FCPSU (Tsuen Wan/Kwai Tsing)	21/F, Tsuen Wan Government Offices, 38 Sai Lau Kok Road, Tsuen Wan, New Territories	2940 7350
10. FCPSU (Tuen Mun)	4/F, On Ting/Yau Oi Community Centre, On Ting Estate, Tuen Mun, New Territories	2618 5614
11. FCPSU (Yuen Long)	G/F, Wah Yuet House, Tin Wah Estate, Tin Shui Wai, Yuen Long, New Territories	2445 4224

Conducting Initial Assessment and Immediate Child Protection Actions



Immediate Child Protection Actions and Investigations



Report Form (Sample for Reference)

Unit/Organisation responsible for initial assessment Name and address of Organisation/School

Mr/Ms XX,

Reporting of Suspected Child Maltreatment Case

Our organisation/unit identified a suspected child maltreatment case on _____ (Date)_____(Month)_____(Year) and has reported to your Organisation/Unit via phone on _____(Date)_____(Month)_____(Year). Case information is hereby enclosed for your reference and record:

A. Information of the child suspected to be maltreated and the family

Name : _____ Sex : ____ Date of Birth/Age : _____
Birth certificate/HKID No. : _____ Current whereabouts : _____
Class : _____ Language normally used : _____

Name of Father/Mother/Guardian : _____ Relationship : _____
Address : _____
Tel. No. : _____
Language normally used : _____

Whether preliminary information indicates immediate danger of the child :

1. Child has immediate danger of continual staying at home/the place he/she is now living : Yes/No
2. Child has immediate need for medical examination and treatment : Yes/No
3. Child has urgent need for statutory protection : Yes/No
4. Urgent report to Police for this suspected child maltreatment incident is needed : Yes/No

Any disability or special needs of the child : _____

The child and/or the family members concerned is/are known case(s) of social service unit(s) :

Yes

[please specify : Name of the Unit :

Name of the responsible social worker : _____]

Contact means :

No Unknown

B. Information of the Incident

- 1. Date/Time/Location of the incident : _____
- 2. Types of maltreatment suspected : Physical harm/Abuse Sexual Abuse
 Psychological harm/Abuse Neglect cannot be categorised
- 3. Name and HKID No. of the alleged perpetrator (if available) : _____
- 4. Relationship of the alleged perpetrator with the child : _____
- 5. Brief account of the incident : _____

For follow-up by your organisation/unit please. For enquiry, please contact Mr/Ms _____ (Name) on _____ (Tel. No.) at/during _____ (time convenient for contact).

(Name)
(Reporting Organisation/School)
Date : _____

----- ✂ -----

Reply

From : (Organisation/Unit receiving the report) (Fax No. :)
To : (Reporting Organisation/School) (Fax No :)
Date : (_____)

Reporting of Suspected Child Maltreatment Case

Our Organisation/Unit has received the captioned report.

- Social worker has conducted/will conduct initial assessment.
- The captioned case is a known case of (Organisation/Unit) , please contact the responsible social worker _____ (Tel. No. : _____) .

For enquiry, please contact (Name) on _____ .

(Name)
Post

(Confidential)

Report Form for Reporting Suspected Child Abuse Cases to Police

(to be completed by Informant and/or sent together with the Written Dated Notes (Appendix 8))

A. INFORMANT

Name: _____ Rank/Post: _____
Name of Agency: _____ Unit: _____
Address: _____
Tel. No.: _____ Fax No.: _____
Emergency contact Tel. No. outside office hours (for the use of this case only):

B. CHILD VICTIM

Name: _____ Sex: _____ Date of Birth: _____
HK Birth Certificate/Identity Card No.: _____
Address: _____
Present Location: _____ Tel. No.: _____
School: _____ Class: _____
Any Disability or Special Needs of the Child: _____
Language normally used: _____

C. PARENTS/CARER

Name: _____	Name: _____
H.K.I.D. No.: _____	H.K.I.D. No.: _____
Sex/Age: _____	Sex/Age: _____
Relationship: _____	Relationship: _____
Address: _____	Address: _____

Tel. No.: _____	Tel. No.: _____
(Home/Mobile)	(Home/Mobile)

Language Normally Used: _____

D. SIBLINGS

1. _____ 2. _____
(Name, Sex/Age)
3. _____ 4. _____
5. _____ 6. _____

E. INCIDENT INFORMATION

1. Date and Time of Incident: _____
2. Location of Incident: _____
3. Type of Abuse: Physical Sexual Psychological Neglect
(tick one or more) cannot be categorised

4. Narrative Description: _____
-
5. How the Informant is aware of the Information: _____
-
6. Any Known History of Similar Incident for the child victim: _____
-
7. Name/H.K.I.D. No. of Alleged Perpetrator: _____
-
8. Relationship of Alleged Perpetrator with Victim: _____
-
9. Name of Other Witness(es): _____
-
10. Other Agency/Government Department(s) Involved in Handling the Case of the child/family concerned: _____
-
11. Result of Child Protection Registry Check: _____
(If there are more than one incident, please use a separate sheet to provide the information.) _____
-

Signature : _____
Name : _____
Agency/Department : _____
Unit : _____
Tel. No. : _____
Date : _____

(Confidential)

Written Dated Notes

(This form is to be forwarded with the Report Form (Appendix 7) in making a report to Police)

- 1. File Reference: _____
- 2. Name of the Child: _____
- 3. Sex/Age of the Child (Date of Birth): _____
- 4. Family Members in brief: _____
- 5. Type of Abuse: Physical Sexual Psychological Neglect
 Other cannot be categorised
- 6. Information Collected:

Date/Time	Details

Signature : _____
Name : _____
Agency/Department : _____
Unit : _____
Tel. No. : _____
Fax No. : _____
Date : _____

(This Document may be submitted to Court as legal evidence)

Procedures in Handling Suspected Child Sexual Abuse Cases Involving School Staff as the Alleged Perpetrators

When any school staff is suspected to have sexually abused a student, the School Social Worker/designated personnel (e.g. responsible person of the school and Student Guidance Officer/Teacher/Personnel), the school authority, EDB and other government departments concerned should maintain communication in the following way:

1. Victim and alleged perpetrators from the same school

- (a) The School Social Worker/designated personnel should inform the school supervisor/principal of the abuse case and approach the Family and Child Protective Services Unit of the Social Welfare Department or the responsible investigation unit of the Police as soon as possible to work out appropriate handling procedures.
- (b) The school supervisor/principal should make reference to the risk assessment of the School Social Worker/designated personnel in providing appropriate support for the victim and considering other follow-up actions, e.g. finding out whether there are other victims of sexual abuse in the school and co-operating in investigation work.
- (c) The school should assign suitable personnel to take the necessary child protection action(s) and should notify without delay the child's guardian(s)/parent(s)/family/relative(s) about the progress of such actions and the safety of the child under circumstances, that will not pose further harm to the child.
- (d) The school supervisor/principal should notify EDB's relevant Regional Education Office/Joint Office for Kindergartens and Child Care Centres.
- (e) The relevant School Development Officer of the Regional Education Office or Service Officer of the Joint Office for Kindergartens and Child Care Centres may seek further advice from relevant professionals and make recommendations to the school on appropriate follow-up actions for the victim and the alleged perpetrators.
- (f) During the investigation process, the school should maintain its impartiality and avoid any conflict in interests/roles. The school personnel should not reach any private agreement of compromise with the staff involved, such as agreeing to terminate relevant investigations if the staff involved agrees to resign.

2. Victim and alleged perpetrators not from the same school

School of the victim

- (a) It is in the interest of other students in the school that the School Social Worker/designated personnel, upon consulting the Family and Child Protective Services Unit of the Social Welfare Department or the responsible investigation unit of the Police and obtaining the consent of the victim and his/her parents, should inform the supervisor/principal of the victim's school of the sexual abuse case. However, under the principle mentioned in paragraph 7(g) of this circular, even without the consent of the known victim and his/her parents, the sexual abuse case should still be reported to the supervisor/principal of the known victim's school to ensure the safety and interests of other students when there may be more than one victim in the same school.

- (b) The school supervisor/principal should then inform EDB's relevant Regional Education Office or Joint Office for Kindergartens and Child Care Centres and consult relevant professionals on the appropriate support for the victim in school and rendering other follow-up services.

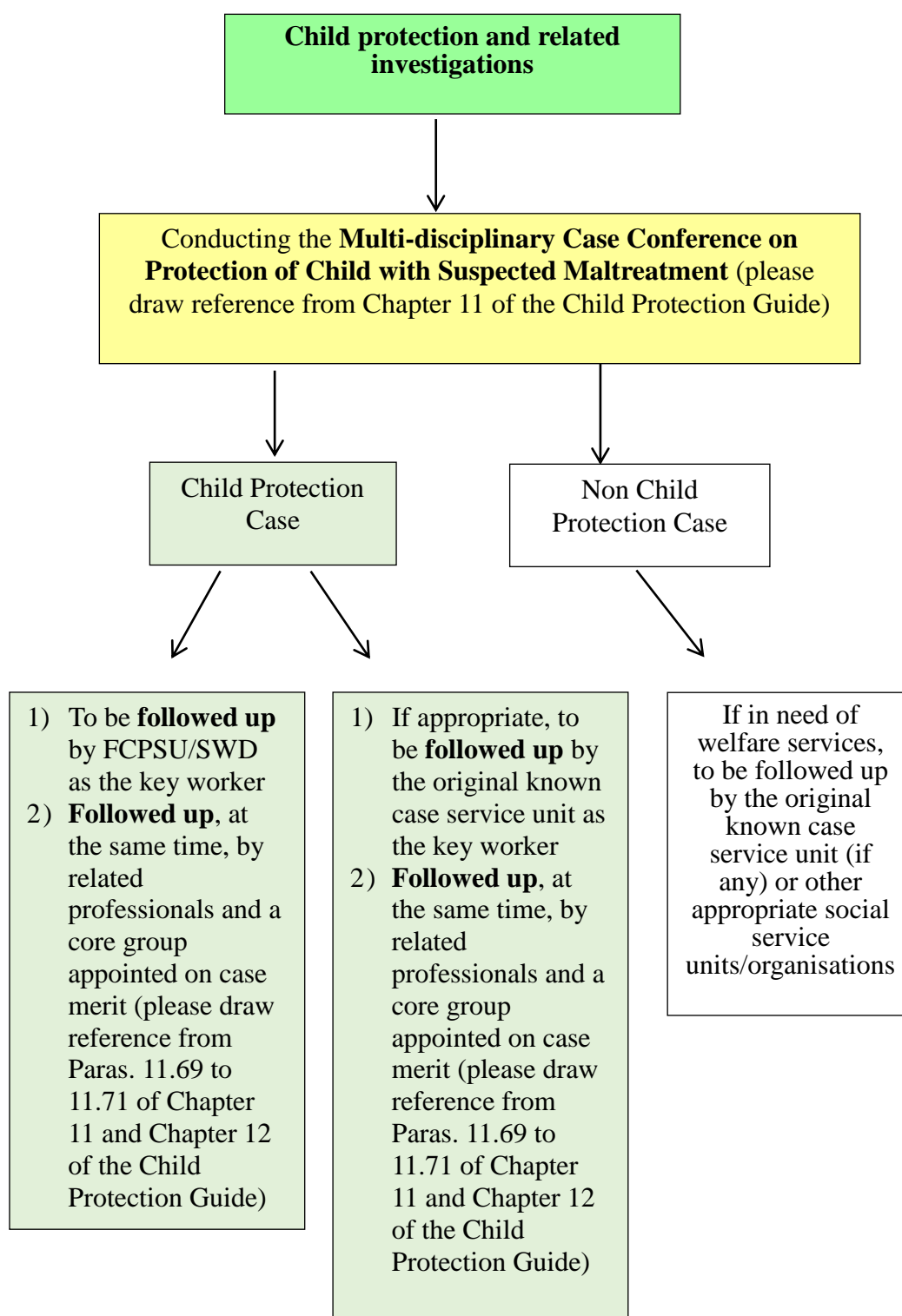
School of the alleged perpetrators

- (a) Upon consulting the Family and Child Protective Services Unit of the Social Welfare Department or the responsible investigation unit of the police, the School Social Worker/designated personnel should, through the supervisor/principal of the victim's school, notify EDB's Regional Education Office that supports the alleged perpetrator's school or EDB's Joint Office for Kindergartens and Child Care Centres.

- (b) The school supervisor/principal should make reference to the risk assessment conducted by the School Social Worker/designated personnel in considering follow-up actions in the school.

- (c) The relevant School Development Officer of the Regional Education Office or Service Officer of the Joint Office for Kindergartens and Child Care Centres may seek further advice from relevant professionals and make recommendations to the school on follow-up actions for the alleged perpetrators.

Conducting the Multi-disciplinary Case Conference on Protection of Child with Suspected Maltreatment (MDCC) and Follow-up Services



Time-table for Child Care Centres

(New Born to 1 year)

<p>8:00 a.m. – 8:45 a.m. Monday to Saturday</p>	<p>Admission Health Inspection Toileting Free Play</p>
<p>8:45 a.m. – 6:00 p.m. Monday to Friday</p> <p>8:45 a.m. – 1:00 p.m. Saturday</p>	<p>Feeding</p> <ul style="list-style-type: none"> • According to the food items and schedules detailed in paragraphs 6.3.1- 6.3.2 of Chapter 6 • Providing water / fruit juice between two feedings <hr/> <p>Toileting (changing diapers, toilet training & washing)</p> <ul style="list-style-type: none"> • Whenever required • Before and after feedings • After play <hr/> <p>Sleep</p> <ul style="list-style-type: none"> • Babies’ needs for sleep vary with age. When babies grow, their hours of sleep gradually decrease. • Babies generally should have 10 hours’ sleep at night. Apart from this, they need to take a short sleep in the morning and after lunch. The total no. of hours of sleep required during daytime are as follows: New born – about 10 hours Before 6 months – about 4 to 5 hours 6 months to 1 year – about 3 hours <hr/> <p>Play</p> <ul style="list-style-type: none"> • Apart from sleep, feeding and toileting, it is necessary to provide play activities for babies to facilitate their all round development. • Play activities include sensory training, gross motor / fine motor activities, music, story-telling, singing nursery rhymes, arts and crafts, toys, etc.

Time-table for Child Care Centres

(1 year to 2 years)

	Monday to Friday	Saturday
8:00 a.m. - 8:45 a.m.	Admission Health Inspection Toileting Free Play (Toys)	
8:45 a.m. - 9:30 a.m.	Breakfast Toileting	
9:30 a.m. - 10:15 a.m.	Play (Gross Motor Activities)	
10:15 a.m. - 10:45 a.m.	Toileting Morning Snacks (Fruits)	
10:45 a.m.- 11:30 a.m.	Play (Fine Motor Activities / Arts and Crafts / Music / Toys)	Play (Interest Activities / Special Activities)
11:30 a.m. - 12:15 p.m.	Toileting Lunch	
12:15 p.m. - 2:30 p.m.	Toileting Afternoon Nap	12:15 p.m.- 1:00 p.m. Free Play (Toys) Discharge
2:30 p.m. - 3:15 p.m.	Toileting Play (Gross Motor Activities)	
3:15 p.m. - 4:00 p.m.	Toileting Afternoon Snacks	
4:00 p.m. – 4:45 p.m.	Play (Story-telling / Nursery Rhymes / Conversation / Interest Activities) Toileting	
4:45 p.m. - 6:00 p.m.	Free Play (Toys) Discharge	

Ref: ED(SCH)K/1/84 (14)

Government of the HKSAR
Education and Manpower Bureau

30 June 2003

Education Bureau Circular No. 26/2003
(Formerly referred as EMB Circular No. 26/2003)
Improved Teacher to Pupil Ratio in Kindergartens

[Note: This circular should be read by –

1. Supervisors of All Kindergartens and Schools with Kindergarten Classes – for necessary action; and
2. Heads of Sections – for information]

Summary

This circular sets out the requirement of improving the overall teacher to pupil ratio in kindergartens to 1:15 starting from the 2003/2004 school year.

Details

2. To enhance the quality of kindergarten education and cater more effectively for the individual difference of pupils, the Government announced in the 2000 Policy Address to improve the teacher to pupil ratio in kindergartens to 1:15 by phases starting from the 2001/2002 school year.
3. With effect from the 2003/2004 school year, the minimum number of teachers required to be present and on duty in a kindergarten shall, in relation to the number of pupils present at any time in the kindergarten, be one teacher for every 15 pupils or part thereof. The method of calculating the minimum number of teachers required and some examples are illustrated at Appendix A.

Enquiries

4. For enquiries, please contact your School Development Officer.

Andrew C S POON
for Secretary for Education and Manpower

**Calculation and examples of the minimum number of teachers required
under the improved Teacher to Pupil Ratio with effect from the 2003/2004 school year**

Calculation of the minimum number of teachers required

$$\text{Minimum number of teachers required (N)} = \frac{\text{Total number of pupils present}}{15}$$

If N includes a fraction, it should be rounded up to the next whole number. The principal of the kindergarten can be counted as one of the teaching staff and at least one teacher has to be present in a class.

Example A

Level	Nursery		Lower Kindergarten			Upper Kindergarten			Total
Classroom Permitted Accommodation	32	32	35	35	20	36	36	20	246 (8 classrooms)
No. of pupils present	32	32	35	35	12 (whole-day)	36	36	14 (whole-day)	232 (8 classes)

$$\text{Minimum number of teachers required} = \frac{232}{15} = 16\#$$

Example B

Level	Nursery	Lower Kindergarten	Upper Kindergarten	Total
Classroom Permitted Accommodation	10	10	10	30 (3 classrooms)
No. of pupils present	6	7	8	21 (3 classes)

$$\text{Minimum number of teachers required} = \frac{21}{15} = 2\# \longrightarrow 3^*$$

rounded up to the next whole number

* the number required taking into account at least one teacher has to be present in a class

Ref: EMB(QA/KS)KE/8

Government of HKSAR
Education and Manpower Bureau

13 August 2003

Education Bureau Circular No. 28/2003

(Formerly referred as EMB Circular No. 28/2003)

Qualification Requirement for Newly Appointed Kindergarten Teachers

[Note: This circular should be read by –

1. Supervisors of All Kindergartens and Schools with Kindergarten Classes – for necessary action; and
2. Heads of Sections – for information]

Summary

This circular outlines the implementation arrangements of requiring all newly appointed kindergarten teachers to possess a Qualified Kindergarten Teacher (QKT) qualification as from 1 September 2003, the requirement of which has been announced in Administration Circular No. 27/2002 on “Qualifications and Training Requirements of Kindergarten Principals and Teachers”.

Details

2. With effect from 1 September 2003, all newly appointed kindergarten teachers are required to possess a QKT qualification or its equivalent. Serving untrained kindergarten teachers who have been issued a teaching permit before 1 September 2003 may continue to serve in respective kindergartens. However, they must obtain a QKT qualification or its equivalent, should they, on resignation or transfer, be re-appointed as teacher of another kindergarten.

3. To support the spirit of continuing education, serving untrained kindergarten teachers who are attending QKT training courses or have been admitted to QKT training courses in the immediate following school year would be allowed to take up teaching employment in another kindergarten on or after 1 September 2003 provided that they have met the prescribed requirement for being issued a permit to teach. Degree holders may be appointed as kindergarten teachers on condition that they must complete QKT training within two years unless with the approval of the Education and Manpower Bureau.

4. In light of the QKT qualification requirement, supervisors should ensure that new kindergarten teachers employed on or after 1 September 2003 should possess the required qualification. As kindergartens are required to employ 100% QKTs with effect from the 2004/05 school year, supervisors should arrange where necessary, their serving untrained teachers to attend relevant training courses as soon as possible.

Enquiry

5. For enquiries, please contact the Kindergartens and Support Section, Quality Assurance Division at 2892 6317 or 2892 5760.

Ms Jane CHENG
for Secretary for Education and Manpower

Ref: EDB(QA/KS)KE/38/1

Government of the HKSAR
Education Bureau

28 July 2009

Education Bureau Circular No. 10/2009
Qualification and Training Requirement of
New Kindergarten Principals

[Note: This circular should be read by
(a) Supervisors of Kindergartens/Kindergarten-cum-Child Care Centres and Schools with Kindergarten Classes - for action; and
(b) Heads of Sections - for information]

Summary

This circular reminds supervisors of the qualification and training requirement of new principals of kindergartens/kindergarten-cum-child care centres and schools with kindergarten classes (KGs) pursuant to the implementation of the Pre-primary Education Voucher Scheme (PEVS). This circular supersedes EDB Circular No. 27/2002.

Background

2. EDB Circular No. 1/2007 dated 22 January 2007 on “New Initiatives in Pre-primary Education”, available at <http://applications.edb.gov.hk/circular/upload/EMBC/EMBC07001E.pdf> stipulates that with effect from the start of the 2009/10 school year, all new principals are required to have a degree in early childhood education (BEd(ECE)) or its equivalent, one-year relevant post-qualification experience and completed a certification course before their appointment, or exceptionally within the first year of their appointment with prior approval from EDB.

Details

3. The new requirement will apply to those who are to be appointed as KG principals for the first time ever with effect from the 2009/10 school year. For more details, please browse information on EDB webpage at http://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/covering_note_e.pdf.

4. Supervisors are requested to note the above requirement. The list of approved courses is available for reference at EDB's webpage at https://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/free-quality-kg-edu/approved_course_list.pdf.

Enquiries

5. For enquiries, please contact the respective School Development Officers/Pre-primary Services Officers.

Tony TANG
for Permanent Secretary for Education

Minimum Academic Qualification Requirement of Permitted Teacher (PT)

- (I) PT teaching pupils undergoing nursery and kindergarten education ^(Note 1):
- (a) 5 subjects at Grade E in the Hong Kong Certificate of Education Examination, including both English Language (Syllabus A or B) and Chinese Language ^(Note 2) in not more than two sittings; or
 - (b) 5 subjects in the Hong Kong Diploma of Secondary Education Examination, including Level 2 in both English Language and Chinese Language and any combination of the following—
 - (i) Level 2 in New Senior Secondary subjects;
 - (ii) “Attained” in Applied Learning subjects (subject to a maximum of two Applied Learning subjects); and
 - (iii) Grade E in Other Language subjects in not more than two sittings.
- (II) PT teaching in a school offering other educational courses ^(Note 3), e.g. tutorial, commercial, language and computer courses:
- (a) 5 subjects at Grade E in the Hong Kong Certificate of Education Examination, including English Language (Syllabus B) or Chinese Language ^(Note 2) in not more than two sittings; or
 - (b) 5 subjects in the Hong Kong Diploma of Secondary Education Examination, including Level 2 in English Language or Chinese Language and any combination of the following—
 - (i) Level 2 in New Senior Secondary subjects;
 - (ii) “Attained” in Applied Learning subjects (subject to a maximum of two Applied Learning subjects); and
 - (iii) Grade E in Other Language subjects in not more than two sittings.

Note :

1. In respect of the qualification requirement for newly appointed kindergarten teachers, please refer to the [EDBC No.28/2003](#) for details.
2. For teacher registration purpose, Level 2 in English Language and Chinese Language attained in the 2007 to 2011 Hong Kong Certificate of Education Examination (HKCEE) are accepted as comparable to Grade E in English Language (Syllabus B) and Chinese Language attained in previous HKCEEs.
3. Private schools offering non-formal curriculum may have some exemptions subject to their compliance with conditions specified in the Education (Exemption) (Private Schools Offering Non-formal Curriculum) Order. For details, please refer to [Education Bureau Circular No. 7/2007](#).

15 June 2017

Education Bureau Circular No. 6/2017**Collection of Application Fee and Registration Fee, Admission of Students
and Provision of Information by Kindergartens**

[Note: This circular should be read by-

- (a) Supervisors and Heads of Kindergartens, Kindergarten-cum-Child Care Centres and Schools with Kindergarten Classes - for necessary action; and
- (b) Heads of Sections - for information.]

SUMMARY

This circular informs kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes (hereafter collectively referred to as KGs) of the arrangements in collecting application fee and registration fee, time for admission of students for the new school year and the obligation of providing information to parents. This circular supersedes Education Bureau (EDB) Circular No. 8/2016.

DETAILS***Application Fee and Registration Fee***

2. According to regulation 61(1) of the Education Regulations, KGs must first obtain the written approval of the Permanent Secretary for Education (PSEd) before collections of or adjustments to application fee and registration fee are made.

3. This circular serves as the written permission of PSEd to KGs for the collection of the following types of fee from **newly enrolled** students/children with immediate effect:

<u>Fees for Specific Purposes</u>	<u>Approved Ceilings</u>
(a) Application fee	\$40
(b) Registration fee	
(i) Half-day session	\$970
(ii) Whole-day session	\$1,570

4. Collections of the above fees **exceeding** the approved ceilings specified in paragraph 3 require the prior approval of PSEd. In this connection, your attention is drawn to regulation 61(1) of the Education Regulations. Under Free Quality Kindergarten Education Scheme, participating KGs are not permitted to collect application fee and registration fee exceeding the approved ceilings specified in paragraph 3.

5. In applying for collection of application fees above the approved ceiling specified in paragraph 3 above, KGs are required to provide reasonable justifications and relevant supporting documents to EDB. EDB will take into account the operation of individual KGs and their justifications in considering the applications. Applications without reasonable justifications or clear information will be rejected. All approvals are valid for **a period of three years**. Should KGs wish to continue to collect application fees above the approved ceiling after the approval period, they are required to submit a new application. For KGs permitted to collect application fee exceeding the approved ceiling, they are required to keep records of income and expenditure properly, ensure transparency of the collection and abide by relevant monitoring measures. Please visit the EDB website (www.edb.gov.hk/KGApplicationFee) for application details.

6. This circular or approval letter in case of any other amount exceeding the approved ceilings approved by PSEd should be displayed on the school notice board or at some other prominent places in the school premises. KGs should refer to regulation 67 of the Education Regulations to ensure compliance with the necessary requirements.

7. A contravention of the Education Regulations on collection of fees will jeopardize the interest of students and shall be guilty of an offence¹. KGs are required to take note of the content of regulations 101 and 102 of the Education Regulations in this regard.

8. When collecting the registration fee, KGs should follow the following provisos and make them clear to parents –

- (i) The registration fee may be collected only when a place has been offered by the school to a student/child.
- (ii) The registration fee must be refunded to any student/child who pays the registration fee and subsequently takes up the place within the first month of the school year concerned after receiving the first instalment of the school fee from the student/child, if any.
- (iii) The first instalment of the school fee must not be collected before 1st August (if the new school year starts in September) or before 1st July (if the new school year starts in August). For the collection of school

¹ Any person who is guilty of an offence under the Education Regulations shall be liable on conviction to a fine of \$50,000 and to imprisonment for one year.

fees, KGs should comply with the rules and regulations promulgated in EDB Circular No. 16/2013.

- (iv) Any student/child who has paid the registration fee when offered a school place but subsequently decides not to take the place shall be considered as having forfeited the fee.

Admission of Students

9. Some KGs have been admitting students of nursery classes for the next school year at the beginning of the school year. It is widely recognized by the kindergarten profession that early recruitment of students will create undue pressure on young children. **Therefore, KGs should not start the recruitment procedure which involves nursery class applicants (e.g. interviewing the children applicants) for the next school year earlier than November each year,** so as to avoid any undesirable effect on young children.

Provision of Information

10. As required under section 86A(2) of the Education Ordinance, KGs shall include the registration number assigned by PSEd to the school in the advertisement they publish, including any leaflets to be distributed.

11. To enable parents to have a better understanding about the operation of the KGs and to make informed choices when choosing school for their children, KGs should take positive action to provide parents with the relevant school information in leaflets, notices and admission application forms, etc. The information should include, among others, basic information of the KG, estimated number of vacancies for application, approved school fees (or the proposed school fees if the new school fees are pending approval), other approved charges and a list of school items/paid services and their prices. If the prices of the school items/paid services for the new school year are not yet available, KGs should provide the prices for the existing or past school year for reference. A list of the relevant school information to parents is attached at **Appendix** for reference. For KGs joining the Free Quality Kindergarten Education Scheme, the admission application forms should be in both Chinese and English. English version of the relevant information should be available as appropriate.

ENQUIRY

12. For enquiries, schools may contact their respective School Development Officers/ Services Officers.

C S WOO
for Permanent Secretary for Education

List of School Information to be provided to Parents

- (1) Name of kindergarten and registration number
- (2) Registered school address
- (3) Total Permitted Accommodation
- (4) Estimated number of vacancies for application for each class/course
- (5) Amount of school fee (per instalment) of each class/course and number of instalments
(if school fees for the new school year are not yet available, KGs should provide the proposed school fees for reference²)
- (6) Participation in the Free Quality Kindergarten Education Scheme
- (7) Other approved charges (e.g. application fee, registration fee and meal charges)
- (8) List of school items sold and/or paid services provided with the price of each individual school item/service
(if the prices for the new school year are not yet available, KGs should provide the prices for the existing or past school year for reference)
- (9) Other information:
 - (a) Total area of school premises
 - (b) Number of registered classrooms
 - (c) Teacher-to-pupil ratio
 - (d) Facilities
 - (e) School website
 - (f) Means for enquiry (e.g. telephone number, fax number or email address)

² For the 2017/18 school year, i.e. the first year for KGs to join the Free Quality Kindergarten Education Scheme, KGs joining this Scheme should provide the estimated range of school fees for parents' reference.

Ref.: EDB(KGA)/KE/44/2

Government of the HKSAR
Education Bureau

30 September 2013

Education Bureau Circular No. 16/2013**Collection of Fees, Sale of School Items
and Provision of Paid Services in Kindergartens**

[Note: This circular should be read by-

- (a) Supervisors and Heads of Kindergartens, Kindergarten-cum-Child Care Centres and Schools with Kindergarten Classes - for necessary action; and
- (b) Heads of Sections - for information.]

SUMMARY

This circular recapitulates the prevailing rules and regulations on collection of fees in kindergartens, kindergarten-cum-child care centres and schools with kindergarten classes (hereafter collectively referred to as “KGs”), and sets out more detailed guidelines for the sale of school items and provision of paid services to students. Education Bureau (EDB) Circular No. 18/2000 is hereby superseded.

DETAILS***Collection of School Fees***

2. As provided in the Education Regulations, no changes in the number of instalments and the amount of inclusive fees shall be made without the written approval of the Permanent Secretary for Education. KGs shall, therefore, collect school fees according to the approval as stated in the Fees Certificate issued by the EDB. KGs should keep conspicuously exhibited a Fees Certificate in the premises of the school. They should also inform parents of any approved amount in school fees or any approved alternate arrangement as soon as possible to avoid misunderstanding and complaints.

3. KGs are reminded that in principle, the school fees collected should cover all expenses directly related to the teaching and learning activities, school operation and maintenance of the education services of the KG. KGs should not charge parents separately

for such expenses incurred on top of the school fees. The expenditure items which should be covered by school fees are listed at **Appendix 1**. The list has been uploaded onto EDB website (http://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/about-preprimary-kindergarten/guidelines/items_covered_by_sch_fee_e.pdf) and will be reviewed as and when necessary.

Collection of Registration Fees and Application Fees

4. For the collection of registration fees and application fees, KGs should comply with the rules and regulations promulgated in EDB Circular No. [4/2014](#).

Sale of School Items and Provision of Paid Services

5. KGs may conduct trading operations at school for the sale of school items and provision of other paid services to students. To safeguard the interests of parents and students, KGs should observe the guidelines set out at **Appendix 2** to ensure that trading operations are properly conducted and avoid any cause for complaint arising therefrom. The guidelines are also available on EDB website (http://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/about-preprimary-kindergarten/guidelines/trading_guidelines_e.pdf) and would be updated as and when necessary. In particular, KGs' attention is drawn to the following principles:

- (a) No purchase of school items or acceptance of paid services should be compulsory. KGs should inform parents in writing that the acquisition of such items or services is entirely voluntary;
- (b) KGs should inform parents in writing the charges, quantity and description of each school item/ paid service to enable parents to make an informed choice for their children;
- (c) The items to be sold or the services to be provided should be solely for teaching and learning purposes;
- (d) Expenses on regular learning activities for all students as well as items such as students' handbooks, attainment records, teaching aids, etc., which are necessary for the operation of the school, should be covered by the operating expenses. Parents should not be charged for these items;
- (e) No profit should be generated from the sale of textbooks;
- (f) Profit from the sale of school items and provision of paid services, if any, should not exceed the profit limit of 15% of the cost price at which they are purchased from the suppliers; and
- (g) Proper books of account should be kept which must reflect all sales and purchases and provision of paid services.

ENQUIRY

For enquiries, KGs may contact their respective School Development Officers/
Services Officers.

Ms Hera CHUM
for Permanent Secretary for Education

List of Items to be Covered by School Fees

The following items should be covered by the operating expenses of the school. Parents should not be charged for these items separately.

- (a) Salaries (including payment for supply teachers), provident fund, mandatory provident fund, long service payment of teaching and non-teaching staff employed
- (b) The remuneration of school supervisors
- (c) Rent and management fees, rates and government rent for the KG/ KG-cum-CCC premises
- (d) Furniture and equipment for school and education purposes
- (e) Teaching aids such as library books, reference materials and worksheets for teachers and students
- (f) Expenses on repairs, maintenance and improvement works of the KG/ KG-cum-CCC premises including installation of air-conditioners, double-glaze windows and exhaust fans, maintenance contract, inspection fees for maintaining fire, gas, electrical installation and building safety
- (g) Water and electricity (including air-conditioning) charges, telephone line, fax line and internet service charges
- (h) Cleaning fees (including cleaning contract and the provision of cleaning facilities to students)
- (i) Expenses on printing, paper, teachers' stationery and other consumables for teaching activities
- (j) Postage charges and publications
- (k) Insurance premium and expenses on first aid and fire safety equipment
- (l) Audit fees and other service charges in connection with school administration
- (m) Transportation fees for school administration purposes
- (n) Expenses on regular learning activities for all students, conducted either inside or outside the school premises (these should include expenses for birthday parties, graduation ceremony, school outing, picnics and visits.)
- (o) Items such as student handbooks, profiles, student portfolios, graduation certificates and identity cards, etc which are necessary for the operation of the school
- (p) Other expenses directly related to the teaching activities, school operation and maintenance of the standard of education service for educational purposes

**Guidelines on Sale of School Items and Provision of Paid Services
in Kindergartens, Kindergarten-cum-Child Care Centres
and Schools with Kindergarten Classes (KGs)**

Guiding principles

- (1) No purchase of school items or acceptance of paid services should be compulsory. KGs should inform parents in writing that the acquisition of such items or services is entirely voluntary;
- (2) The items to be sold or the services to be provided should be solely for teaching and learning purposes; and
- (3) Expenses on regular learning activities for all students as well as items such as students' handbooks, attainment records, teaching aids, etc., which are necessary for the operation of the school, should be covered by the operating expenses. Parents should not be charged for these items.

Disclosure of information

- (4) An adequate description of the items for sale and paid services provided (including charges and quantity) should be made available for parents so that they can exercise discretion as to whether to acquire these items/ paid services from external sources or decline the offer if they wish to. For school uniforms, for example, schools should ensure that the materials selected for the uniforms are of a type, quality and colour generally available in the market. The design and measurements of the uniforms and specimens of the materials to be used should be made available for inspection by parents who make their own arrangements for the provision of the uniforms.
- (5) If items for sale are made up in packages (e.g. exercise books), each item should be made available for sale separately throughout the year. The charges, quantity and description of each item should be listed out clearly so that parents can select individual item or service required.
- (6) KGs should take positive action to inform parents through various means such as leaflets, notices or admission application forms, charges of school items/ paid services to be sold/ provided in the current/ new school year to enable parents to make informed choices for their children. As comprehensive information of school items or paid services of the current/ new school year may not be available at the time of recruitment of students, KGs are strongly advised to provide parents with relevant information of the previous school year for reference.

- (7) KGs should inform parents in writing of the refund arrangement in case the student withdraws from the KG before the commencement of the new term.
- (8) The “Sales of Textbooks” account should be made available to parents and the public upon request, or put on the Internet.

Collection of payment

- (9) KGs should give parents sufficient time to consider whether or not to purchase the school items or accept the paid services provided.
- (10) KGs should avoid charging parents in one lump-sum for the whole package of items or the services required for the whole school term (for example, fee for tea and snacks) so that parents may choose to replenish the items or retain the services in the middle of the year.
- (11) KGs should not collect charges from parents for any goods or services before May of each year.

School items and services for acquisition

- (12) Items for the exclusive use of students in one particular KG (e.g. items bearing special insignia) should be kept to the minimum. KGs, which use exercise books printed with the school name and/ or crest, for example, should permit their students to use exercise books of comparable size, quality and layout which are on sale at stationery shops.
- (13) Subject to sound educational practice, the types of items and paid services for students’ learning purposes should be kept to the minimum. Some common examples of school items and paid services sold/ provided by KGs to students are tabulated below for reference:

School Items	Paid Services
Textbooks and exercise books	School bus services
School uniforms and school bags	Interest classes
Tea and snacks	Activities outside regular school hours
Stationery	
Supplementary learning materials	
Bedding items	

Limits of Profits generated

- (14) Items and paid services should be sold or provided at the minimum feasible price and should not be above the market price.

- (15) No profit should be generated from the sale of textbooks.
- (16) Profit from sale of exercise books, school uniforms, stationery and other items (other than textbooks) should not exceed the profit limit of 15% of the cost price at which they are purchased from the suppliers. The profit limit of 15% should also cover paid services provided to students.

Books of accounts

- (17) KGs must keep proper books of accounts, which must reflect all sales and purchases of school items and provision of paid services.

Procurement of goods and services

- (18) When handling procurement of goods and services, KGs have to observe the principles of openness, fairness and competitiveness. While KGs are given flexibility in formulating their own procurement policy, they are required to establish a set of proper procedures for procurement and competitive bidding that are line with the guidelines set out below.

- (19) Specifically, KGs should –

- (a) invite bid/ quotation from a sufficient number of suppliers or contractors for items or services to be purchased on a fair basis;
- (b) maintain proper records of the procurement/ quotations, including full names of the suppliers/ service providers contacted, reasons for their selections and details of the quotations received;
- (c) take measures to prevent leakage of or tampering with quotation information;
- (d) draw up predetermined assessment criteria for the award of service and works contracts if price is not the only consideration;
- (e) require all staff involved in procurement duties to declare any current or future connection that they or their families have with the suppliers/ service providers by signing an undertaking and declaring their interest when conflict of interest arises; and
- (f) establish a clear segregation of staff function, for example, the staff obtaining quotations and the staff accepting the offer for that purchase should not be the same person.

- (20) To mitigate the risks of abuse and corruption, KGs are encouraged to make reference to the “Best Practice Checklist – Procurement” issued by the Independent Commission Against Corruption via the hyperlink below:

http://www.icac.org.hk/filemanager/en/Content_1031/procurepractices.pdf

Acceptance of advantages and donations

- (21) KGs should refer to EDB Circular No. [14/2003](#) for the principles and points to note on acceptance of advantages or donations by schools and their staff.
- (22) Where an arrangement is made with any trading operator/ supplier and a discount or block sum of money is received, such discount or block sum of money should be entered into the school accounts as an item of income. KGs are also required to record, in an inventory, any advantages received from suppliers in the form of goods or items of equipment.

16 March 2022

Education Bureau Circular No. 3/2022
Acceptance of Advantages and Donations by Schools and their Staff

【Note: This circular should be read by:

- (a) Supervisors/Principals of all schools for necessary action; and
- (b) Heads of Sections – for information】

Summary

This circular lays down the relevant basic principles and provides administrative guidelines to schools, school managers and school staff¹ on the acceptance of advantages² and donations, and other integrity requirements, and reminds schools to review from time to time their relevant policies and guidelines in accordance with the Prevention of Bribery Ordinance (POBO) (Cap. 201) and put them in place accordingly. This circular supersedes Education Bureau (EDB) Circular No. 14/2003 issued on 28 March 2003.

Details

2. Responsible for school management and being the employer of their staff, the school management authorities³ have the responsibility to formulate policies and issue clear guidelines for their schools, school managers (including the school supervisors) and staff on the acceptance of advantages and donations to ensure that the schools are being managed and operated in a fair and just manner in administration areas including procurement of goods and services, acceptance of donations and conferment of naming rights, and student admission, appointment and promotion of staff. As schools have a strong influence on students, the school management authorities should set themselves as role models. They should promote a fair and just atmosphere in schools and should also ensure that individual staff members and the schools are in every way above suspicion of improper acts or doubtful practice. School managers, teachers and other staff are expected to have a high standard of integrity by the community.

¹ School staff refer to both the teaching and non-teaching staff directly employed by schools.

² Interpretation of advantages is set out at [Appendix 1](#).

³ According to the Education Ordinance (Cap. 279), school management authorities refer to the school supervisors (applicable to schools without incorporated management committees (IMCs)) and the IMCs (applicable to schools with IMCs).

Section 9 of the POBO (Cap. 201)

3. Under Section 9 of the POBO (Cap. 201), it is an offence for any agent (employee) to accept, without the approval of his/her principal (employer), an advantage as an inducement to or reward for doing or not doing an act in relation to the employer's business. The person who offers the advantage shall also be guilty of an offence.

4. As far as schools are concerned, school management authorities, as the employer, have the responsibility to decide what advantages may or may not be accepted by their managers and staff in relation to school business. School management authorities should also note that other persons (such as parents, goods/services suppliers) should also be guilty of an offence under the POBO (Cap. 201) if they offer advantages to individual staff with the intention of influencing the school business dealings. While nothing in the POBO (Cap. 201) prohibits the exchange of advantages between private individuals which is not in connection with the business dealings of schools, school management authorities should require their managers and staff to decline any offer of advantages if the acceptance affects their objectivity in performing their duties or will likely lead to the perception or allegation of impropriety or conflict of interest.

Formulation of relevant policies on acceptance of advantages and donations

5. School management authorities and principals with delegated approving authority (please see paragraph 19 below for details) should formulate clear policies for schools on acceptance of advantages and donations, including the criteria for accepting advantages and donations by schools, school managers and staff, procedures and authority for approval, relevant accountability mechanism and monitoring procedures in accordance with the contents and coverage of the POBO (Cap. 201). School management authorities should ensure that their school managers, staff and other related persons understand such policies and put them in place accordingly. In parallel, schools should adopt a sound monitoring and control system, maintain proper records and conduct periodic inspections so as to eliminate chances of corruption. For schools in receipt of government subventions, as their funding mainly comes from public money, they should make public their measures which are drawn up in accordance with the POBO to prevent favouritism, malpractice and corruption.

6. School management authorities should formulate policies to require their school managers and staff to handle internal and external school businesses in an open, fair, transparent and competitive manner, particularly those concerning nominations and selections, as well as procurement of goods/services from suppliers/contractors.

7. School management authorities should set the criteria on acceptance of advantages and donations for their school managers and staff. In principle, school management authorities should not allow their school managers and/or staff to solicit any advantages. An improper approval given to school managers or staff to accept lavish, unreasonably generous or frequent entertainment may be subject to criticism from the public. However, if school management authorities, after due consideration, decide to give blanket permission for individual school managers or staff to accept gifts from parents, colleagues, students or alumni on special occasions such as graduation ceremony, retirement, resignation, they should set maximum cash value for such gifts and make it known to all related parties. In this connection, the school management authorities should request the staff concerned to provide information on the gifts they accept, e.g. the estimated value of the gifts, the donors and special circumstances of the acceptance.

8. Schools are required to give prudent consideration with regard to the acceptance of advantages and donations. In principle, schools should seek approval from their school management authorities for accepting any advantages and donations. In making approval decisions, school management authorities must take into account the implication of accepting advantages and donations on schools in various aspects, including whether the acceptance will put the schools in a position of obligation to the donors, or make the schools ultimately transfer part/all the cost of donations to parents, or even bring the schools into disrepute. Schools should not accept any advantages or donations if the acceptance will jeopardise the interests of students or tarnish the school reputation.

Points to note on procurement of goods/services and acceptance of donations and conferment of naming rights

9. Schools should procure goods/services from suppliers/contractors through open, fair and competitive quotation/tender and ensure that the quality, price, safety and other specifications of the selected goods/services have complied with the publicised criteria.

10. Schools should include bribery clauses in their official documents such as invitations to tender/quotation and contracts of procurement of goods/services, specifying that suppliers/contractors are prohibited from offering advantages to school staff who are involved in the dealings. To prevent favouritism and malpractice or impropriety of individual staff, school management authorities should not allow the following:

- (a) discount, commissions or gifts offered by suppliers/contractors to an individual rather than to the school;

- (b) payments for the use of school premises or facilities to an individual rather than to the school; and
- (c) privileges for school managers, teaching or non-teaching staff by suppliers/contractors (such as vacation packages and other entertainments).

11. In particular, school management authorities should give careful consideration when deciding whether to accept advantages/donations from suppliers/contractors and should watch out for the following:

- (a) they should imply no commitment to continue to use the goods/services of that supplier/contractor or in any way to restrict the freedom of the school or students to obtain the best goods/services at the lowest possible price.
- (b) they are NOT ALLOWED to accept any donations or any form of benefits from textbook publishers or textbook retailers (such as teaching aids or supplementary teaching resources, floral baskets, scholarships and prizes) to avoid increasing the cost of textbooks or having any influence on the choice of textbooks. For details about handling the donations/provision of free learning and teaching resources from textbook publishers, please refer to the prevailing EDB Circular Memorandum.

In principle, schools should not accept donations from suppliers/contractors. Schools may consider accepting donations from suppliers/contractors only under very exceptional circumstances with compelling reasons. Any advantages offered by suppliers/contractors must be used for purposes directly benefiting students (such as offering a greater discount on prices). Special approval should also be obtained from the school management authorities in advance, which should be recorded on file with reasons for acceptance stated for inspection.

12. In addition, if schools accept donations for naming their specified “assets” (such as school facilities, funds, trees) after the donors, the school management authorities should also comply with the principles for acceptance of donations aforementioned.

Points to note on handling personnel matters and school businesses

13. School management authorities should not permit schools or their staff to solicit or accept advantages in the following school business dealings:

- (a) the admission or promotion of students (registration fees approved by the EDB are not regarded as advantages);

- (b) the conduct of any test or examination (approved official payments are not regarded as advantages);
- (c) the appointment or promotion of school staff; and
- (d) nominations of teachers or students for courses of training, overseas study trips, scholarships or other academic awards.

14. School management authorities should require their school managers and school staff to declare to school the details of interests involved in any situations where they or their connections (including their family members and other relatives, personal friends, associations, clubs and societies to which they belong, any other groups of people with whom they have personal or social ties, and any person to whom they owe a favour or to whom they may be obligated in any way) have an interest, financial or otherwise, in any matter under consideration by the school or in any company or organisation which has or likely to have business dealings with the school. On receipt of any disclosure of interests, school management authorities should consider whether the school managers or school staff concerned should be withdrawn from participating in further consideration of the matter for which the conflict arises. School management authorities are also required to properly record any declarations or disclosures made and necessary measures taken to avoid any actual or perceived conflict of interest. The “Guidelines on Handling Conflict of Interest” are set out at Appendix 2.

15. School management authorities should prohibit unauthorised disclosure of any classified information (e.g. students’ personal data, questions for admission tests, questions for internal examinations, tender/quotation information) by school staff, and prohibit retired/resigned staff from using or taking advantage of any classified information obtained in the course of their official duties.

16. To properly manage conflict of interest arising from outside duties of school staff, school management authorities should devise a school-based personnel management policy governing outside work of school staff, including criteria of granting approval and disciplinary actions for misconduct, provided that the policy does not violate any regulations and rules of the EDB (e.g. the Education Ordinance (Cap. 279), Education Regulations (Cap.279 sub. leg. A) and Codes of Aid (if applicable)), and should also keep all approval records of outside work in a register. Approval should not be granted if the outside employment is likely to give rise to conflict of interests or adversely affect the normal duties of staff.

17. Additionally, school management authorities should not permit their staff to charge private tuition fees from students of the same school or pay substitute teachers

for replacing them when they are on sick leave, and should remind their teaching staff (for secondary schools) that the Hong Kong Examinations and Assessment Authority prohibits serving members of its subject or moderation committees to work in tutorial schools. The teaching staff who have previously served on the moderation committees should not publicise such experience if they are allowed to take up appointments in tutorial schools.

18. Separately, school management authorities should also remind their staff to avoid any potential or perceived conflict of interest in performing their daily duties or when dealing with students/parents. For example, even if school staff intend to recommend fee-charging courses, activities or services provided by individual private organisations to students in light of their genuine need, they should first declare to their school and state the reasons for such recommendation before doing so notwithstanding that they do not have any private interests involved with the organisation. Relevant records should also be properly kept. Staff should make it clear to students/parents that participation in any course, activity or service is entirely voluntary. However, school staff, in principle, should not refer students to fee-charging courses, activities or services provided by private profit-making organisations such as tutorial schools.

Delegation of approving authority

19. The School Management Committees (SMCs)/Incorporated Management Committees (IMCs) of aided schools, caput schools and schools under Direct Subsidy Scheme (DSS) are required to take note of the following when considering the delegation of approving authority:

- (a) To streamline monitoring procedures and enhance efficiency, SMCs/IMCs may delegate the approving authority to the supervisor or principal over requests from staff for the acceptance of advantages and actions to be taken upon any declared conflict of interest. However, approval to principals over the acceptance of advantages and the resolution of declared conflict of interest can only be granted by the SMCs/IMCs.
- (b) SMCs/IMCs are held accountable for all decisions made under delegated authority, whether the application is approved or not.
- (c) SMCs/IMCs should make the delegation of authority in writing and limit the delegation to specific types of advantages. They should also require the delegated authorities to submit regular reports on how the authority has been exercised.

- (d) It rests with SMCs/IMCs to decide on the acceptance of donations by schools and this responsibility should not be delegated to the school principal. If for any reason the SMC/IMC considers that it is necessary to delegate this authority, clear guidelines and criteria should be set and the school principal should be required to report at regular intervals any donations accepted and the reasons for the acceptance.
- (e) SMCs/IMCs are required to, in case of delegating approving authority, lay down guidelines or code of conduct setting out the school's policy on acceptance of advantages and explaining, with the types of advantages illustrated, the circumstances under which staff may or may not accept these advantages, as well as other integrity requirements for their staff. A sample code of conduct for school staff is available for download on the [EDB's thematic webpage](#) with the path set out in paragraph 25 below.

Points to note on administrative and accounting arrangements for schools in receipt of government subventions⁴

20. All donations to schools should only be used for school and educational purposes. Donations with intended purposes should only be used for those designated purposes unless with prior consent from the donors.

21. Schools in receipt of government subventions should appropriately reflect the donation income and expenditure in accordance with the EDB's requirements. Government schools should observe the financial guidelines issued by the EDB. For aided/caput schools, they are required to record the donations in the subscription/general funds account. DSS schools, kindergartens under the Kindergarten Education Scheme as well as private schools under which they are required to prepare audited accounts in the formats prescribed by the EDB and schools under the English Schools Foundation that have signed a Service Agreement with the EDB should disclose the donations in the relevant Statement/Note of the audited accounts. Remaining schools should reflect the relevant income and expenditure in the audited accounts/financial statements according to their prevailing accounting standards.

22. Aided/caput schools should seek permission of the Permanent Secretary for Education before accepting donations if such acceptance results in additional recurrent expenditure. Normally, the EDB will not agree to schools' acceptance of donations that will incur additional recurrent government expenditure.

⁴ Including aided, government, caput schools, DSS schools and kindergartens under the Kindergarten Education Scheme.

Enquiries and complaints in relation to corruption prevention

23. The Corruption Prevention Department (CPD) of the Independent Commission Against Corruption (ICAC) provides tailor-made corruption prevention services for individual schools upon request. Supervisors and principals of schools may contact CPD (telephone number: 2526 6363) direct for any enquiries or service requests on corruption prevention.

24. Any allegation or suspicion of corruption in schools should be referred immediately to the Operations Department of the ICAC (telephone number: 2526 6366).

Reference materials

25. Schools can access or download the following relevant reference materials on the EDB webpage via this path: EDB webpage (www.edb.gov.hk) > School Administration and Management > Financial Management > Notes to School Finance > References on Acceptance of Advantages and Donations by Schools and Their Staff.

- (a) The Prevention of Bribery Ordinance (Cap. 201);
- (b) Best Practice Checklist – Governance and Internal Control in Schools;
- (c) Sample Code of Conduct for School Staff;
- (d) Sample Code of Conduct for School Managers;
- (e) Declaration of Conflict of Interest for School Staff;
- (f) Declaration of Conflict of Interest for School Managers;
- (g) Report on Advantages Received for School Staff;
- (h) Report on Advantages Received for School Managers;
- (i) Sample Notice to Parents regarding Policy on Acceptance of Advantages by School Managers or Staff;
- (j) Sample Letter to Suppliers or Contractors regarding Policy on Acceptance of Advantages by School Managers or Staff;
- (k) Examples of Conflict of Interest Situations for School Staff;
- (l) Examples of Conflict of Interest Situations for School Managers;
- (m) Sample Register of Donations Received by Schools;
- (n) Application of Outside Employment for School Staff;
- (o) Best Practice Checklist – Management of Donations for Naming Rights;
- (p) Corruption Prevention Toolkit on Kindergartens' Operations; and
- (q) Sample Code of Conduct for Managers and Staff of Kindergartens.

Circulation in school

26. Since the prevention of bribery is very important in school administration, schools should annually circulate this circular to all their staff who are required to sign to indicate that they have read and understand it. Schools are also required to circulate this circular to all members of their management authority. Regarding government schools, their civil service staff are required to comply with sections 3 and 4 of the POBO (Cap. 201) as well as relevant guidelines and stipulations for civil servants, in addition to taking actions with reference to those stated in the above paragraphs.

Enquiry

27. Schools may contact the CPD of ICAC on telephone number 2526 6363 direct for enquiries on prevention of bribery. For enquiries on school administration, please contact the respective Senior School Development Officer/Senior Service Officer.

Dr Verena LAU
for Secretary for Education

Interpretation of Advantages

According to section 2 of the Prevention of Bribery Ordinance (Cap.201), “advantage” means:

- (a) any gift, loan, fee, reward or commission consisting of money or of any valuable security or of other property or interest in property of any description;
- (b) any office, employment or contract;
- (c) any payment, release, discharge or liquidation of any loan, obligation or other liability, whether in whole or in part;
- (d) any other service, or favour (other than entertainment), including protection from any penalty or disability incurred or apprehended or from any action or proceedings of a disciplinary, civil or criminal nature, whether or not already instituted;
- (e) the exercise or forbearance from the exercise of any right or any power or duty; and
- (f) any offer, undertaking or promise, whether conditional or unconditional, of any advantage within the meaning of any of the preceding paragraphs (a), (b), (c), (d) and (e), but does not include an election donation within the meaning of the Elections (Corrupt and Illegal Conduct) Ordinance (Cap. 554), particulars of which are included in an election return in accordance with that Ordinance.

Guidelines on Handling Conflict of Interest

1. School management authorities should put in place proper procedures to require all school personnel, including school managers and staff, to declare any conflict of interest that might influence, or appear to influence, his/her judgement in discharging his/her duties.
2. When fulfilling their respective roles and functions in the school, school staff should be advised to:
 - refrain from handling school matters or making a decision or taking part in making a decision in matters which may have conflict with their private interest;
 - refrain from acquiring any investment or financial interests which may lead to conflict of interest with their roles and functions in the school;
 - decline to provide assistance, advice or information on school matters to their relatives, friends, or any associations/club/societies of which they are members, any other groups of people with whom they have personal or social ties, and any person to whom they owe a favour or to whom they may be obligated in any way, when this may result in the recipients having an unfair advantage over other persons/organisations; and
 - familiarise themselves with the rules and guidelines on conflict of interest.
3. A declaration of conflict or perceived conflict of interest should be made in writing, preferably on a standard form (sample of standard form is on EDB webpage), or recorded in the notes of meeting as appropriate. Records of such declarations should be duly kept.
4. In daily operation, as circumstances or events warrant, the persons concerned should draw other members' attention to their perceived conflict of interest. When such a situation arises, the school management authority, or the school head as appropriate, should decide whether the person disclosing an interest shall be required to abstain from the duty assigned, or to abstain from the deliberation and decision on the subject. If it is decided the person concerned should continue to discharge the duties, the considerations should be properly documented and, as and when necessary, there should be sufficient monitoring by senior staff or a second party to ensure impartiality.

Child Care Centre Special Incident Report

Appendix 26

(this shall be submitted within 3 calendar days, including public holiday(s), after the incident)

Note: please tick as appropriate and submit the supplementary sheet/a customised report with relevant information together with this form.

To: Child Care Centres Advisory Inspectorate (CCCAI) of the Social Welfare Department (Note 1)

(Fax no.: 2591 9113 and email: ccaienq@swd.gov.hk)

(Enquiry no.: 3184 0804)

[Attn: _____ (Name of inspector)]

Name of child care centre _____

Name of centre-in-charge/superintendent _____

Contact no. _____

Date of incident _____

Type of Special Incident

(1) Unusual death/repeated injuries of a child; or other incident resulting in death/serious injury of a child

incident happened in the centre and the child concerned was sent to hospital for treatment/ died after being taken to hospital
please specify: _____

the child committed/attempted suicide in the centre and was sent to hospital for treatment/ died after being taken to hospital

other unusual death/injury, please specify: _____

receiving a summons issued by the Coroner's Court to attend the inquest to give evidence (please attach a copy of the summons and provide details on the supplementary sheet)

(a) has not/ has reported the case to the police
reporting date and reference no.: _____

(b) police inspection date and time (if applicable): _____

(2) Missing of a child requiring police assistance

the child left the centre unnoticed

the child was found missing during activities outside the centre

during home leave going out on his/her own during activities organised by the centre

date of reporting to the police and reference no.: _____

(a) child was found on _____ (dd/mm/yyyy)

child is not yet found and has been missing for _____ days since the missing day

(b) please specify the medical history of child: _____

(3) Established/suspected child abuse (Note 2)

physical abuse psychological abuse neglect sexual abuse/indecent assault

others (please specify: _____)

(a) established case suspected case

(b) identity of abuser/suspected abuser/perpetrator
 staff child visitor
 others (please specify: _____)

(c) has/ has not referred to social worker
please specify the referral date and respective service unit if referral is made:

(d) has/ has not reported the case to police
reporting date and reference no.: _____

(4) Dispute in the centre requiring police assistance
 between children between child(ren) and staff between child(ren) and visitor(s)
 between staff between staff and visitor(s) between visitors
 others (please specify: _____)
date of reporting to police and reference no.: _____

(5) Serious medical/drug incident
 child(ren) is/are admitted to hospital for examination or treatment after taking wrong drug(s)
 child(ren) is/are admitted to hospital for examination or treatment after missing a dose or an overdose
 child(ren) is/are admitted to hospital for examination or treatment after taking proprietary/non-prescription drug(s)
 others (please specify: _____)

(6) Other special incidents affecting the operation of the centre/children
 suspension of power building defects or structural problems fire outbreak
 suspension of water supply flood/landslip/unknown gas leakage/other natural disasters
 others (e.g. serious incidents involving staff), please specify: _____

(7) Others (e.g. serious data breach or incidents that may draw media attention)
 please specify: _____

Information of the Child and his/her Family Members/the Staff Concerned

Name of child _____ Age/Sex _____ Room and/or bed no. _____

the guardians/family members/relatives/staff concerned/referring worker/other persons involved contacted (Note 3) (One or more could be reported)
name(s) and relationship(s) _____
date and time _____
respective staff and post _____

No guardians/family members/relatives/staff concerned/referring worker/other persons involved contacted
reason(s) _____

Signature of informant	_____	Post	_____
Name	_____	Date	_____

Note 1

Please inform the following service units of the Social Welfare Department (SWD) at the same time if the centre is subvented by the SWD.

- (1) Subventions Section (fax no.: 2575 5632 and email: suenq@swd.gov.hk)
- (2) Rehabilitation and Medical Social Services Branch (fax no.: 2893 6983 and email: rehabenq@swd.gov.hk) / Family and Child Welfare Branch (fax no.: 2833 5840 and email: fcwenq@swd.gov.hk)

Note 2

For the definition of child abuse, please refer to Chapter 2 ‘Definition and Types of Child Maltreatment’ of Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised April 2020).

Note 3

The children/family members/staff concerned or other parties involved should be informed of the “special incident” on the premise that personal privacy is addressed.

Child Care Centre Special Incident Report (Supplementary Sheet)

(this supplementary sheet/a customised report with relevant information shall be submitted with the Special Incident Report)

Name of centre	_____		
Date of incident	_____	Time of incident	_____
Name of child concerned	_____	HKBC/HKIC no.	_____
Medical history of the child concerned (if applicable)	_____ _____ _____		

Details/Occurrence of the Special Incident

_____ _____ _____ _____ _____ _____ _____

Follow-up Actions Taken by the centre [including but not limited to making relevant treatment arrangements, conducting multi-disciplinary case conferences, formulating care plans for the child(ren) concerned, adopting measures to protect other children, responding to concerns/enquiries of outside parties (e.g. concern groups, District Councils, Legislative Council, etc.)] and/or Suggestions or Measures to Prevent the Recurrence of Similar Incidents

_____ _____ _____ _____ _____ _____
--

Signature of informant	_____	Post	_____
Name	_____	Date	_____

Installation of CCTV Surveillance Systems at Residential Child Care Centres and
Formulating Relevant Monitoring Policies and Mechanisms

Progress Report

Operator / NGO : _____

Name of the centre : _____

Date of installing the system : _____

1	Purpose of using CCTV surveillance system
2	Locations and areas of CCTV cameras installation
3	Names and posts of all management and reviewing staff using and monitoring the CCTV surveillance system and monitors (including real time and post-record monitoring)
4	Implementation details of monitoring and viewing CCTV surveillance system (includes viewing the extracted CCTV footage and time as well as clearly defining the duties of staff responsible, making records of viewing the CCTV footage, reviewing details of the supervising staff in the process, etc.)

5	Security arrangements of the CCTV
6	Arrangements for record storage, transfer and disposal
7	Arrangements in notifying staff, service users and the public concerning the CCTV surveillance system
8	Others (if applicable)

(Operator / NGOChop)

Signature of Operator /
 NGO's Person-in-charge : _____

Name of Operator /
 NGO's Person-in-charge : _____

Telephone no. : _____

Date : _____