

學前機構辦學手冊

Operation Manual for Pre-primary Institutions

教育局 社會福利署
Education Bureau
Social Welfare Department

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Foreword

The Government has always recognised the importance of 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 from new born to below 3 years 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 to mark the new development of pre-primary services. The operation manual provides a comprehensive guide to help operators understand the statutory requirements as well as the respective 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 teaching 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 areas 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.

The 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. We would like to extend our thanks to the aforesaid sector representatives and Government Departments for their valuable contributions to the compilation of the operation manual.

For enquiries on the operation manual, please contact the Joint Office for Kindergartens and Child Care Centres, Education Bureau (address: Rm 2507-09, 25/F, Hopewell Centre, 183 Queen's Road East, Wan Chai, Hong Kong; telephone: 3107 2197; fax: 3107 2180; email: jopkc@edb.gov.hk).

An electronic version of the operation manual has been uploaded onto the Education Bureau homepage (website: <http://www.edb.gov.hk/index.aspx?nodeID=175&langno=1>).
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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 two types of pre-primary institutions: child care centres and kindergartens.
Child Care Centres	Institutions providing services for children under the age of 3 years according to the Child Care Services Ordinance (Hong Kong Law Chapter 243). (Website of the ordinance: www.legislation.gov.hk/eng/home.htm)
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: www.legislation.gov.hk/eng/home.htm)

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.

Chapter 1

Premises Design

1.1 Location

For all pre-primary institutions

- 1.1.1 Where possible, location of pre-primary institutions should be situated away from busy streets to minimize the risk of traffic accidents and the effects of environmental noise pollution.
- 1.1.2 To ensure that children gain easy access to the pre-primary institutions, they should, ideally, be located on the ground floor or the podium floor.
- 1.1.3 Pre-primary institutions must not be situated in any part of an industrial building, over any godown, 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)
- 1.1.4 Pre-primary institutions must not be located above ground floor level in a non-purpose built building, unless two independent means of escape are provided for the exclusive use of the occupants of the pre-primary institutions. If independent means of escape are not provided, 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

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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,

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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.
- 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 Child Care Centre” is at Appendix 2.
- 1.3.13 The “Recommended Schedule of Accommodation for a 6-classroom Kindergarten” is at Appendix 3.

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

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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)

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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 two / children who stay in the centre overnight / children who are aged two or above and attend the centre for more than four hours each day should be provided with individual beds and appropriate bedding. For non-residential children over the age of two, 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.

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- 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 Product Standards Information Bureau 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: psib@itc.gov.hk; website: <http://www.itc.gov.hk/en/quality/psis/about.htm>). Copies of the standards stipulated in the aforesaid ordinances are available at the Product Standards Library (same address as above) for public reference.
- 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.

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- 2.2.3 Physical play equipment should be age appropriate. The shape 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: <http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/phy-act-in-kg.pdf>)
- 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.

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- 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 basins is about 500 mm from floor to rim.
- 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 two 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 change

the towels daily. 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 two 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

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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 should be about 20 m². The minimum size of a kitchen should be about 10 m² to cater for 50 children. 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 two 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

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height and a wash basin should also be provided. First aid box should be 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 Laundry

For child care centres

- 2.8.1 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 1.1.4 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 should 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 1 year 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)

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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: <http://www.hkfsd.gov.hk/eng/source/licensing/premises.htm>)

- 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: <http://www.hkfsd.gov.hk/eng/source/licensing/premises.htm>)

- 3.2.3 The fire services installations and equipment should be inspected by a registered fire services installation contractor at least once every twelve months. Lists of all classes of Registered 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: <http://www.hkfsd.gov.hk/eng/cert.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 (ventilation works category) at intervals not exceeding 12 months.

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- 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. 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 should ensure the participation of all staff and children in fire drills which should be carried out at least once every six months and arranged to include the use of all exits for

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evacuation from the premises. 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.

Original version of Aug 2006

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 five years.

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

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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: http://www.emsd.gov.hk/emsd/eng/pps/electricity_pub.shtml)

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.

3.5 Floors and Walls

For all pre-primary institutions

3.5.1 Floors and walls should be kept clean and dry at all times. Floor surfaces should be non-slippery and without any crack. Sharp edges or corners on stone pillars or walls should either be rounded smooth 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 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.

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- 3.6.3 Children from new born to six 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. Clothes, towels, diapers, etc. should not be put on cots to avoid the danger of suffocating babies. 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.
- 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 Two contains the website of Innovation and Technology Commission and information for enquiries of safety standard of products and the relevant ordinance).
- 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.

Original version of Aug 2006

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 rules:

- Depending on the nature of individual activities, children should keep an appropriate distance from one another.
- 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 a playing equipment.
- Notice should be given to the partner before getting off a seesaw.
- While there are children on the swing equipment, other children should not run into and stay in the designated boundaries around the swing of the swinging equipment.
- When riding bicycles / driving small cars, children should cycle / drive in the same direction.
- Children should not chase one another around the swimming pool while in water play.

Original version of Aug 2006

- 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. 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 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 Education Bureau's "Guidelines for Ensuring the Safety of Pupils on School Transport Vehicles". (Website: <http://www.edb.gov.hk/en/student-parents/safety/sch-bus-services/index.html>)

Revised in Dec 2014

3.8.2 The aforesaid guidelines are also applicable to hired care services.

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. Proper arrangements should be made for children who cannot join the said activities because of the lack of parental consent.

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

3.9.5 For swimming and play activities in the swimming pool, pre-primary institutions may refer to the guidelines on swimming for children set out in paragraph 3.10 of the “Kindergarten Reference Materials-Physical Play” (refer to relevant extract in Appendix 10).

3.9.6 When organising picnics, outings and visits, kindergartens should make

reference to the safety precautions set out in paragraph 3.4.1 (2.f) on extra- curricula activities and organised outings of the “School Administration Guide” of the Education Bureau.

(Website: http://www.edb.gov.hk/attachment/en/sch-admin/regulations/sch-admin-guide/SAG_E.pdf)

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.

(Please see the Security Measures in Schools set out in paragraph 8.3.1 of the “School Administration Guide” of the Education Bureau.

(Website: http://www.edb.gov.hk/attachment/en/sch-admin/regulations/sch-admin-guide/SAG_E.pdf)

Revised in Dec 2014

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 / Education Bureau issues annual circular to alert pre-primary institutions of the proper arrangements during inclement weather.
- 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:
<http://www.legislation.gov.hk/eng/home.htm>)

Revised in Mar 2008

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, 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 or Registered Medical Practitioner for consultation. Referral of the child to the Child Assessment Centre or other specialist clinics for early assessment and proper services can then be arranged if necessary.

(Website of Maternal and Child Health Centres:

http://www.fhs.gov.hk/english/centre_det/maternal/maternal.html)

4.1.3 If children show signs of abuse, e.g. poor growth, feeling fatigued easily, unstable emotion, abnormal behaviour, etc. pre-primary institutions should refer to the Education Bureau Circular No. 1/2012 at Appendix 11

Revised in Dec 2014

(Website: <http://applications.edb.gov.hk/circular/upload/EDBC/EDBC12001E.pdf>) to take action according to the guidelines stated in the “Handling Child Abuse and Domestic Violence Cases” published by the Social Welfare Department or to seek assistance from the Family and Child Protective Services Units of the Social Welfare Department immediately.

(Website of the regional offices of 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 Appendix of the aforesaid Education Bureau Circular No. 1/2012 for details,

- 4.1.4 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 12.

(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

- 4.1.5 Under normal circumstances, there is no need for babies to take body temperature every day when they arrive at the centre. If necessary, traditional mercury thermometers covered with a plastic sheath / ear thermometers with a probe cover / disposable thermometers covered with a plastic jacket can be used. Extreme caution should be taken to avoid breakage of mercury thermometer.

- 4.1.6 Apart from the physical examination mentioned in paragraph 4.1.4 of this chapter, children of residential child care centre must be medically

Revised in Dec 2014

examined by a Registered Medical Practitioner at least once every six months after admission. The physical examination form is at Appendix 12.

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

- 4.1.7 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 13.)
- Medical History
Including all information of past illnesses.
(The Health Record Form is at Appendix 13.)
- Report on Physical Examination
The physical examination form mentioned in paragraphs 4.1.4 and 4.1.6 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.

Original version of Aug 2006

- Immunization Record

Each child should be immunized against diphtheria, whooping cough, poliomyelitis, tetanus, tuberculosis, measles, rubella, mumps and hepatitis B at the appropriate age. Immunization is available at any Maternal and Child Health Centre run by the Department of Health (Website of the Maternal and Child Health Centres:http://www.fhs.gov.hk/english/centre_det/maternal/maternal.html). 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.

(Programme of Immunization is at Appendix 14.)

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 disease, 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

Revised in Mar 2008

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: http://www.chp.gov.hk/files/pdf/guidelines_on_prevention_of_communicable_diseases_in_schools_kindergartens_kindergartens_cum_child_care-centres_child_care_centres_8.pdf)

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 an outbreak of infectious diseases is suspected or some children / staff show common symptoms of diseases, institutions should report to the Department of Health and Social Welfare Department / Education Bureau without delay. To facilitate the immediate follow-up action by the Department of Health, institutions should notify the Department of Health by telephone first and follow by a formal notification to the Department of Health and Social Welfare Department / Education Bureau by the submission of the report of infectious diseases (see Appendix 15).

(Refer to “Guidelines on Prevention of Communicable Diseases in Schools/

Kindergartens/Kindergartens-cum-Child Care Centres/Child Care Centres
Website: http://www.chp.gov.hk/files/pdf/guidelines_on_prevention_of_communicable_diseases_in_schools_kindergartens_kindergartens_cum_c_hild_care-centres_child_are_centres_8.pdf,

Regulation 41 of the Child Care Services Regulations and Regulation 53 of the Education Regulations)

- 4.3.4 “Infectious Diseases” refer to the diseases listed in the First Schedule of the Quarantine and Prevention of Disease Ordinance, including tuberculosis, acute poliomyelitis, bacillary dysentery, amoebic dysentery, chickenpox, cholera, dengue fever, diphtheria, food poisoning, Influenza A (H5, H7, H9), Japanese encephalitis, legionnaires’ disease, leprosy, malaria, measles, meningococcal infections, mumps, paratyphoid fever, plague, rabies, relapsing fever, rubella, scarlet fever, severe acute respiratory syndrome, tetanus, typhoid fever, typhus, viral hepatitis, whooping cough, yellow fever, and any other diseases which the Department of Health may declare so.

(Website for the Quarantine and Prevention of Disease Ordinance:

<http://www.legislation.gov.hk/eng/home.htm>)

- 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 Public Health and Disease Surveillance on the Department of Health website: <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 an 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 16)

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 17)

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.

- 4.4.2 The Director of Social Welfare / Permanent Secretary for Education shall have power to require any employee / every teacher to have an X-ray examination once a year.

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

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

Revised in Mar 2008

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 not intended to 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 have completed a course in first aid and holds a valid first aid certificate. In kindergartens, two 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 (Website: <http://www.stjohn.org.hk/en/index.shtml>) or Hong Kong Red Cross (Website: <http://www.redcross.org.hk/home.cfm?langId=1&Ver=G>)

Chapter 5

Sanitation

5.1 Environmental Hygiene

For all pre-primary institutions

- 5.1.1 The premises must be well-ventilated.
- 5.1.2 Clean the floors /carpets regularly and keep the floor surfaces dry.
- 5.1.3 Remove stagnant water and dirty water in the saucers of potted plants. Change the water in flower vases regularly.
- 5.1.4 Keeping pets is not recommended.
- 5.1.5 Clean the furniture, equipment and toys regularly.
- 5.1.6 Change bed sheets, quilt covers, pillow cases, etc for children weekly. Keep children's blankets, quilts and pillows clean at all times.
- 5.1.7 Observe the key points on hygiene of children toilets in paragraph 2.3 of Chapter 2.
- 5.1.8 Clean all parts of the kitchen regularly, including the exhaust fans, dining utensils / cooking appliances and all kitchen equipment.
- 5.1.9 Water for drinking, cooking and washing must be supplied from the mains or any other approved source.

Original version of Aug 2006

- 5.1.10 All garbage receptacles must be kept covered and clean. Dispose of refuse properly.
- 5.1.11 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

- 5.1.12 Children's diapers, potties, bath sinks and diaper-changing benches must be kept clean at all times.
- 5.1.13 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 cold sterilisation 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 short;
 - 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 / disposing of articles

Original version of Aug 2006

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 to observe personal hygiene, such as to wash hands immediately before eating and after using the toilet / cleaning up respiratory secretions / 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 To prevent spreading / transmitting infectious diseases, children and staff must take heed of keeping their hands clean. The following steps for proper hand washing are suggested by the Department of Health:

- Wet hands under running water;
- Apply liquid soap and rub hands together to make a soapy lather;
- Away from the running water, rub the fingers, areas around the finger tips, the front and the back of hands as well as the wrists for at least 10 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.

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;
- Store cooked foods carefully;
- Reheat cooked foods thoroughly;
- Avoid contact between 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 Schools/Kindergartens/Kindergartens-cum-Child Care Centres/Child Care Centres” published by the Department of Health (Website: http://www.chp.gov.hk/files/pdf/guidelines_on_prevention_of_communicable_diseases_in_schools_kindergartens_kindergartens_cum_child_care-centres_child_care_centres.pdf)

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 food provided for children should be based on the Food Pyramid, with grains and cereals as the primary food source, supplemented by a large quantity of vegetables and fruits, a suitable quantity of dairy products and food with protein and minimal 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 or preserved food such as bacon, ham, sausage, barbecue meat, canned food, etc are not suitable for children.
- 6.1.4 Meat and eggs should be thoroughly cooked before serving.
- 6.1.5 Bony fish and shell seafood are not suitable for children.
- 6.1.6 Food with damaged packages, beyond expiry date or without proper labeling should not be provided for children.

Original version of Aug 2006

- 6.1.7 Apart from providing a healthy diet for children with minimal 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 as snacks or rewards.

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 is not recommended. Attention should be given to the texture, colour and taste of food.
- 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 salt gravy / sauce are not suitable for children.
- 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 must be peeled and cut into pieces 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.

Original version of Aug 2006

- 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 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)
- 6.2.12 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.
- 6.2.13 Children should be taught good table manners and good eating habits.

Revised in Mar 2008

6.2.14 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.

6.2.15 To ensure that children develop healthy living habits, meals should be taken at the appropriate 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 three full meals (breakfast, lunch and dinner) a day with morning and afternoon snacks in between.

6.2.16 Before preparing milk, child care workers should wash their hands thoroughly with liquid soap. Use boiled water to prepare milk and make sure that the milk manufacturer's directions are followed. Milk prepared in advance should be stored in the refrigerator and unused milk should be discarded on the same day.

6.2.17 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: http://www.chp.gov.hk/files/pdf/guidelines_on_prevention_of_communicable_diseases_in_schools_kindergartens_kindergartens_cum_child_care-centres_child_care_centres_4.pdf)

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

Revised in Dec 2014

<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
Depending on individual needs, multi-vitamin and vitamin C drops as daily supplement may be given to babies according to instructions of pediatrician / nutritionist.	

*Breast milk is the perfect food for babies because it provides all the essential nutrients that meet babies' needs for the first 6 months of life.

6.3.2 6 months to 1 year old

Generally, babies about 6 months of age are physiologically and developmentally ready for solid food. Add only minimal quantity of seasoning such as sugar, salt and oil when cooking.

<u>Food Items</u>	<u>Amount / day</u>
Milk (*Breast milk / Infant Formula)	210-240 ml each time and 3-4 times / day
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

<p>Fresh fruit juice / mashed fruit / minced fruit</p>	<p>1-2 tablespoons to 60ml fresh fruit juice</p> <p>1-2 tablespoons to half piece of fruit</p> <p>Start with diluted fresh fruit juice by adding 2-3 times amount of boiled water, then gradually reduce the added proportion of boiled water and finally introduce mashed fruit / minced fruit if baby tolerates well.</p>
<p>Minced meat (chicken, pork, fish, **beef)</p> <p>OR</p> <p>Hen's egg (egg yolk first and then **egg white)</p>	<p>1-2 times / day</p> <p>½ teaspoon each time, gradually increase to 1 tablespoon minced meat / egg yolk / whole egg (1 tablespoon = 1 no. egg yolk = ½ no. whole egg approximately)</p> <p>Maximum 1 no. egg yolk / day or ½ no. whole egg / day</p>
<p>Mashed / minced vegetables (Choi Sum, Pak Choi, spinach, winter melon, marrow, carrots, cauliflower, etc.)</p>	<p>1-2 times / day</p> <p>1-3 tablespoons each time</p>
<p>Depending on individual needs, multi-vitamin and vitamin C drops as daily supplement may be given to babies according to instructions of pediatrician / nutritionist.</p>	

*Breast milk is the perfect food for babies because it provides all the essential nutrients that meet babies' needs for the first 6 months of life.

**Beef and egg white are common allergens. Babies should be given chicken, pork, fish and egg yolk first. Adults should observe babies for any allergic reaction after giving beef / egg white to them.

6.3.3 1 to 6 years old

<u>Food Items</u>	<u>Amount / day</u>		
	<u>1-2 years</u>	<u>2-4 years</u>	<u>4-6 years</u>
Oatmeal / Rice / Noodle / Rice noodle / Spaghetti / Macaroni / Crackers (avoid excessive sweet crackers) (½ medium size bowl rice / noodle / oatmeal=1 piece of bread =1 medium size bowl of congee =4 crackers)	1-2 medium size bowl	1½-2 medium size bowl	2-3 medium size bowl
Fresh fruit (orange, tangerine, apple, pear, banana, etc.)	½-1 no.	1-2 no.	2 no.
Vegetables (Choi Sum, spinach, Pak Choi, runner bean, bean sprouts, winter melon, marrow, carrots, cauliflower, tientsin cabbage, etc.)	2-3 tael (80-120g)	3-4½ tael (120-180g)	4½-6 tael (180-240g)
Meat (chicken, pork, fish, beef, hen's eggs) (1 tael of meat = 1 no.egg)	1-2 tael (40-80g)	1½-2½ tael (60-100g)	2½ -3 tael (100-120g)

Milk (fresh milk / reconstituted milk / #soya milk) / other dairy products (1 cup of milk =1 piece of cheese=160 ml yoghurt)	2-3 cups of milk (480 ml-720 ml)	2 cups of milk (480 ml)	2 cups of milk (480 ml)
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#Regular soya milk contains less calcium than fresh or reconstituted milk. If children take soya milk, they should take other source of food rich in calcium, e.g. dark green vegetables, sesame, bean curd, Woodear, etc.

6.3.4 An ideal breakfast should provide 1/4 of the daily total energy while lunch and dinner should each contribute 1/3, and mid-meals (snacks) should provide the rest of a child's daily calories. As children usually have a small stomach capacity, it is difficult for them to meet their nutritional requirements by consuming only three meals a day. Therefore, children may consume a moderate amount of healthy food 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 ##6-8 glasses of fluid including water, juice, milk and 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.

##1 glass = 8 fluid ounces = 237 ml

Adequate intake of water for children aged 1-3 and 4-8 are 1.3 litre / day and 1.7 litre / day respectively.

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- 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 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 license. Both the licensed food factories and the sub-contractors have to observe additional licensing conditions that have been enforced by the Food and Environmental Hygiene Department with effect from 13 January 2006. Enquiries about control

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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/cgi-bin/fehldnew/licence/ecsvread.pl?field1=List+of+Licensed+Food+Factories+Approved+to+Supply+Lunch+Boxes&field2=&field3=&field4=&order_by=field4&order=abc&page=0

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 proper way to arrange group meals in pre-primary institutions environmentally friendly.

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

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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

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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.

- 7.2.2 Regarding the developmental characteristics of children aged 0 to 6, reference can be made to Appendices 1 and 2 of the “Guide to the Pre-primary Curriculum” published by the Curriculum Development Council.

(Website: http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/pre-primaryguide-net_en.pdf)

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 to 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 Teaching themes for the year should be planned in advance. The themes should be related to seasons of the year, children's interests, daily life experience, current news and affairs, 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. 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.);

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- Routine training (ways to get along with people, living habits, self-care skills, 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; and
- Activities on language, early mathematics, science / general knowledge 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.

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, toys on floor, 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 refer to the Curriculum Development Council's "Guide to the Pre-primary Curriculum"
(Website: http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/pre-primaryguide-net_en.pdf)
- 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 around themes. Emphasis should not be placed solely on activities for intellectual development. Activities requiring children to do mechanical drills on reading, writing 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. Individual or small group teaching should be arranged to cater for children's differences in age, aptitude and personality.

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- 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 textbooks, 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 language games, gathering of information, reading story books, small experiment, 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. 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 A Study on Chinese Handwriting at the Kindergarten Level in Appendix 5 of the Curriculum Development Council's "Guide to the Pre-primary Curriculum"
- (Website: http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/pre-primaryguide-net_en.pdf)

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7.4.5 In view of children's needs to develop proficiency in their mother tongue at the pre-primary stage, the medium of instruction should be children's mother tongue. 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 <http://www.language-education.com/>). When organising activities for children to learn the second language, the activities should be:

- developmentally appropriate;
- authentic;
- led by teachers with accurate pronunciation and wordings;
- 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 strenuous written exercises.

7.4.6 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 assignments 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.

- 7.4.7 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).
- 7.4.8 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 “Guide to the Pre-primary Curriculum” compiled by the Curriculum Development Council.

(Website: http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/pre-primaryguide-net_en.pdf)

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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 yrs	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 and Manpower 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

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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 fourteen 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

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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) for the list of training courses for qualified kindergarten teachers and child care workers recognized by the Education Bureau and the Social Welfare Department)

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

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

(Refer to the Education Bureau Circular No.10/2009 “Qualification and Training Requirement of New Kindergarten Principals” at Appendix 21(B) for the list of training courses meeting the requirements of the framework of the Certificate in Early Childhood Education recognised by the Education Bureau and the Social Welfare Department)

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

For kindergartens

- 8.2.3 Teachers’ professionalism is central in enhancing the quality of education. In providing fee subsidy for parents to meet towards school fees for kindergarten education of their children through the Pre-primary Education Voucher Scheme, the Education Bureau also provides financial support for serving principals and teachers of all kindergartens for professional upgrading between the 2007/08 and the 2011/12 school years. The policy targets of the Education Bureau are as follows:

- all serving kindergarten teachers to obtain the Certificate in Early Childhood Education qualification by the end of the 2011/12 school year;

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- all new principals from the 2009/10 school year to have a bachelor degree in early childhood education, one-year post-qualification experience and to have completed a certification course before, or exceptionally within the first year of, their appointment; and
- serving principals and aspiring principals are expected to complete the certification course by the end of the 2011/12 school year, and all serving principals are encouraged to obtain the bachelor degree of early childhood education.

Refer to Appendix II “Professional Upgrading of Kindergarten Principals and Teachers” of the Education Bureau Circular No. 1/2007. List of approved courses for course fee reimbursement from the Education Bureau has been uploaded on the Education Bureau homepage.

(Website: <http://applications.edb.gov.hk/circular/upload/EMBC/EMBC07001E.pdf>)

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

<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 2507-09, 25/F, Hopewell Centre, 183 Queen’s Road East, Wanchai, Hong Kong. Tel: 3107 2197) or downloaded from: <http://www.edb.gov.hk/index.aspx?nodeID=175&langno=1>).

(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 School Registration and Compliance Section: Rm 1416, 14/F, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong ; Tel: 2892 6335).

(Website : <http://www.edb.gov.hk/index.aspx?nodeID=113&langno=1>)

(Address of Joint Office for Kindergartens and Child Care Centres: Rm 2507-09, 25/F, Hopewell Centre, 183 Queen's Road East, Wan Chai, 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)

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(Address of Joint Office for Kindergartens and Child Care Centres: Rm 2507-09, 25/F, Hopewell Centre, 183 Queen's Road East, Wan Chai, 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: 302, 3/F, 113 Argyle Street, Mong Kok, Kowloon ; Tel: 2520 0325) 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 all pre-primary institutions

- 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 teachers is disseminated via the Education Bureau website.

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

Kindergarten staff should take note of such announcements.

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.

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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.

(Refer to paragraph 7 “Personnel Matters” of the Education Bureau’s “School Administration Guide”

Website: <http://www.edb.gov.hk/en/sch-admin/regulations/sch-admin-guide/index.html>

Revised in Dec 2014

Chapter 9

Fee 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

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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 All expenses in direct relation to the operation, teaching activities and maintenance of service standard should be included in the inclusive monthly fee / inclusive fee. Expenses to be included in the inclusive monthly fee / school fee 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 three 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 are required to observe the following appendix in collecting registration fee and application fee: Education Bureau Circular No.4/2014 "Collection of Application Fee and Registration Fee, Admission of Students and Provision of Information by Kindergartens" at Appendices 23 & 24 (Website: <http://applications.edb.gov.hk/circular/upload/EDBC/EDBC14004E.pdf>). Prior approval in writing from the Permanent Secretary for Education is required for collection of fees exceeding the approved ceiling specified in these circulars. 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 of kindergartens' nursery class pupils 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.

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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, 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.17/2003 “Guidelines on Sale of School Items and Provision of Paid Services in Private Schools” at Appendix 25 (Website: <http://applications.edb.gov.hk/circular/upload/EMBC/EMBC03017E.pdf>) and Education Bureau Circular No.16/2013 “Collection of Fees, Sale of School Items and Provision of Paid Services in Kindergartens” at Appendix 26 (Website: <http://applications.edb.gov.hk/circular/upload/EDBC/EDBC13016E.pdf>). In addition, Education Bureau Circular No.14/2003 “Acceptance of Advantages and Donations by Schools and Their Staff” at Appendix 27 should also be observed. (Website: <http://applications.edb.gov.hk/circular/upload/EMBC/EMBC03014E.pdf>)

Revised in Nov 2014

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.

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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 escalating.

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:

Original version of Aug 2006

- Contact with individual parents when parents escorting their children to and from the institutions everyday, 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 4.1.3 of Chapter 4 is an example.

Original version of Aug 2006

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

Chapter 4 Home-School-Community Partnership of the Education Bureau’s “School Administration Guide”; website:

<http://www.edb.gov.hk/en/sch-admin/regulations/sch-admin-guide/index.html>

Website of Committee on Home-School Co-operation:

<http://www.chsc.hk/index-lang-1.html>

Revised in Jan 2015

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: Rm 402, 4/F, Murray Building, Garden Road, Hong Kong ; Tel: 2537 1910). The electronic version of the ordinances is also available at the Bilingual Laws Information System.
(Website: <http://www.legislation.gov.hk/eng/home.htm>)

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.

Original version of Aug 2006

- 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 / Housing Department • Fire Services Certificate 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 • 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) 	<u>Non-purpose-built school premises</u> <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 / Housing Department • 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.)
	<u>Purpose-built school premises</u> <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.)

Original version of Aug 2006

- 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 selection of textbooks • Dietary scales and menu • Formation of school management committee • 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: Rm 2507-09, 25/F, Hopewell Centre, 183 Queen's Road
East, Wan Chai, 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:

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

Contact – Child Care Centres Advisory Inspectorate, Social
Welfare Department

Address: 23/F, Southorn Centre, 130 Hennessy Road, Wan
Chai, Hong Kong

Tel: 2835 2016 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:

<http://www.edb.gov.hk/index.aspx?nodeID=113&langno=1>

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 for Pre-primary Institutions” and the “Guide to the Pre-primary Curriculum” where appropriate.

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

<http://www.edb.gov.hk/index.aspx?nodeID=175&langno=1>

Website of “Performance Indicators for Pre-primary Institutions”:

<http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/performance-indicators-pre-primary-institutions/index.html>

Website of “Guide to the Pre-primary Curriculum”:

http://edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/overview/pre-primaryguide-net_en_928.pdf

Revised in Dec 2014

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

Revised in July 2012

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Revised in Dec 2014

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) at the early stage to avoid unnecessary waste of time and efforts resulting from unsuccessful applications.
- (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 by an AP and, if necessary, Registered Structural Engineer (RSE) may be required. 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 Buildings Ordinance are available in the Buildings Department for viewing. The applicant can also view the lists from Buildings Department.
(website: www.bd.gov.hk/)
- (e) Submission of plans
 - (i) Each application should be accompanied by sufficient number of plans as required by the Social Welfare Department/Education and Manpower Bureau (including 4 sets for the Buildings Department) 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 principle dimensions of the premises and the exit routes/doors marked thereon. The construction material of any proposed partition walls and exit doors 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 to buildings for which an Occupant Permit

has been issued, no part of a pre-primary institution shall be located in, under or over any structures built without the approval and consent of the Building Authority.

- (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 shall conform to general standards of the Code of Practice for Means of Escape.
(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 12m (for children aged below 2) and 24m (for children aged 2 to 3) 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.	(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 Code of Practice of Means of Escape are conformed. Pre-primary institutions are not permitted to operate on the upper floors unless two extra exit staircases are provided to the premises and the staircase serving the whole building is sealed off therefrom.
(ix) in New Territories 'exempted' buildings.	

3. Structural Safety

- (a) The main issues to be considered on structural safety are:
 - (i) Child care centre premises should have a minimum designed loading not less than 2.5 kPa (i.e. 50 lbs/ft²). The minimum designed loading of kindergarten premises shall not be less than 3 kPa (i.e. 60 lbs/ft²).
 - (ii) In cases where there are non-structural screeding on slabs to raise floor levels/heavy equipment/plant/partition walls, justification of the adequacy of the existing supporting structure to cater for such superimposed loads will have to be submitted by an AP/RSE.

4. Fire Resisting Construction

- (a) Premises shall be designed and constructed of fire resisting constructions which satisfy the provisions of the Building (Construction) Regulations and the Code of Practice for Fire Resisting Construction issued by the Buildings Department from time to time.
- (b) Some general requirements on fire resisting constructions are listed for reference:
 - (i) The premises should be separated from the adjoining occupancy/use by walls and floors having a fire resistance period (FRP) of not less than that required for the compartments in which they are situated, subject to a maximum of 2 hours.
 - (ii) The internal corridors serving the premises and other occupancies should be provided with walls and self-closing doors having an FRP of not less than 1 hour and ½ hour respectively. 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 resisting walls should be properly protected by fire resisting constructions in order to maintain the FRP of that wall.
 - (iv) In cases where new or modified fire resisting constructions such as walls and doors are involved, a duly completed Form (Appendix A to the Practice Note for Authorized Persons and Registered Structural Engineers 53) with supporting test/assessment report from an AP/RSE shall be submitted to substantiate the FRP of the fire resisting components. Submission of such test/assessment report is not required if Practice Note for Authorized Persons and Registered Structural Engineers 292 is applicable.

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

- (a) Every pre-primary institution shall be provided with adequate means of escape and access for fire fighting and rescue in accordance with Part V of the Building (Planning) Regulations, the Code of Practice for the Provision on Means of Escape in case of Fire (MOE Code) and the Code of Practice for Means of Access for Firefighting and Rescue issued from time to time by the Buildings Department.
- (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 current MOE Code sets out such limits and relates them to the width and number of exit routes 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/school with a capacity exceeding 30 persons shall be provided with at least 2 exits. The exit doors shall open in the direction of exit and shall 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/school to the two exits shall form an angle of not less than 30°.
 - (iii) Normally, the minimum width of an exit route shall be not less than 1050mm and greater width would be required depending on the total capacity of the pre-primary institution and that particular floor in which the pre-primary institution is situated. The exit doors shall have a minimum width of not less than 750mm for capacity of 30 persons or less; and 850mm for capacity between 31-200 persons with a total width of 1750mm. Reference should be made to Table 2 of the MOE Code for the detailed requirements.
 - (iv) All required exit routes shall lead directly to a street and the staircase enclosure at G/F shall be so continued at G/F as to separate from the remainder of the building. All exit routes shall have a clear height of not less than 2m and be kept free from obstruction. Every part of each exit route shall be provided with adequate artificial lighting and

backed up by an emergency lighting system providing a horizontal illuminance at floor level of not less than 2 lux. The design of the emergency lighting system shall comply with the Code of Practice for Minimum Fire Service Installations and Equipment.

- (v) Any exit doors shall be capable of being readily opened from the inside without the use of a key. Automatic sliding doors shall stay open to the full width in the event of power failure.
- (vi) Security shutters across exits must be kept open during operating hours.
- (vii) A solid separation of 450mm should be provided between the pre-primary institution and the final discharge point of an exit staircase of a building. The FRP (including insulation performance) 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 2 or more exits is available, shall not exceed 18m. In other cases where alternative exit routes are available in more than one direction, it may vary from 30m to 45m, 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 is assessed in accordance with Regulation 40 of the Education Regulations.

6. Unauthorized Building Works Affecting Public Safety

- (a) Unauthorized building works in premises under application for school registration may pose a risk to the safety of the staff, teachers and students. Applicants are therefore advised to exercise extreme care in selecting premises for use of pre-primary services, as the presence of unauthorized building works, such as unauthorized sub-division of a floor into separate units without the provision of protected internal corridor required in paragraph 5(b)(ii) above, unauthorized cockloft, unauthorized slab over staircase or cockloft void, and unauthorized building works in common areas resulting in obstruction of means of escape from the school 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 unauthorized building works, the applicant is strongly advised to effect removal of such works before submitting an application.
- (b) A list of unauthorized building works affecting public safety is provided at

Annex for reference.

- (c) The erection of advertising signs should be in accordance with the "Guide on Erection and Maintenance of Advertising Signs" issued by the Buildings Department. In general, advertising signs projecting over a pavement should have a minimum vertical clearance of 3.5m and a minimum horizontal clearance of 1.0m from the curb of such pavement. Advertising signs projecting over a carriageway should have a minimum vertical clearance of 5.8m. Copies of the Guide can be obtained from the Buildings Department or downloaded from the web site <http://www.bd.gov.hk/> for reference.
- (d) The applicants' attention is drawn to the Disability Discrimination Ordinance in regard to the provision of access and facilities for persons with a disability. Unauthorized removal or alteration of existing approved access and facilities (e.g. ramps and toilets) for persons with a disability may be subject to enforcement and prosecution actions under the Buildings Ordinance and the prevailing policy.

(7) Viewing and Copying of Approved Plans and Documents

Viewing and copying of approved plans and documents are available at Buildings Department at a prescribed fee. Requests can be made in a standard application form available in Buildings Department or on the website <http://www.bd.gov.hk/> Prior appointment may be necessary so as to allow for the records to be retrieved. For enquiries, please contact the Customer Service Unit of Building Information Centre of Buildings Department (Tel. No.: 2626 1207).

Annex

LIST OF UNAUTHORIZED BUILDING WORKS AFFECTING PUBLIC SAFETY

The following unauthorized building works in school 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 school premises.

(Exception: lightweight covers over yard in good and structurally sound condition, e.g. open shelters with wire-mesh, plastic or thin metal sheet covers)

- (b) Structures on or suspended from approved canopies including air-conditioning / mechanical plants and advertising signs.

(Exception: single split-type air-conditioning unit or cooling tower not exceeding 1m in diameter on approved canopies subject to justification by AP/RSE that such canopies are in structurally sound condition and that the air-conditioning plants would not cause overloading or overstressing and affecting the structural integrity of such canopies.)

- (c) Unauthorized canopies/projections over pavements or common areas.

(Exception (1): lightweight decorative shopfront projections/extensions projecting not more than 300mm beyond the building line; lightweight overhead projections of not more than 600mm beyond the building line, having a minimum vertical clearance of 2.5m and not accommodating any air-conditioning plants)

(Exception (2): lightweight covers in good condition projecting not more than 600mm beyond the building line or retractable canopies projecting not more than 2.0m beyond the building line and having a minimum vertical clearance of 2.5m and a minimum horizontal clearance of 600mm from the curb of a pavement.)

(Exception (3): advertising signs which are not in a dangerous condition)

- (d) Air-conditioning plant and its accessories (e.g., cooling towers and associated supporting structures) projecting over pavement/service lane or suspended from approved canopy and balcony.

(Exception: split-type air-conditioning units attached to external wall which are not in dangerous condition, do not obstruct pedestrian or vehicular traffic and do not project more than 600mm from external wall)

- (e) 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)

- (f) Unauthorized obstructions to smoke vents.
- (g) Unauthorized alteration or removal of compartment walls or fire resisting walls and doors.
- (h) Unauthorized openings or slab over existing floors for food hoists and pipe ducts.

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

- (i) Unauthorized reinforced concrete slabs filling up approved cockloft and staircase voids.
- (j) Unauthorized cocklofts, intermediate floors and floor extensions.
- (k) Unauthorized staircases; unauthorized openings through existing slabs for staircases.
- (l) Unauthorized removal, partial removal or major alteration of structural members.
- (m) 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).
- (n) Unauthorized sub-division of a floor into separate units without the provision of internal corridors protected by fire resisting walls and doors.
- (o) A material and unacceptable change of use (e.g. conversion of plant room to usable floor area)
- (p) Openings on external walls above the ground floor without the provision of protective barriers.

If the removal or rectification of the unauthorized building works involves the carrying out of building works not exempted under section 41 of the Buildings Ordinance, it will be necessary for the applicant to appoint an AP and/or RSE and to obtain the prior approval and consent of the Building Authority for such building works. Copies of “Guidelines for the Removal of Typical Unauthorized Buildings Works” can be obtained from Buildings Department or downloaded from the web site <http://www.bd.gov.hk/> for reference.

Recommended Schedule of Accommodation for a Child Care Centre

Capacity : 102

(32 places for aged below 2 and 70 places for aged 2-3)

<u>Description</u>	<u>No. of Occupants</u>	<u>Area (m²)</u>
1. Entrance / Reception /Health Inspection Area	8	10
2. Supervisor's Office	1	6.6
3. Staff Office	11	25.7
4. Dormitory	32	64
5. Play-cum-Dining Area	16	32
6. Playroom	70	100
7. Music Room	70	35
8. Indoor Big Muscle Play Area	25	50
9. Small Group Tuition Room	7	15
10. Medical / Isolation Room	2	4
11. Laundry	-	15
12. Store	-	15
13. Milk Room	-	8
14. Kitchen	-	20
15. Food Store	-	4
16. Staff Changing Room	-	7
17. Children's Toilet	-	32
18. Staff Toilet	13	(as appropriate)
19. Disabled Toilet	-	(as appropriate)

Recommended Schedule of Accommodation for
a 6-Classroom Kindergarten

<u>Item</u>	<u>Area (m²)</u>	<u>No.</u>	<u>Remarks</u>
Classroom	39 each	6	Notes 1 and 2
Principal Office / Staff Office / Administrative Office	35	1	Partition between staff office and administrative office is recommended.
General Store	18	1	Note 3
Medical Room / Sick-bay	11	1	A wash-basin is required.
Pantry	10	1	Note 4
Toilet	-	-	Notes 5 and 6
Indoor play area	120	-	Note 7
Outdoor play area	-	-	Note 8

Notes:

- (1) Maximum class size is 30. During the afternoon nap time of a full-day class, the maximum number of children to be accommodated is 20.
- (2) For full-day kindergartens which receive subsidy from the Social Welfare Department to offer the Integrated Programme for mildly disabled children, a learning room of 15 m² for individual coaching / small group learning of disabled children should be provided.
- (3) For full-day kindergartens, sufficient space should be available for storage of beds, bedding and related items.
- (4) For full-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 in place of the pantry. Refer to Appendix 7 for the basic facilities of the kitchen.
- (5) 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 wash-basin should be provided for every 30 boys or 25 girls in a kindergarten.

- (6) Toilet and sanitary facilities should be adequately provided for staff.
- (7) Indoor play area should be provided at the rate of not less than 50% of the total classroom space.
- (8) 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)

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
- 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.

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

- Large / small blocks
- Toy vehicles / boats
- Puzzles
- Beads to string
- Snap together toys
- Posting boxes
- Nesting sets
- Toy hammer and nail sets

Developing language ability and basic mathematical concepts

- 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

Kindergartens

Toilets 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 two 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

Milk Room Equipment

1. Two sinks with hot and cold water supply
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)

Items to be Included in First Aid Box

1. Bandages (of different sizes)
2. Triangular bandages
3. Elastic tensor bandage
4. Adhesive plaster and adhesive tape
5. Cotton tips
6. Cotton wool
7. Sterile gauze / dressings
8. Sterile adhesive dressings (of different sizes)
9. Sterile eye pad
10. Antiseptic (e.g. 1% Savlon, tincture of iodine, 0.1% chlorhexidine)
11. Alcohol
12. Dressing forceps
13. Dressing scissors
14. Thermometer(s) (preferably digital)
15. Disposable gloves
16. Ice bag(s) / cold pack (in freezer)
17. Safety pins

Revised in Sep 2012

[Go to List of Appendices](#)

Guidelines for Supervising Children in Swimming Pool

(Extract from the Kindergarten Reference Materials - Physical Play)

In allowing children to play in swimming pool, the following guidelines should be observed:

- Children must wear suitable swimming suits and coloured swimming caps.
- Ratios of teacher to children

For children aged under 4 – For every 6 children, there should be a teacher who holds a Bronze Medallion of the Royal Life Saving Society to take care of and teach them. Every child should also be accompanied by an adult in the pool.

For Children aged 4 to 6 – For every 4 children, there should be a teacher who holds a Bronze Medallion of the Royal Saving Society to teach them. In addition to the above-mentioned qualified teacher, every 2 children must be accompanied by an adult in the pool.

- Depth of water

For children aged 3 to 6 – From 0.6m to 0.8m (If the depth of water at one end of the swimming pool exceeds 0.8m, every child should be accompanied by an adult in addition to the qualified teacher with a Bronze Medallion of the Royal Life Saving Society.)

Ref.: EDB(GD)/20/5/3 Pt. 7

**Government of the HKSAR
Education Bureau
5 March 2012**

**Education Bureau Circular No. 1/2012
Handling Child Abuse and Domestic Violence Cases**

【Note : This circular should be read by

- (a) Supervisors/Heads of all primary, secondary, special schools, kindergartens and kindergarten-cum-child care centres – for necessary action;
- (b) Heads of Sections – for information; and
- (c) Regional Education Offices and Joint Office for Pre-primary Services – for information and necessary action**】**

Summary

This circular updates schools of the procedures for handling child abuse and domestic violence cases in the light of the issuance by the Social Welfare Department (SWD) of the “Procedural Guide for Handling Intimate Partner Violence Cases (Revised 2011)”, which replaces the “Procedural Guide for Handling Battered Spouse Cases (2004)”. Schools are requested to bring the content of this circular to the attention of all school personnel. This circular supersedes the EDBC No. 16/2009 dated 1 September 2009.

Details

2. School personnel are advised to be sensitive to the traits of students being affected by child abuse and domestic violence and to provide them with necessary assistance. In handling these cases, the paramount concern is the welfare and safety of the child. Schools should follow the procedural guides issued by the SWD as mentioned below.

Handling Child Abuse Cases

3. When a suspected child abuse case arises, schools should consult as soon as possible the relevant departments and follow the appropriate procedures as stipulated

in the “Procedural Guide for Handling Child Abuse Cases (Revised 2007) (“Procedural Guide”) issued by the SWD at http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_child_abuse1998/. Schools should pay particular attention to the following chapters of the Procedural Guide:

- Chapters 5 to 7 : Multi-disciplinary Collaboration
- Chapter 23 : Educational Services
- Chapter 27 : Handling of Allegation against Staff

Handling child sexual abuse cases involving school staff

4. In handling suspected child sexual abuse cases when the alleged perpetrator is a member of the school staff, schools are requested to strictly observe the procedures at the Appendix to maintain effective communication among the caseworkers concerned (e.g. School Social Worker/Student Guidance Officer/Student Guidance Teacher/Student Guidance Personnel), schools, the Education Bureau (EDB) and the other relevant government departments to ensure that appropriate follow-up actions are taken for the victims and the suspected abuser and the safety of other students in the school will also be safeguarded.

5. To further safeguard the well-being of students, schools are strongly advised to adopt the Sexual Conviction Record Check (SCRC) scheme in their appointment procedures. For details of the implementation of the SCRC scheme, schools may refer to the website at <http://www.police.gov.hk/scrc> and the relevant circulars/guidelines issued by the EDB.

Handling Domestic Violence Cases

6. Domestic violence generally refers to the violence which takes place among family members. Intimate partner violence 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 brief encounter. They can be married couples, co-habitees and separated spouses/co-habitees, etc. The forms of violence may include one or more than one of the following: physical violence, sexual violence, or psychological abuse.

7. Students who have been exposed to domestic violence may suffer from fear, distress, anger, confusion and frustration. As students may not take the initiative to disclose the problem in their families, school personnel are advised to be sensitive to the traits manifested by the students affected so as to provide them with immediate and necessary assistance. In handling intimate partner violence cases, schools should follow the procedures as stipulated in the “Procedural Guidelines for Intimate Partner Violence Cases (revised 2011)” issued by the SWD at http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_1450/. Schools should pay particular attention to the following chapters and appendices in the guidelines:

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

8. In case the children are also suspected of being abused by the batterer, schools should observe the procedures as stipulated in the Procedural Guide mentioned in paragraph 3 to safeguard the welfare and safety of the children.

9. For enquiries, please contact the Guidance and Discipline Section at 2863 4705.

Miss P L WU
for Secretary for Education

Communication flow for handling child sexual abuse cases involving school staff

Communication among the caseworkers concerned (e.g. School Social Worker/Student Guidance Officer/Student Guidance Teachers/Student Guidance Personnel), schools, the Education Bureau (EDB) and the other relevant government departments on child sexual abuse cases involving school staff as suspected abusers:

Victim and Suspected Abuser from the Same School

- (a) The caseworker concerned (e.g. School Social Worker/Student Guidance Officer/Student Guidance Teacher/Student Guidance Personnel) should inform the school supervisor/head of the abuse case and consult, as soon as possible, the Family and Child Protective Services Unit of the Social Welfare Department or the responsible Police Unit.
- (b) The school supervisor/head should make reference to the risk assessment of the caseworker in providing appropriate support for the victim and considering other follow-up actions in the school.
- (c) The school supervisor/head should then inform the relevant Regional Education Office of EDB (or the Joint Office for Pre-primary Services if the case happens in a kindergarten-cum-child care centre).
- (d) The School Development Officer concerned of the Regional Education Office (or the Pre-primary Services Officer of Joint Office for Pre-primary Services) would consult relevant professionals as necessary and make recommendations for follow-up actions with regard to the victim and the suspected abuser in the school.

Victim and Suspected Abuser NOT from the Same School

School of the victim

- (a) Having consulted the Family and Child Protective Services Unit of the Social Welfare Department or the responsible Police Unit, the caseworker concerned should inform the school supervisor/head of the victim for the benefit of the students upon obtaining consent from the victim and his/her parents.
- (b) The school supervisor/head should then inform the relevant Regional Education Office of EDB (or the Joint Office for Pre-primary Services if the case happens in a kindergarten-cum-child care centre) and consult the relevant professionals for appropriate support for the victim and other follow-up actions at school.

School of the abuser

- (a) The caseworker concerned should, through the school supervisor/head, inform the relevant Regional Education Office of the school of the abuser (or the Joint Office for Pre-primary Services if the case happens in a kindergarten-cum-child care centre) after consultation with the Family and Child Protective Services Unit of the Social Welfare Department or the responsible Police Unit.
- (b) The school supervisor/head should make reference to the risk assessment of the caseworker in considering follow-up actions in the school.
- (c) The School Development Officer of the Regional Education Office concerned (or the Pre-primary Services Officer of Joint Office for Pre-primary Services) would consult the relevant professionals as necessary and make recommendations for follow-up actions with regard to the suspected abuser at school.

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 (before and after admission to child care centre / kindergarten):
疾病/傳染病病歷(包括入幼兒中心/幼稚園前及入幼兒中心/幼稚園後):

Date	Illness/Infectious Disease
日期	疾病/傳染病

PROGRAMME OF IMMUNIZATION 免疫注射計劃表

AGE 年歲	IMMUNIZATION RECOMMENDED 應接種之各種疫苗
New born 初生	B.C.G. Vaccine 卡介苗
	Polio Type 1 第一型小兒麻痺劑
	Hepatitis B Vaccine—First Dose 乙型肝炎疫苗——第一次
1 month 一月	Hepatitis B Vaccine—Second Dose 乙型肝炎疫苗——第二次
2–4 months 二至四月	DPT Vaccine (Diphtheria, Pertussis & Tetanus)—First Dose 白喉、百日咳及破傷風混合疫苗——第一次
	Polio Trivalent—First Dose 三型混合小兒麻痺劑——第一次
3–5 months 三至五月	DPT Vaccine (Diphtheria, Pertussis & Tetanus)—Second Dose 白喉、百日咳及破傷風混合疫苗——第二次
4–6 months 四至六月	DPT Vaccine (Diphtheria, Pertussis & Tetanus) —Third Dose 白喉、百日咳及破傷風混合疫苗——第三次
	Polio Trivalent—Second Dose 三型混合小兒麻痺劑——第二次
6 months 六月	Hepatitis B Vaccine—Third Dose 乙型肝炎疫苗——第三次
1 year 一歲	MMR Vaccine (Measles, Mumps & Rubella) —First Dose 麻疹、流行性腮腺炎及德國麻疹混合疫苗——第一次
1 $\frac{1}{2}$ years 一歲半	DPT Vaccine (Diphtheria, Pertussis & Tetanus) —Booster Dose 白喉、百日咳及破傷風混合疫苗——加強劑
	Polio Trivalent—Booster Dose 三型混合小兒麻痺劑——加強劑
Primary 1 小一	DT Vaccine (Diphtheria & Tetanus)—Booster Dose 白喉及破傷風混合疫苗——加強劑
	Polio Trivalent—Booster Dose 三型混合小兒麻痺劑——加強劑
	MMR Vaccine (Measles, Mumps & Rubella) —Second Dose 麻疹、流行性腮腺炎及德國麻疹混合疫苗——第二次
Primary 6 小六	DT Vaccine (Diphtheria & Tetanus)—Booster Dose 白喉及破傷風混合疫苗——加強劑
	Polio Trivalent—Booster Dose 三型混合小兒麻痺劑——加強劑

Guidelines on Prevention of Communicable Diseases in Schools / Kindergartens /
Kindergartens-cum-Child Care Centres / Child Care Centres

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)

NOTE: To enable prompt investigation and control of outbreak, please call **CENO** by phone (**2477 2772**) before sending fax notification.

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 o.: _____)			
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 (Fax:)

† 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)

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Accidents / Illnesses Record意外/疾病紀錄

Name of Child:

兒童姓名

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

Time-table for Child Care Centres

(New Born to 1 year)

8:00 a.m. – 8:45 a.m. Monday to Saturday	Admission Health Inspection Toileting Free Play
8:45 a.m. – 6:00 p.m. Monday to Friday	Feeding <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
8:45 a.m. – 1:00 p.m. Saturday	Toileting (changing diapers, toilet training & washing) <ul style="list-style-type: none"> Whenever required Before and after feedings After play
	Sleep <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
	Play <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 and Manpower Bureau 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

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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/preprimary-voucher/covering%20note_english.pdf.

4. Supervisors are requested to note the above requirement. The list of approved courses is available for reference at EDB's webpage at http://www.edb.gov.hk/attachment/en/edu-system/preprimary-kindergarten/preprimary-voucher/approved%20course%20list_e.pdf.

Enquiries

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

Tony TANG
for Permanent Secretary for Education

Ref.: ED(SCH)K/1/84 XII

EDUCATION DEPARTMENT
HONG KONG

20 December 2000

EMB Circular No. 54/2000**(Formerly referred as Administration Circular No.54/2000)****Minimum Academic Qualification Requirement for 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 announces that the minimum academic requirement of kindergarten teachers will be raised to five subjects at grade E or above (including Chinese and English) in the Hong Kong Certificate of Education Examination with effect from the 2001/2002 school year.

Background

2. At present, anyone who wishes to register as a permitted kindergarten teacher should have completed Secondary Five with an aggregate of two or more separate subjects at Grade E or above in the Hong Kong Certificate of Education Examination, one of which must be Chinese Language or Chinese Literature. As the professional competence of kindergarten teachers directly affects the quality of early childhood education, the Government has accepted the recommendation of the Education Commission in its Report on Reform Proposals for the Education System in Hong Kong to raise the academic qualification of kindergarten teachers to five subjects including Chinese and English and the implementation of the new requirement was announced in the 2000 Policy Address.

Details

3. With the implementation of the new requirement, supervisors are requested to note that with effect from 1 August 2001, anyone who wishes to register as a permitted teacher to teach in kindergartens for the **first time** should possess one of the following academic qualifications or training:

- (a) an aggregate of five or more separate subjects at grade E or above, in not more than two sittings, in the Hong Kong Certificate of Education Examination, two of which must be Chinese Language or Chinese Literature and English Language (Syllabus A or B) or English Literature; or

(b) any other educational training or practical experience which in the opinion of the Director of Education is equivalent to the qualification in (a).

4. Supervisors should ensure that permitted teachers of kindergartens employed to start teaching in their schools on or after 1 August 2001 are in possession of the appropriate academic qualification. However, kindergarten teachers who have been issued a permit to teach before 1 August 2001 will not be affected.

5. Paragraph (2) of Part IV of the Second Schedule to the Education Regulations (Cap. 279) will be amended accordingly.

6. This circular will supersede the Administration Circular No.85/97 dated 29 October 1997 on “Minimum Academic Qualification for Kindergarten Teachers”.

Enquiry

7. For enquiry, please contact your School Development Officers.

Peter P Y LEUNG
for Director of Education

Ref.: EDB(KGA)/KE/3/1

Government of the HKSAR
Education Bureau

29 April 2014

Education Bureau Circular No. 4/2014**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) Circulars No. 19/2000 and No. 12/2005.

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 or half of the monthly school fee ¹ , whichever is lower
(ii) Whole-day session	\$1,570 or half of the monthly school fee ¹ , whichever is lower

¹ For KGs joining the Pre-primary Education Voucher Scheme, the monthly school fee here refers to the amount before redemption of voucher.

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.

5. 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.

6. A contravention of the Education Regulations on collection of fees will jeopardize the interest of students and shall be guilty of an offence². KGs are required to take note of the content of regulations 101 and 102 of the Education Regulations in this regard.

7. 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 after receiving the first instalment of the school fee from the student/child.
- (iii) The balance of 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 fee, 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

8. 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.

² 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.

Provision of Information

9. 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.

10. 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 fee (or the proposed school fee if the new school fee is 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.

ENQUIRY

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

Ms Hera CHUM
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
- (6) Participation in the Pre-primary Education Voucher 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)

Ref : EMB(SCH) T/6/80

Government of the HKSAR
Education and Manpower Bureau
26 May 2003

Education and Manpower Bureau Circular No. 17/2003

Guidelines on Sale of School Items and Provision of Paid Services in Private Schools

[Note : This circular should be read by –

- (a) Supervisors/Heads of private schools (including kindergartens) for necessary action; and
- (b) Heads of sections for information.]

Summary

This circular provides private schools with updated guidelines on the sale of school items and the provision of paid services to students. Kindergartens and schools with kindergarten classes should, in addition, read this circular in conjunction with [EMBC No. 18/2000](#) dated 19 April 2000.

Details

2. To safeguard the interests of parents and students and to avoid any cause for complaint arising from the sale of school items and the provision of paid services to students, private schools should observe closely the principles set out in the Guidelines at the Appendix. The Guidelines have been updated to ensure that trading activities in schools are properly conducted. The salient points of the principles are –

- (a) No purchase of school items or acceptance of paid services should be compulsory, and parents should be informed accordingly.
- (b) Items and paid services should be sold or provided at the minimum feasible price and should not be above the market price.
- (c) Any offers of donation or advantage from trading operators/suppliers should only be accepted in accordance with the Education and Manpower Bureau Circular on Acceptance of Advantages and Donations by Schools and Their Staff currently in force.

- (d) Proper books of accounts should be kept which must reflect all sales and purchases and provision of paid services, including any discount or block sum of money received from trading operators/suppliers.
- (e) The respective profit limits for different trading operations allowed under the Guidelines should not be exceeded.

Enquiry

- 3. For enquiries, please contact your respective Senior School Development Officers.
- 4. This circular supersedes Schools Miscellaneous Circular No. 1/2001 dated 29 January 2001.

Mrs Betty IP
for Secretary for Education and Manpower

Guidelines on Sale of School Items and Provision of Paid Services in Private Schools

Private schools should observe closely the principles set out in the present Guidelines on the sale of school items such as textbooks, exercise books, school uniforms, stationery, equipment needed by students to pursue their course of study and the provision of paid services to them.

2. Schools must keep proper books of accounts, which must reflect all sales and purchases of school items and the provision of paid services to students.

3. Where schools are involved either directly or indirectly in the sale of items or in the provision of paid services to students, they should observe the following principles -

- (a) No purchase of school items or acceptance of paid services should be compulsory, and parents should be informed accordingly.
- (b) An adequate description of the items for sale and paid services provided (including prices) should be given so that parents/students can exercise discretion as to whether to acquire these items/paid services elsewhere or not. 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 students/parents who make their own arrangements for the provision of the uniforms.
- (c) 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 with individual prices clearly shown.
- (d) Items for the exclusive use of students in one particular school (e.g. items bearing special insignia) should be kept to the minimum. Schools, 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.
- (e) Subject to sound educational practice, the types of items and paid services needed by students to pursue their course of study should be kept to the minimum. Items and paid services should be sold or provided at the minimum feasible price and should not be above the market price.

- (f) The profit from the sale of exercise books, school uniforms, stationery, equipment and other items (other than textbooks) should be limited to 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. For these items or paid services, where an arrangement is made with any supplier and a discount or block sum of money is received, parents and students should be informed of such in advance and the discount or block sum of money should be entered into the school accounts as an item of income. The school is also required to record, in an inventory, any advantages received from suppliers in the form of goods or items of equipment.
- (g) For the sale of textbooks,
 - (i) the Education and Manpower Bureau holds the stand that financial burden upon parents should be reduced whenever possible, and profit generated from sale of textbooks should not be allowed. While we understand that some schools may not be able to implement this no-profit policy immediately, these schools should arrange to rectify the situation as soon as possible. In the interim, any discount or block sum of money received from a bookseller/textbook supplier by a school should not in any case exceed the percentage of rebate it previously obtained. Moreover, parents and students should be informed in advance of the discount or block sum of money received by the school and the discount passed onto students, and that any difference in discount or sum of money received will be used for the benefit of students later; and
 - (ii) the discount or block sum of money received from a bookseller/textbook supplier through sale of textbooks should be either passed onto students immediately or entered into the “Sales of Textbooks” account to be used later for the benefit of students. The year-end balance of the account should be carried forward to the following year. Also, the “Sales of Textbooks” account should be made available to parents and the public upon request, or put on the Internet.

- (h) Any offers of donation or advantage from trading operators/suppliers should only be accepted in accordance with the Education and Manpower Bureau Circular on Acceptance of Advantages and Donations by Schools and Their Staff currently in force. In exceptional circumstances where there are compelling reasons to accept such donations, the acceptance should be fully justified, documented and approved by the School Management Committees in advance. In any case, schools should not allow the choice of trading operators/suppliers/publishers to be in any way influenced by a donation or any other form of advantages. In this connection, schools should also note the provisions laid down in section 3 on donation by publishers and section 4 on consideration of consumer rights of parents/students contained in the *Notes on Selection of Textbooks/Learning Materials for Use in Schools* set out in the relevant Education and Manpower Bureau circular on the same subject currently in force.

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.

Education and Manpower Bureau Circular No. 14/2003

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

The purpose of this circular is to remind the school management of the general principles on the acceptance of advantages* and donations by school and its staff. To ensure that the policies are properly implemented, the school management is advised to formulate their own policies and guidelines by making reference to the Prevention of Bribery Ordinance, Cap 201.

Details

2. The School Management Committees (SMCs) as the managers and employers of their teaching and non-teaching staff, have the responsibility to formulate policies and issue clear guidelines for their schools and staff on the acceptance of advantages and donations. SMCs should ensure that their schools are being managed and operated in a fair and just way by implementing proper policies in administration areas including student admission, appointment and promotion of staff, purchase of goods/services, and selection of suppliers/contractors. As schools have a strong influence on young people, the SMCs should set themselves as role models. They should promote a fair and just atmosphere in schools and should also ensure that their schools and staff are in every way above suspicion of doubtful practice. School managers, teachers and staff are expected to have a high standard of integrity by members of public.

Section 9 of the Prevention of Bribery Ordinance

3. Under Section 9 of the Prevention of Bribery Ordinance (POBO), it is an offence for an employee to accept, without his/her employer's permission, 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. Being the employers of school staff, the SMCs have the responsibility to decide what advantages may or may not be accepted by school staff in relation to the school business. SMCs should note that under the POBO, other persons (such as parents, goods/services suppliers, etc.) shall also be guilty of an offence when they offer advantages to individual staff with the intention of influencing the official/business dealings. However, nothing in the POBO prohibits the exchange of gifts between private individuals so long as it is not in connection with the official dealings of the schools.

* The definition of advantages is given at Appendix.

General Principles on Acceptance of Advantages and Donations

5. SMCs and school principals with delegated authority should formulate clear policies for schools on acceptance of advantages and donations, accountability and responsibility, and monitoring procedures in accordance with the contents and coverage of the POBO. SMCs should ensure their staff and related persons understand such policies and make certain the implementation. Schools need to adopt a sound control system and eliminate chances of corruption by maintaining proper records and conducting periodic inspections. For subvented schools whose funding mainly comes from public money, SMCs should take steps to ensure that there are adequate checks and balance to prevent favouritism, malpractice and corruption and their policies are known to the public.

6. SMCs should formulate policies to require schools and their staff to handle internal and external businesses of the school in an open, fair, transparent and competitive manner, particularly those concerning nominations and selections and choice of goods/services provided by suppliers/contractors.

7. SMCs should set out the criteria on acceptance of advantages and donations for schools and their staff. In principle, SMCs may allow their schools to accept advantages but should never permit the SMC members and individual staff to solicit advantages. The approval for their members or staff to accept lavish or frequent entertainment would be the subject of criticism from public. However, SMCs may allow individual school staff to accept gifts from parents, colleagues, pupils or former pupils on special occasions (such as graduation ceremony, retirement, resignation, etc.). SMCs should therefore set maximum cash value for these gifts and make it known to related parties.

8. The acceptance of donations by school should not jeopardize the interests of students and should be approved by SMCs. When deciding whether donations (in cash or gifts) should be accepted or not, SMCs must take into consideration the impact of donations on school. The benefits of acceptance like effectively generating improvement of the teaching environment and adverse factors such as causing danger of being obliged to the donors or bringing schools into disrepute should also be carefully considered. Schools should note that donations giving rise to actual or perceived conflict of interest would be the subject of criticism from parties having interest (such as unsuccessful bidders or suppliers) or members of the public.

Points to Note in Personnel Matters

9. SMCs should never permit schools or their staff to solicit or accept advantages in the following official dealings:

- (a) the admission or promotion of pupils (registration fees approved by the Education and Manpower Bureau (EMB) 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 for courses of training, study-trips, scholarships or other academic awards, involving either teachers or pupils.

10. SMCs should require their members and school staff to report any situations where they or their immediate family members or personal friends have an interest, financial or otherwise, in any matter under consideration by the school or in any company or organization

which has or likely to have business dealings with the school. On receipt of any disclosure of interests, SMCs should consider whether the school staff concerned should be withdrawn from participating in further consideration of the matter of which the conflict arises.

11. SMCs of aided schools are required to pay attention to the following points when considering the delegation of approving authority:

- (a) To facilitate simple and effective control, SMCs may delegate the approving authority to the supervisor or principal over requests from staff for the acceptance of advantages. However, approval to principals or any member of the SMCs over the acceptance of advantages could only be granted by the SMCs.
- (b) SMCs are held accountable for all permissions or refusals given under delegated authority.
- (c) SMCs 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) SMCs should decide on the acceptance of donations made by schools and this responsibility should not be delegated to the school principal. If for any reason the SMC should feel it necessary to delegate this authority, clear guidelines and criteria should be established and the school principal should be required to report at regular intervals any donations accepted and the reasons for accepting them.
- (e) SMCs are required to issue guidelines or code of conduct setting out the school's policy on the types of advantages and the circumstances under which staff may or may not accept them.

12. In handling the outside employment of school staff, SMCs of aided schools should establish relevant policies to require all teachers (including the principal) to seek appropriate written approval if they wish to take up paid outside work including part-time teaching posts at tutorial schools. Please refer to the relevant circulars on outside employment currently in force for details. Approval should not be given if the outside employment may give rise to conflict of interests or adversely affect the teachers' normal duties.

13. Additionally, SMCs of aided schools should not permit their staff to accept fees for private tuition from pupils of the same school or make direct payments to teachers replacing them on sick leave. SMCs should record all permissions in a register. SMCs should remind their teaching staff that the Hong Kong Examinations and Assessment Authority does not allow serving members of its subject or moderation committees to work in tutorial schools. Those who have previously served on these committees should not publicise their experience if they are allowed to take up appointments at tutorial schools.

Points to Note in the Purchase of Goods/Services

14. Schools should select goods/services provided by the suppliers/contractors in a fair and open way and ensure that the quality, price, safety and other factors of the selected goods/services have complied with the open criteria.

15. Schools should include warning of not to offer advantages to school staff in documents of their official dealings such as invitations to tender/quotation and contracts of goods/services provision. To prevent favouritism and malpractice of individual staff, SMCs should not agree to the following:

- (a) discount, commissions or gifts offered by a supplier or contractor 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, principals, teaching or non-teaching staff by suppliers/contractors (such as vacation packages and other entertainments).

16. When considering the acceptance of donations from supplier/contractors, SMCs should exercise particular care that:

- (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 the pupils to obtain the most effective goods/services at the best possible price.
- (b) in no circumstances may the supervisors or principals suggest to a publisher or supplier that in return for an advantage (e.g. a donation in form of cash grant or discount), the school will choose a particular textbook or series of textbooks in preference to others. For details about handling the donation by publishers, please refer to Education and Manpower Bureau Circular No. 18/2003 currently in force (This circular has been superseded by [Education and Manpower Bureau Circular No. 4/2004](#)). Similarly, in no circumstances may the supervisors or principals suggest to a supplier of student uniforms or other items that in return for an advantage, the school will choose a particular supplier in preference to others.
- (c) in exceptional circumstances, where there are compelling reasons to accept such donations from suppliers/contractors, the acceptance should be fully justified, documented and approved by the SMC in advance.
- (d) the textbook publishers may sometimes offer cash grants to schools for the purchase of equipment or teaching aids to be used jointly with particular textbooks or series of textbooks. Such grants are advantages and should not be accepted by school without the special permission of SMCs.

Points to Note for Aided Schools in the Acceptance of Donations

17. SMCs of aided schools are required to pay attention to the following points in accepting donations :

- (a) As laid down in the relevant Codes of Aid, all donations to the school should be expended on school and for educational purposes only.
- (b) Schools are required to record any money donated to school in the subscription/general funds account for audit purpose.

- (c) Before accepting donations, schools should consider whether the donations would result in additional recurrent expenditure. Normally, the EMB will not agree to schools' acceptance of donations that will incur additional recurrent government expenditure.
- (d) Schools should register details of all donations (including cash grant in form of discount or commission fee) received by schools and record the value and purpose of such donations in the school annual report.
- (e) If after careful consideration schools decide to accept donations from suppliers or contractors of goods/services, they should state in the donations record the compelling reasons for acceptance.
- (f) Proper donation records should be made available at all times for public inquiry and for the regular inspections of EMB to ensure compliance of related stipulations.

Suggestions and Complaints

18. Supervisors and principals of schools may make their suggestions or any matter requiring attention on prevention of bribery in writing to the Corruption Prevention Group of EMB. Representatives of the EMB and the Corruption Prevention Department of the ICAC are included as members of the Group.

19. Any allegation or suspicion of corruption in a school should be referred immediately to the Operations Department of the ICAC (Telephone No. 2526 6366). Complaints about inefficiency or poor management of schools, however, should be referred to the EMB, and not to the ICAC.

Reference Materials

20. Schools can access or download the following reference materials at the EMB Homepage **<http://www.emb.gov.hk/eng/schools.asp>** :

- (a) Examples of Conflict of Interest Situations
- (b) Conflict of Interest Declaration
- (c) Sample Code of Conduct for Schools
- (d) Sample Register of Donations Received by Schools
- (e) Report Form on Acceptance of Advantages
- (f) Application of Outside Employment for School Staff
- (g) Sample Letter to Parents regarding Offering Gifts to School Staff
- (h) Sample Letter to Suppliers/Contractors regarding Offering Gifts to School Staff
- (i) The Prevention of Bribery Ordinance, Cap 201
- (j) Frequently Asked Questions and Answers
- (k) Other information

Circulation in School

21. Since the prevention of bribery is very important in school administration, schools should circulate this circular to their staff annually 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 SMCs. Regarding government schools, their civil service staff are required to comply with

sections 3 and 4 of the POBO 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

22. Schools may contact the Corruption Prevention Department of ICAC on telephone number 2526 6363 direct for enquiry on prevention of bribery. For enquiries on school administration, please contact your Senior School Development Officer.

23. This circular supersedes the Education Department Administration Circular No. 2/98 dated 21 January 1998.

Mrs Betty Ip
for Secretary for Education and Manpower

Definition of Advantages

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 advantage 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.