Operation Manual for Pre-primary Institutions (July 2020) (Version 2.1)
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Appendices
The Government has all along attached great importance to pre-primary education. It has had great concerns on the unification of pre-primary services and has worked on the issue since the early 1980s. In the late 1990s, many aspects of day nurseries and kindergartens were harmonised, including a common curriculum for nurseries and kindergartens, harmonised qualifications / training requirements and pay scales for child care workers and kindergarten teachers. In the light of government policies, societal demands and children’s developmental and educational needs, in 2002 the Working Party on Harmonisation of Pre-primary Services formed by the Social Welfare Department and the then Education Department recommended harmonising the services of day nurseries and kindergartens, i.e. all pre-primary services for children aged 3 and above classified as kindergartens and subject to the same requirements, registered under the same ordinance and regulated by the same Government department.

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

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

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

The first edition of this operation manual is compiled by the Focus Group on Operation Manual for Pre-primary Institutions which comprises representatives from the Social Welfare Department and the Education Bureau and experienced professionals from the pre-primary sector. The Buildings Department, Fire Services Department, Electrical and Mechanical Services Department, Department of Health and Innovation and Technology Commission have also assisted in scrutinising the contents. In view of the development of pre-primary services, the Education Bureau has invited the aforesaid Government departments to review and update the relevant manual content in 2019; and we would like to extend our thanks to all of them for their valuable contributions to the revision of the operation manual.
For enquiries on the operation manual, please contact the Joint Office for Kindergartens and Child Care Centres, Education Bureau (address: Room 602, 6/F, 14 Taikoo Wan Road, Taikoo Shing, Hong Kong; telephone: 3107 2197; fax: 3107 2180; email:jokc@edb.gov.hk).

An electronic version of the operation manual has been uploaded onto the Education Bureau homepage. (Website: https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/about-preprimary-kindergarten/index.html).

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

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

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

Education Bureau
Chapter 1
Premises Design

1.1 Location

For all pre-primary institutions

1.1.1 To ensure that children gain easy access, pre-primary institutions should, ideally, be located on the ground floor or the podium floor.

1.1.2 Pre-primary institutions must not be situated in any part of an industrial building, over any godown, store, shop, cinema, department store, or any premises carrying on trades or facilities which may constitute a danger or may be detrimental to the health or well-being of children. (Refer to Regulation 6 of the Education Regulations)

1.1.3 Pre-primary institutions must not be located above ground floor level in a non-purpose built building, unless certain conditions are fulfilled. Where the premise is located above ground floor level, paragraph 2 of the “General Guidelines on Building Safety Requirements for Pre-primary Institutions (Child Care Centres / Kindergartens)” in Appendix 1 should be adhered to.

1.2 Maximum Height

For all pre-primary institutions

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

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

1.3 Premises Design

For all pre-primary institutions

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

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

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

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

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

1.3.6 The minimum floor space requirement for institutions attended by children aged 2 to 6 is 1.8 m\(^2\) 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 m\(^2\) per child inclusive of all indoor activity area but exclusive of ancillary facilities; or 3.3 m\(^2\) 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 m\(^2\) per child inclusive of all indoor activity area but exclusive of ancillary facilities; or 3.7 m\(^2\) per child inclusive of ancillary facilities.

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

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

(Refer to Technical Information Checklist for Air-conditioning Installation in Child Care Centre under the Pre-Primary and
Kindergarten Education on the website of Education Bureau for indoor air-conditioning and lighting standards.


1.3.10 Floor surfaces should be non-slippery and easy to clean; rubber tiling would be considered as suitable floor covering.

1.3.11 Provided that fire safety is not compromised, burglar bars should be fitted to windows for security reasons.

1.3.12 The “Recommended Schedule of Accommodation for a Standalone Child Care Centre” is at Appendix 2.

1.3.13 The Kindergarten Education Scheme (Scheme) has been implemented from the 2017/18 school year. With regard to the accommodation and facilities of kindergartens, the Government reviewed the Recommended Schedule of Accommodation for kindergarten (SoA) and proposed that the kindergarten indoor floor area for each student would be increased by 20%. When developing new public housing estates, the Government will in principle take into consideration the demand of kindergarten places for the reservation of kindergarten premises based on the new SoA. As an example, the “New Recommended Schedule of Accommodation for a 6-classroom Kindergarten” is at Appendix 3. New and existing kindergartens in other premises can also take the new SoA for reference and consider to improve their accommodation and facilities on their own having regard to their own circumstances.
1.4 Windows

For all pre-primary institutions

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

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

1.5 Roof Playgrounds

For all pre-primary institutions

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

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

1.6 Structural Alterations

For all pre-primary institutions

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

(Refer to Regulation 22 of the Child Care Services Regulations and Regulation 10 of the Education Regulations)
Chapter 2

Furniture and Equipment

2.1 Basic Furniture

For all pre-primary institutions

2.1.1 Pre-primary institutions should provide furniture designed for children. The furniture should be safe, easily accessible to children and conducive to their physical and psychological development. (Refer to Regulation 37 of the Child Care Services Regulations and Regulation 49 of the Education Regulations)

2.1.2 Pre-primary institutions should provide basic furniture, namely tables, chairs, beds, toy racks, books shelves, easels, storage cupboards, display boards, etc.

2.1.3 Tables and chairs should be of a suitable size for children. Chairs should have back support and be of the right height for children’s feet to rest comfortably on the floor. Tables should be high enough so that children’s knees do not bump the table but low enough for them to eat and work comfortably.

2.1.4 Children who are under the age of 2 / children who stay in the centre overnight / children who are aged 2 or above and attend the centre for more than 4 hours each day should be provided with individual beds and appropriate bedding. For non-residential children over the age of 2, stacking beds may be used in order to save space.

2.1.5 Toy racks and book shelves should be at a suitable height to enable children to access easily. Easels for painting should be adjusted to a suitable height for each child.
2.1.6 Display boards should be available for exhibiting children’s art work or teaching materials. These boards should be hung on walls at an appropriate height at the children’s eye level. They can also be fixed firmly to the floor and used as partitions dividing areas for different activities.

2.1.7 Paint or coating on the furniture should comply with safety standard, e.g. lead-free. All furniture, articles, toys, etc. must comply with the requirement of the Toys and Children’s Products Safety Ordinance and the Consumer Goods Safety Ordinance. General enquiries regarding the safety standards may be directed to the 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: www.psib.gov.hk).

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

2.2 Teaching Equipment

For all pre-primary institutions

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

2.2.2 Refer to Appendix 5 for toys suggested for children.
2.2.3 Physical play equipment should be age appropriate. The environment and size of the play area as well as the need for adequate supervision for children during play should be taken into consideration when selecting a particular area to install various play equipment. The playground equipment suggested include balls, hoops, bean bags, coloured bands, ropes, slides, balance beams, climbing frames, tricycles, toy cars, collapsible tunnels, etc. Recommendations on the provision of physical play equipment can be found in “Reference Materials on Physical Activities in Kindergartens” compiled by the Education Bureau.


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

2.2.5 Additional equipment include various audio-visual teaching aids.

2.3 Washrooms

For all pre-primary institutions

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

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

2.3.2 Where possible, washrooms should be adjacent to activity rooms / classrooms or centrally located in the premises in order to facilitate children use. While the children are using the washroom facilities, they must be supervised by an adult and be guided to develop good personal hygiene.
2.3.3 To ensure good ventilation, there must be one or more than one window leading to open air. The total window area should not be less than one tenth of the floor area of the washroom. (Refer to Regulation 32 (2) (a) of the Child Care Services Regulations and Regulation 43 (2) (a) of the Education Regulations).

2.3.4 The wall of washroom should be tiled at least 1 m high, and the floor tiles should be non-slippery.

2.3.5 The suitable height of wash-hand basins is about 500 mm from floor to rim. Every wash-hand basin should be provided with an adequate and constant supply of water and connected to water drainage system.

2.3.6 Toilets should be installed with flushing system. Toilet bowls should be about 300 mm high from the floor. Urinals (individual urinal bowl or urinal trough not less than 450 mm in length) may be provided for boys. The height of the partition between each toilet cubicle should not obstruct an adult’s view of the children in the toilet cubicle. No partition is required for toilets used by children under the age of 2 and potties should be provided for them for toilet training at appropriate time.

2.3.7 Sufficient wash basins, toilet bowls and urinals should be provided for the use of children. The requirements on the number of wash basins, toilet bowls and urinals provided in child care centres and kindergartens are set out in Appendix 6.

2.3.8 To ensure hygiene, liquid soap for washing hands and disposable paper towels for drying hands should be placed near the wash basins. Where mugs and toothbrushes are provided, each child should have one set for their own use. Individual towels and combs should also be provided. Each time after use, the towels should be disinfected before sending for laundry. If children use their own personal towels, they should bring a clean towel to the institution every day. Towel hooks should be fitted near the wash basin at a suitable height so that children can hang their
own towels on their individually marked hooks. There should be enough space between hooks so as to avoid the towels from overlapping. A mirror should be fitted above each wash basin or at some other convenient place to encourage children to pay attention to their personal tidiness.

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

For child care centres

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

2.4 Pantry

For all pre-primary institutions

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

2.5 Kitchen

For all pre-primary institutions

2.5.1 Institutions offering full-day services may choose to have their own kitchen or have meals provided by licensed food suppliers. Should the institutions prepare lunch and refreshment within their premises, a kitchen instead of a pantry should be provided together with a separate food store. The kitchen should comply with the requirements of the Buildings Department / Housing Department, Fire Services Department,
Department of Health and other relevant departments. The recommended size of a kitchen catering for 100 children or above should not be less than 20 m². The minimum size of a kitchen should not be less than 10 m² to cater for 50 children or below. Refer to Appendix 7 for basic kitchen equipment.

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

2.6 Milk Room

For child care centres

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

2.7 Medical Room / Sick Bay

For all pre-primary institutions

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

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

For child care centres

2.8.1 The premises of every centre shall be equipped with adequate washing and laundry facilities for children and employees.
(Refer to Regulation 34(1) of the Child Care Services Regulations)

2.8.2 A laundry equipped with a washing machine and a drying machine should be provided in full-day and residential child care centres. Other necessary equipment include an iron, an ironing board, drying racks and a washing area for cleaning stacking beds.
Chapter 3
Safety Measures

3.1 Building Safety

For all pre-primary institutions

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

For child care centres

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

For kindergartens

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

For all pre-primary institutions

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

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

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

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

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

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

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

3.2.5 The mechanical ventilating system, where installed, shall be inspected by a registered specialist contractor (ventilation works category) at intervals not exceeding 12 months. List of registered specialist contractor (ventilation works category) can be found at Buildings Department’s homepage.
3.2.6 Pre-primary institutions must ensure that all fire precautions, as set out in Part IV of the Child Care Services Regulations / Part VI of the Education Regulations, are strictly observed.

3.2.7 Pre-primary institutions should draw up a practical evacuation plan detailing actions to be taken before evacuation, steps of the evacuation, fire escape routes and assembly point. Maps of escape routes should be displayed in conspicuous places to ensure timely evacuation in case of fire.

3.2.8 Maintaining order is crucial to fire drills so as to avoid chaos in case of fire. All staff and children should be arranged to use every exit to ensure an orderly evacuation in fire drills.

3.2.9 Any staff discovering or suspecting an outbreak of fire should raise the alarm immediately and report the fire to Fire Services Department by dialing 999. Every staff of pre-primary institutions should be familiar with the procedures of sounding an alarm so as to be able to raise the alarm on his / her own when necessary.

3.2.10 All staff members should acquaint themselves with the locations of all exits.

3.2.11 All exits (including staircase, corridor, passageway, etc.) within the area of the registered premises must be adequately illuminated during the hours of operation and be free from obstructions at all times.

3.2.12 Centre supervisors / principals shall ensure that fire drills, which involve the use of all exits from the premises are carried out by the employees and children at least once in every 6 months. A written record of all fire drills and the time taken to evacuate the premises during each fire drill should be kept in a log book.
(Refer to Regulation 30(1) of the Child Care Services Regulations and Regulation 38(1) of the Education Regulations)

3.3. Gas Safety

For all pre-primary institutions

3.3.1 Institutions situated in buildings provided with gas supply should use either Towngas or liquefied petroleum gas (LPG) as cooking fuel if they choose not to cook with electricity. Only when main gas supply is not available that cylinder LPG can be used, provided that the Code of Practice “LPG Installations for Catering Purposes in Commercial Premises” of the Gas Authority is observed. For safety reasons, under no circumstances should kerosene be used as cooking fuel.

3.3.2 The installation of gas water heaters must comply with the “Installation Requirements for Domestic Gas Water Heaters” of the Gas Authority.

3.3.3 All gas installation must be undertaken by a Registered Gas Contractor and a Certificate of Compliance should be provided by the contractor upon completion of such works.

3.3.4 All gas appliances installed must be properly maintained and inspected annually by a Registered Gas Contractor, who will issue a safety certificate after inspection.

3.3.5 The following steps should be taken on detection of gas leakage:

- Turn off the gas supply;
- Open all windows and doors fully to disperse the gas;
- Do not use matches or naked flames;
- Do not use telephone or operate any electrical switches;
- Do not touch the gas appliances to avoid operating the ignition switch accidentally;
- Immediately contact the gas supplier by phone outside the premises.
and do not turn on the main switch again;

- If gas leakage continues or the smell of gas still persists after the main switch has been turned off, arrangements should be made for all staff and children to evacuate from the premises to a safe place and to call the police and the gas supplier; and
- The gas installation shall not be used again until it has been checked for safety by the gas supply company.

3.4 Electrical Installation

For all pre-primary institutions

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

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

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

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

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

(Refer to Electricity Safety under the website of Electrical and Mechanical Services Department for electrical products and installation safety tips: https://www.emsd.gov.hk/en/electricity_safety/publications/general/index.html#eps)

3.5 Floors and Walls

For all pre-primary institutions

3.5.1 Floors and walls should be kept clean and in good sanitary condition at all times. Floor surfaces should be non-slippery and without any crack. Sharp edges 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 good sanitary condition. Hazards to the safety of children should be immediately discarded, repaired or made inaccessible to children.

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

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

(Refer to Information leaflet on:
(i) “Providing a safe environment for your baby”
   http://s.fhs.gov.hk/tdjz4
(ii) “Protect Baby from Sudden Infant Death Syndrome (SIDS)”
   http://s.fhs.gov.hk/086ly
(iii) “Child Development 5 - Eight to Twelve Months”
   http://s.fhs.gov.hk/e9gco
(iv) Health information page in FHS website - Home Safety:
    http://s.fhs.gov.hk/74rnt)

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

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

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

3.6.7 Children should only be allowed to enter a lift or to use an escalator when accompanied by an adult.
3.6.8 Children should be taught to keep to the left when using a staircase.

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

3.7 Physical Play

For all pre-primary institutions

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

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

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

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

- Depending on the nature of a particular activity, children should keep an appropriate distance from one another during group activities.
- Children should follow the proper etiquette in using the play equipment. For example, when playing on the slide, a child should not slide until the one in front has reached the ground.
- Children should not run, jump or chase around while on an equipment.
- Notice should be given to the partner before getting off a seesaw.
- Boundaries of swing around swings, swinging boats, shooflies, etc. should be designated. While there are children on the swing
equipment, other children should not run into or stay in the designated boundaries.

- When riding bicycles / driving small cars, children should cycle / drive in the same direction.

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

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

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

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

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

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

3.8 Transportation Arrangements

For kindergartens

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

3.8.2 The aforesaid guidelines are also applicable to nanny van.

3.9 Outdoor Activities

For all pre-primary institutions

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

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

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

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

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

3.11 Inclement Weather and Emergencies

For all pre-primary institutions

3.11.1 Guidelines should be formulated to advise staff of the measures to take during inclement weather and emergencies.

3.11.2 When school term commences or when new children are enrolled, pre-primary institutions should brief parents about their arrangements during tropical cyclones and heavy persistent rain (e.g. opening hours, collection of children, telephone hotline for enquiries, etc.) to enable parents to act accordingly. Social Welfare Department issues letter to alert pre-primary institutions of the proper arrangements during inclement weather in a timely manner. Pre-primary institutions should also refer to Education Bureau Circular No.4/2016 “Tropical Cyclones and Heavy Persistent Rain Arrangements for Kindergartens and Day Schools” (Website: https://applications.edb.gov.hk/circular/upload/EDBC/EDBC16004E.pdf) and act accordingly.

3.11.3 In case of emergencies, pre-primary institutions should assess the seriousness of the situation and call police for assistance. A record of the incident and the actions taken should be properly recorded after the event.

3.12 Occupational Safety of Employees

For all pre-primary institutions

3.12.1 Apart from ensuring the safety of children, operators must, so far as reasonably practicable, provide a safe working environment for the staff pursuant to the Occupational Safety and Health Ordinance. Employees at work are also responsible to take care of the safety of themselves and others and to co-operate with the operators in order to comply with the requirements of the Ordinance. (Website of the Occupational Safety and Health Ordinance: https://www.elegislation.gov.hk/?_lang=en)
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 (Website: http://s.fhs.gov.hk/d5fqn) or Registered Medical Practitioner for consultation. The Government implements a territory-wide Comprehensive Child Development Service, of which a referral and feedback system has been developed through cooperation between pre-primary institutions in the districts and the Maternal and Child Health Centre. The system enables early referral of needy children by pre-primary educators to relevant organizations on receiving follow-up services. If teachers or child care workers suspect a child to have any health, developmental or behavioural problems, they can send the referral form directly to the Maternal and Child Health Centre, with consent of the parent. Maternal and Child Health Centre will contact the parent and arrange preliminary assessment for the child as soon as possible after receiving the referral. Maternal and Child Health Centre will refer the child to child assessment centre or specialist clinic for further follow-up if necessary. (To understand details on the referral
system or download the resource kit and referral form, please refer to this link:


For all pre-primary institutions

4.1.3 Before admission to a child care centre / kindergarten, children should be given a physical examination. The examination can be carried out by any Registered Medical Practitioner. The physical examination form is at Appendix 10 for reference.
(Refer to Regulation 42(1) and (2) of the Child Care Services Regulations and Regulation 54(3) of the Education Regulations)

For child care centres

4.1.4 Under normal circumstances, there is no need to take body temperature for babies every day when they arrive at the centre. If necessary, digital thermometers (rectal and axillary methods)/tympanic thermometers/disposable thermometers covered with a plastic sheath can be used.
(Refer to:
(i) the DH’s leaflet “Parenting Series 4 – Managing Your Baby's Fever”
http://s.fhs.gov.hk/jzek0
(ii) Website of World Health Organization
https://www.who.int/water_sanitation_health/publications/mercury_thermometers/en/)

4.1.5 Apart from the physical examination mentioned in paragraph 4.1.3 of this chapter, children of residential child care centre must be medically examined by a Registered Medical Practitioner at least once every 6 months after admission. The physical examination form is at Appendix 10.
(Refer to Regulation 45(1) of the Child Care Services Regulations)
4.1.6 Medical Officers appointed under the Children Care Services Ordinance are required to handle all health related matters of children in a child care centre. The Director of Social Welfare should act on the advice of the appointed Medical Officer and take appropriate follow-up measures in the child care centre.

4.2 Health Records

For all pre-primary institutions

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

- Weight and Height Record
  (The Health Record Form is at Appendix 11.)

- Medical History
  Including all information of past illnesses.
  (The Health Record Form is at Appendix 11.)

- Report on Physical Examination
  The physical examination form mentioned in paragraphs 4.1.3 and 4.1.5 of this chapter refers. For the general well-being of the children, it is desirable for child care centres / kindergartens to appoint a Registered Medical Practitioner to conduct regular check-up for the children. Records of such check-ups should be properly kept.

- Immunization Record
  Each child should be immunized against diphtheria, whooping cough, poliomyelitis, tetanus, tuberculosis, measles, rubella, mumps, hepatitis B, pneumococcal disease and chicken pox at the appropriate age.
Immunization is available at any Maternal and Child Health Centre under the Department of Health
(Refer to website of the Maternal and Child Health Centres: http://s.fhs.gov.hk/d5fqn)
Pre-primary institutions may help to remind parents to bring their children to any Maternal and Child Health Centre or Registered Medical Practitioner’s clinic for immunization.
(Hong Kong Childhood Immunisation Programme is at Appendix 12.)

4.3 Management of Sickness

For all pre-primary institutions

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

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


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

- Keep proper records of the children’s personal particulars and consent from parents / guardians for releasing such information to the Department of Health where necessary for its early intervention and expeditious contact with the parents / guardians to trace the source of the disease and take measures to control it.

- If children or staff develop similar symptoms one after another and the incidence is higher than usual, occurrence of outbreak is suspected. Institutions shall be responsible for keeping a close watch on the occurrence and outbreak of communicable diseases, particularly the statutory notifiable diseases. They should report promptly to the Department of Health (see Appendix 13) as soon as possible so that timely preventive measures can be implemented. They should also make a prompt report to the Social Welfare Department / Education Bureau.

(Refer to “Guidelines on Prevention of Communicable Diseases in Schools / Kindergartens / Kindergartens-cum-Child Care Centres / Child Care Centres
(Website: https://www.chp.gov.hk/en/recommendations/35/index.html and Regulation 41 of the Child Care Services Regulations and Regulation 53 of the Education Regulations)
4.3.4 “Statutory notifiable communicable diseases” refer to the diseases listed in the First Schedule to the Prevention and Control of Disease Ordinance. Other communicable diseases of topical public health concern (including acute flaccid paralysis, brucellosis, cryptosporidiosis, severe paediatric influenza-associated complication/death, severe paediatric enterovirus infection, *Vibrio vulnificus* infection) should also be notified to the Department of Health. The Department of Health also encourages institutions to report any case of communicable diseases outbreaks other than the ones stated above, including acute conjunctivitis, acute gastroenteritis, hand, foot and mouth disease, head lice, influenza-like illness, scabies and upper respiratory tract infection.

(Website for the Prevention and Control of Disease Ordinance: [https://www.elegislation.gov.hk/?_lang=en](https://www.elegislation.gov.hk/?_lang=en))

4.3.5 For the well-being of children and staff, institutions should pay heed to the information and guidelines on the prevention of diseases issued by the Department of Health and take appropriate measures accordingly.

(Refer to website of Centre for Health Protection, Department of Health: [http://www.chp.gov.hk](http://www.chp.gov.hk))

4.3.6 Pre-primary institutions should maintain a record of accidents and illnesses for each child, as these information may be required by the casualty ward in case of an emergency or epidemiological investigation by the Department of Health during an infectious disease outbreak.

(Refer to Regulation 8(1)(e) of the Child Care Services Regulations and the Accidents / Illnesses Record at Appendix 14)

For child care centres

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

For all pre-primary institutions

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

4.5 First Aid

For all pre-primary institutions

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

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

4.5.3 Procedures to handle emergencies should be drawn up in advance to ensure that staff have full knowledge of the available facilities of the institutions and also know how to make use of the facilities when necessary. The location of the nearest casualty ward and information about the procedures and telephone number for calling an ambulance should be readily available.
4.5.4 Even when all precautions have been taken, injuries may still occur. First aid should be given to the injured child whenever necessary. At least one employee in child care centres must hold a valid first aid certificate. In kindergartens, 2 teachers must be trained in administering first aid. Staff should be encouraged to take first aid training courses and to attain a valid first aid certificate. (Refer to Regulation 43(2) of the Child Care Services Regulations and Regulation 55(2) of the Education Regulations)

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

4.6 Protecting Children from Maltreatment

For kindergartens

4.6.1 Reporting Mechanism for Absentees: For students’ absence for 7 consecutive school days without reasons or under doubtful circumstances, kindergartens should complete the “Report Form of Student Absentee in Kindergarten” (i.e. Appendix 1 of Education Bureau Circular No. 4/2018 “Reporting Mechanism for Absentees in Kindergartens”) to report to the Education Bureau on the 7th day of the student’s absence. Should the school personnel detect any indicators of child maltreatment through observations of the physical well-being, behavior or emotions of students (please see “Possible Indicators of Child Maltreatment” at Appendix 1 of Education Bureau Circular No. 1/2020), they should promptly take appropriate actions, irrespective of whether the student is attending school as usual, absent from school continuously or absent from school intermittently. (Websites of Education Bureau Circular No. 4/2018 “Reporting Mechanism for Absentees in Kindergartens” and Education Bureau
Circular No. 1/2020 “Handling Suspected Cases of Child Maltreatment and Domestic Violence”:

For all pre-primary institutions

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

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

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

4.6.4 Handling Suspected Child Maltreatment Cases: School personnel have direct and frequent contacts with children during teaching or school activities. If they detect any indicators of child maltreatment through observations of the physical well-being, behaviour or emotions of students (please see “Possible Indicators of Child Maltreatment” at Appendix 1 of Education Bureau Circular No. 1/2020), they should promptly take appropriate actions as set out below, irrespective of whether the student is attending school as usual, absent from school continuously or absent from school intermittently.

a. If school personnel have reasons to believe that a student has been maltreated or is at risk of maltreatment, the first personnel in contact with the student should inform the principal and consult designated personnel and school social worker (if any). In handling suspected child maltreatment cases, school personnel must not conceal the incident or delay its report.

b. The kindergarten (KG)/kindergarten-cum-child care centre (KG-cum-CCC) should activate immediately its school-based contingency mechanism/Crisis Management Team and assign school social worker (if any) and designated personnel (e.g. principal, senior teacher or designated teacher) to handle and follow up on the suspected child maltreatment cases according to the established principles and procedures (please see Appendix 2 of the aforesaid circular). During the handling process, care should be taken to avoid the child having repeated description of the maltreatment incident.

c. When a student is suspected to have been maltreated, designated personnel can make a preliminary enquiry of the conditions of the student. If the case of the student is not followed up by school
social workers but designated personnel know that the student or his/her family is a “known case”\(^1\) of SWD or a non-governmental organisation (NGO), the school should inform the responsible social worker of the unit concerned as soon as possible for an initial assessment. If the student or his/her family is not a “known case” of school social workers, SWD or NGOs, report should be made to the Family and Child Protective Services Unit (FCPSU) of SWD during office hours (please refer to Appendix 3 of the aforesaid circular) as far as possible. Schools should provide information of the student for the social worker of FCPSU to conduct an initial assessment. For reports on suspected child maltreatment cases outside office hours, they could also be made through SWD hotline\(^2\) (Tel. No. 2343 2255). The personnel on duty will contact the Outreaching Team of SWD for conducting an initial assessment.

d. If the registered social worker of KG/KG-cum-CCC is employed by an NGO, he/she may report his/her “known cases” to FCPSU for conducting initial assessment in accordance with procedures as stipulated in Chapter 4 of the “Guide”. He/she may also take up the role of conducting initial assessment and child protection investigation for his/her “known cases” as set out in Chapters 4 to 8 of the “Guide”, subject to agreement of the school, NGO and SWD. Designated school personnel may also, as necessary, consult the social worker of FCPSU first (please refer to Appendix 4 and Appendix 5 of the aforesaid circular for the work flow on conducting initial assessment, immediate child protection actions and investigations).

e. When a student is suspected to have been maltreated, schools should handle the case as soon as possible and first report to the

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

\(^2\) SWD hotline operates 24 hours a day. The hotline service is manned by the Departmental Hotline Service Unit from 9:00 a.m. to 5:00 p.m. on Mondays to Fridays and 9:00 a.m. to 12:00 noon on Saturdays (excluding public holidays). Calls received outside the above operating hours are handled by the Hotline and Outreaching Service Team operated by the Tung Wah Group of Hospitals.
unit responsible for the “known case”/FCPSU by telephone. If a written report for record purpose is necessary, Report Form at Appendix 6 of the aforesaid circular could be completed and submitted to the unit responsible for the “known case”/FCPSU by fax afterwards. Acknowledgment of receipt should be obtained to ensure that the case has been followed up by the relevant unit. If the situation is urgent warranting immediate child protection actions, e.g. sending an injured child to the hospital for examination/requesting police intervention for protecting a child, actions may first be taken before reporting to the unit responsible for the “known case”/FCPSU. If schools are only seeking advice from social workers of FCPSU by telephone, they are not required to complete the Report Form.

f. While a report of a suspected child maltreatment case is made by the school to a unit responsible for the “known case”/FCPSU/Outreaching Team of SWD, the school should also discuss with the social worker of the unit/FCPSU/Outreaching Team of SWD on whether immediate actions are to be taken to protect the child. Designated personnel should also inform the parent(s)/guardian(s) about the report. However, if the parent(s)/guardian(s) is/are involved in the child maltreatment, the school does not have to obtain the prescribed consent of the student’s parent(s)/guardian(s) for making the report. If it is necessary for the school to contact the parent(s)/guardian(s) during the assessment, advice or assistance may first be sought from the social worker of the unit concerned/FCPSU regarding the handling approach.

g. If the school considers that the student is in need of medical service, arrangement should be made for the student to undergo medical examination/treatment in a public hospital. FCPSU may also

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3 Section 58 of Cap. 486 of the Personal Data (Privacy) Ordinance provides an exemption from Data Protection Principle 3 where the use of the personal data is for the purpose of, inter alia, the detection or prevention of crime or the prevention, preclusion or remedying (including punishment) of unlawful or seriously improper conduct, or dishonesty or malpractice, and the application of the provisions of Data Protection Principle 3 would be likely to prejudice the above-mentioned purposes.
assist in contacting Medical Co-ordinator on Child Abuse of the Hospital Authority so as to arrange for admission of the child into a hospital for medical examination. If necessary, police assistance may be sought.

h. In circumstances that suggest a criminal offence may have been committed, the case should be reported to the Police to protect the safety and interests of the student concerned. Under no circumstances should the student suspected to have been maltreated be required to make a report in person at a police station. In non-urgent cases, the school may complete the Report Form at Appendix 7 and Written Dated Notes at Appendix 8 of the aforesaid circular for reporting the case to the Child Abuse Investigation Unit (CAIU) and for the Police to arrange for investigation by a suitable unit. FCPSU may assist in forwarding the Report Form to CAIU.

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

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

k. All records should be kept centrally by the principal/designated personnel. Access to these records within the school must be restricted and recorded. On no account should these records be
kept with the general records of the student concerned.

1. A Multi-Disciplinary Case Conference on Protection of Child with Suspected Maltreatment (MDCC) will be convened by the unit responsible for child protection investigation so as to formulate a follow-up plan for the student concerned. The school personnel concerned should attend the MDCC and prepare a written report for facilitating discussion in the conference.

4.6.5 **Handling Suspected Child Sexual Abuse Cases:**

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

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

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

4.6.6 Protecting Children from Sexual Abuse:

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

b. Schools are strongly advised to conduct checks under the Sexual Conviction Record Check Scheme in their appointment procedures to further safeguard the well-being of children. For details about the operation of the Scheme, schools may visit the dedicated webpage(https://www.police.gov.hk/ppp_en/11_useful_info/scrchtml) and refer to the relevant circulars/guidelines issued by the Education Bureau.
5.1 Environmental Hygiene

For all pre-primary institutions

5.1.1 Premises shall be laid on with mains water supply.

5.1.2 Premises shall be provided with a proper drainage system.

5.1.3 Premises shall be provided with adequate ventilation and lighting.

5.1.4 Premises shall be provided with adequate floor space for children.

5.1.5 Clean the floors/carpets regularly and keep the floor surfaces dry.

5.1.6 Change water in flower vases completely and remove the water in saucers of potted plants at least once a week. Saucers shall not be used as far as practicable.

5.1.7 Keeping pets is not recommended.

5.1.8 Use of household bleach (1:99) for routine disinfection of furniture, equipment and toys.

5.1.9 Change bed sheets, quilt covers, pillow cases, etc. for children weekly. Keep children’s blankets, quilts and pillows clean at all times to prevent the spread of communicable diseases.

5.1.10 Observe the key points on hygiene of children toilets in paragraph 2.3 of Chapter 2.

5.1.11 Clean all parts of the kitchen regularly, including the exhaust fans, dining utensils / cooking appliances and all kitchen equipment.

5.1.12 Water for drinking, cooking and washing must be supplied from the
mains or any other approved source.

5.1.13 All garbage receptacles must be kept covered and clean. Dispose of refuse properly.

5.1.14 Sewerage and drainage systems must be inspected and maintained regularly. The systems should be installed in places not accessible to children.

For child care centres

5.1.15 Children’s diapers, potties, bath sinks and diaper-changing benches must be kept clean at all times.

5.1.16 Clean the milk room and the equipment regularly. All bottles, teats and other utensils used for preparing milk and feeding children should be thoroughly cleaned and sterilised in boiling water or by using a chemical solution suitable for feeding utensils. Sterilised utensils should be stored in a clean covered container.

5.2 Personal Hygiene

For all pre-primary institutions

5.2.1 To ensure personal hygiene, staff members must strictly observe the following points:
- Keep clothes clean;
- Always keep nails clean and trimmed;
- Hair should be clean and tidily combed. Long hair should be clipped up or covered with a hat when handling food;
- Wash hands immediately before cooking / serving food / feeding and after using toilet / when hands are contaminated by excreta, dirty diapers, respiratory secretions, refuse;
- Never share personal items such as towels, toothbrushes, combs,
etc. with other people; and

- Sputum / respiratory secretions / contaminated articles should be properly handled.

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

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

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

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

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

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

2. Hand hygiene with alcohol-based handrub:
• Apply a palmful of alcohol-based handrub and cover all surfaces of the hands. Rub the palms, back of hands, between fingers, back of fingers, thumbs, finger tips and wrists for at least 20 seconds until the hands are dry.


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 stored 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 Child Care Centres / Kindergartens / Schools” published by the Department of Health.

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.
6.1 Choice of Food

For all pre-primary institutions

6.1.1 An adequate and balanced diet is essential for the healthy growth of children. A balanced diet should include food that provide protein, fat, dietary fibre, carbohydrate, vitamins and minerals and water. The type and quantity of food should be scaled to the age as well as the growth and development of children.

6.1.2 To avoid the health problem caused by being overweight or underweight, children should cultivate good eating habits from an early age. The institution should establish a Healthy Eating Policy to promote the importance of healthy eating to their students, school personnel, catering staff and parents, on a sustainable basis. This is achieved by establishing a healthy eating environment conducive to developing and making a habit of healthy eating in everyday life. Sample of Healthy Eating Policy could be obtained from “Nutrition Guidelines For Children Aged 2 to 6” issued by the Department of Health. (Website: https://www.startsmart.gov.hk/files/pdf/nutritional_guide_en.pdf)

The food provided for children should be based on the Healthy Eating Food Pyramid, with grains as the primary food source, supplemented by a large quantity of vegetables and fruits, a moderate amount of meat, milk and their alternatives and less fat / oil, salt and sugar.

6.1.3 As far as possible, food served to children should be fresh, seasonal, easy to digest and healthy. Smoked, preserved or processed food such as bacon, ham, sausage, barbecue meat, canned food, etc. are not suitable for children.
6.1.4 Meat and eggs should be thoroughly cooked before serving.

6.1.5 Bony fish and shellfish 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.

6.1.7 Apart from providing a healthy diet for children with less fat/oil, salt and sugar in the main meals, children should not be given food or drink that are high sugar, high salt, high fat or containing artificial colouring or caffeine as snacks. At the same time, no food reward is allowed. Main meals should provide grains, vegetables and meat (and its alternatives), preferably in the ratio of 3:2:1 by volume. Provision of fruit and vegetables should be adequate throughout a day, with vegetables served in every main meal and fruit as snacks. For more information on food choices for children, please refer the “Nutrition Guidelines For Children Aged 2 to 6” issued by the Department of Health (Website: https://www.startsmart.gov.hk/files/pdf/nutritional_guide_en.pdf).

6.2 Preparation of Food

For all pre-primary institutions

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

6.2.2 Monosodium glutamate, condiments containing sodium and hot and spicy seasoning should be avoided in cooking. Oily, deep-fried, sweetened and strong flavoured food and high fat and high sodium gravy/sauce are not suitable for children. When seasoning and cooking, use more natural and fresh spices and as little salt as possible.
6.2.3 To preserve as much nutrients as possible, vegetables and meat should be washed before chopping. The chopped vegetables and meat should not be soaked in water.

6.2.4 Raw food such as carrots, lettuces, tomatoes or fruits which are eaten raw must be thoroughly washed and rinsed in cooled boiled water. Fruits should be peeled and cut into pieces shortly before eating.

6.2.5 Vegetables should be cooked as near mealtime as possible. They should be cooked in a small amount of water or a minimum length of time.

6.2.6 Meat should be ground / minced / cubed for children’s easy chewing and digestion.

6.2.7 The correct method of defrosting frozen meat is to put it in a refrigerator of 4°C in temperature.

6.2.8 Utensils which may cause chemical changes to the components of food should not be used.

6.2.9 Cooked food should be covered properly before serving.

6.2.10 To avoid cross-contamination, different utensils should be used for handling raw and cooked food, such as using different chopping boards and knives to cut raw and cooked meat. Raw and cooked food should also be stored in different compartments of the refrigerator. Cooked food should be stored in the upper compartments and raw food in the lower compartments.

6.2.11 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.

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

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

- Before preparing a milk feed, child care workers should wash their hands thoroughly with liquid soap.
- For breastfed children, proper storage and handling of expressed breastmilk should be observed. Children can drink thawed milk directly without warming. Otherwise, the breastmilk can be warmed by placing the bottle or bag in a glass or mug of warm water. Please refer to Chapter 5 of the “Love, Starts from Breastfeeding...” of the Department of Health for more information about the storage and feeding of expressed breastmilk at http://s.fhs.gov.hk/ymavo
- Infant formula feeds should be properly prepared and handled to
ensure it is safe for infants. “Guide to Bottle Feeding; How to prepare infant formula and feed your baby safely” issued by the Department of Health lists the procedure for preparing milk feeding from infant formula safely, storing a prepared feed, rewarmed a feed, and cleaning and sterilization of the feeding bottles and teats. (http://s.fhs.gov.hk/6tt2k).

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.

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

<table>
<thead>
<tr>
<th>Food Items</th>
<th>Amount / day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk (*Breast milk / Infant Formula)</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>The amount of milk needed daily varies among babies. Babies will adjust the amount of milk they take to meet their growth and body needs.</td>
</tr>
</tbody>
</table>
The feeding should be guided by baby’s feeding cues. “Guide to Bottle Feeding; How to prepare infant formula and feed your baby safely” issued by the Department of Health set out how to feed the baby with bottles. (Website: http://s.fhs.gov.hk/6tt2k)

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

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

6.3.2 6 months to 1 year old

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

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

http://s.fhs.gov.hk/22xa3
http://s.fhs.gov.hk/hfttt
http://s.fhs.gov.hk/z4fbs
<table>
<thead>
<tr>
<th>Food Items</th>
<th>Amount / day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk (*Breast milk / Infant Formula)</td>
<td>210-240 ml each time and 3-4 times / day</td>
</tr>
<tr>
<td>The amount of milk needed daily varies among babies. The amount and frequency of milk feeding will gradually be reduced upon the adaptation to eating solid foods.</td>
<td></td>
</tr>
<tr>
<td>Cereal (rice or oat) / congee / thick congee</td>
<td>1-2 times / day at 1 teaspoon each time and gradually increase to 3/4 medium size bowl each time</td>
</tr>
<tr>
<td>Start with cereal. If baby tolerates well, to replace cereal by congee and to increase the thickness of congee gradually.</td>
<td></td>
</tr>
<tr>
<td>Mashed fruit / minced fruit</td>
<td>1-2 tablespoons to half piece of fruit</td>
</tr>
<tr>
<td>Minced meat (chicken, pork, fish, beef) OR Egg</td>
<td>1-2 times / day</td>
</tr>
<tr>
<td>OR Dry beans or soy products. e.g. tofu</td>
<td>½ teaspoon each time, gradually increase to 1 tablespoon minced meat / egg yolk / whole egg (1 tablespoon =1 egg yolk = ½ whole egg approximately)</td>
</tr>
<tr>
<td>Mashed / minced vegetables ( Choi Sum, Pak Choi, spinach, winter melon, hairy melon, carrots, cauliflower, etc.)</td>
<td>1-2 times / day</td>
</tr>
<tr>
<td></td>
<td>1-3 tablespoons each time</td>
</tr>
</tbody>
</table>
Depending on individual needs, nutrients supplement may be given to babies according to instructions of pediatrician / registered dietitian.

Milk products, eggs, peanuts, fish, shellfish, nuts, wheat (e.g. bread, biscuits), pulses are common food allergens. Adults should observe babies for any allergic reaction after giving these foods to infants.

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

6.3.3 1 to 6 years old

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

http://s.fhs.gov.hk/o4d67
http://s.fhs.gov.hk/z4fbs

<table>
<thead>
<tr>
<th>Food Items</th>
<th>1-2 years</th>
<th>2-4 years</th>
<th>4-6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains (Rice / Noodle / Rice noodle / Spaghetti / Macaroni / Oatmeal / Bread) (avoid bread with excessive sugar and fat) Examples of 1 serving of grains =</td>
<td>1-2 medium size bowl</td>
<td>8-12 servings (1½-2 ½ medium size bowl)</td>
<td>12-15 servings (2½-3 medium size bowl)</td>
</tr>
<tr>
<td>Fruits (orange, tangerine, apple, pear, banana, etc.)</td>
<td>½-1 piece or 1/4 to 1/2 medium size bowl</td>
<td>At least 1 serving</td>
<td>At least 2 servings</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Examples of 1 serving of fruits ≈</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2 pieces of small-sized fruit (e.g. kiwi, prune)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 piece of medium-sized fruit (e.g. orange, apple, pear)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• ½ piece of large-sized fruit (e.g. banana, grapefruit, dragon fruit)</td>
<td></td>
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</tr>
<tr>
<td>• 1 tablespoon of dried fruit without added sugar and salt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ½ glass (180ml) of pure fruit juice*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables (Choi Sum, spinach, Pak Choi, runner bean, bean sprouts, winter melon, hairy melon, carrots, cauliflower, tientsin cabbage, etc.)</td>
<td>2-4 tael (80-160g)</td>
<td>At least 1½ servings</td>
<td>At least 2 servings</td>
</tr>
<tr>
<td>Examples of 1 serving of vegetables ≈</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 bowl of uncooked vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ½ bowl of cooked vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat, fish, egg and alternatives (chicken, pork, fish, beef, eggs)</td>
<td>1-2 tael (40-80g)</td>
<td>1½- 2 servings</td>
<td>2 - 3 servings</td>
</tr>
<tr>
<td>Examples of 1 serving of meat ≈</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 30g of cooked meat (size of a table tennis ball)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 medium-sized egg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 piece of silky tofu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk and alternatives (cow’s milk / reconstituted milk / # calcium added soya milk) / other dairy products</td>
<td>2 cups of milk (360 -480 ml)</td>
<td>Approx. 2 servings</td>
<td>Approx. 2 servings</td>
</tr>
<tr>
<td>Examples of 1 serving of milk ≈</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 glass of low-fat milk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2 slices of low-fat cheese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ¾ glass of low-fat yoghurt</td>
<td></td>
<td></td>
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</tbody>
</table>

Remark: 1 tablespoon = 15ml ; 1 glass = 240ml ; 1 bowl = 250 - 300ml.
* Pure fruit juice contains less dietary fibre but a much higher sugar content when compared with a whole fruit. Also, taking \( \frac{3}{4} \) glass (180ml) or more of pure fruit juice a day would only count as one serving of fruit. Thus, children should be encouraged to take a whole fruit and recommended not to consume pure fruit juice on a daily basis or more than 2 days a week.

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

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

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

**1 glass = 8 fluid ounces = 240 ml
6.3.6 The menu should provide a balanced and adequate diet for children. Having a balanced diet and doing regular exercise will help children grow up healthily and bring them lifelong benefits.

6.4 Provision of Meals

For all pre-primary institutions

6.4.1 If full-day institutions intend to prepare meals for children by themselves, they need to provide a kitchen according to the requirements stipulated in paragraph 2.5 of Chapter 2.

6.4.2 If a kitchen is not provided in a full-day institution, it can choose to have meals supplied by a licensed caterer. To ensure the quality of the meals, the institution should make a contract with the caterer. The choice of food, amount of food, standard of preparation, method of food storage mentioned in this chapter must be clearly stipulated in the contract. Quality and quantity of the meals supplied should be properly monitored to guarantee the contractual requirements are fully complied with.

6.4.3 The pre-primary institutions should ensure that the food suppliers are the licensed food factories approved by the Food and Environmental Hygiene Department to supply meal boxes. They should also be aware the sub-contractors engaged to take up the orders for supplying meal boxes on behalf of the licensee or in manufacturing items of ready-to-eat food to form part of the food components of the meal boxes also hold valid food factory license. Both the food suppliers and the sub-contractors have to observe relevant licensing conditions. Enquiries about control of licensed food factories supplying lunch boxes can be made to the telephone hotline of the Food and Environmental Hygiene Department (telephone no. 2868 0000) or contact the Department’s respective District Environmental Hygiene Offices. For more information, pre-primary institutions may visit the following websites of the Department:
Address list and telephone list of District Environmental Hygiene Offices of the Food and Environmental Hygiene Department

List of the licensed food factories approved to supply lunch boxes

Guidelines on How to Ensure School Lunches Ordered Are Safe

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

(Website: http://www.wastereduction.gov.hk/en/schools/green_lunch.htm)
Chapter 7

Curriculum and Activities

7.1 Curriculum Goals

For all pre-primary institutions

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

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

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

7.2 Developmental Characteristics of Children

For all pre-primary institutions

7.2.1 Pre-primary educators should have thorough understanding of the family background, developmental characteristics and growth process of children so that they can set reasonable learning objectives according to children’s needs and design appropriate curriculum to suit children’s development and abilities.
7.2.2 Regarding the developmental characteristics of children aged 2 to 6, reference can be made to Appendix 2 of the “Kindergarten Education Curriculum Guide” prepared by the Curriculum Development Council. (Website: https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/index.html)

7.3 Curriculum Planning and Design of Activities

For all pre-primary institutions

7.3.1 The curriculum should ensure comprehensive and balanced learning experiences for children and help them develop an interest in self-initiated learning, good living habits as well as the skills and attitudes to get along with people.

7.3.2 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 and could be flexible. There should always be a skeleton programme around which the day’s activities are planned. Allocation of time for each activity may vary from day to day but the activity items should be similar. Daily activities should include the following:

- Morning / noon meeting (roll call, health inspection, greetings, sharing, etc.);
- Routine training (ways to get along with people, living habits, self-care abilities, etc.);
- Physical play (to be conducted indoors or outdoors depending upon the weather and facilities of the pre-primary institutions);
- Interest activities;
- Creative activities;
• Music activities;
• Free choice activities (including interest corner activities, free play);
• Activities on language, early childhood mathematics, nature and living; and
• Personal and social development.

7.3.4 Children of different ages have different educational and care needs. Institutions serving children of different age groups should have different emphases on curriculum and activities.

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

7.3.6 For curriculum planning and design of activities for children of 2 to 6 years, please refer to the Curriculum Development Council’s “Kindergarten Education Curriculum Guide” (Website: https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/preprimary/index.html)
7.3.7 The time-table in respect of the programme of activities for child care centres should be submitted to the Director of Social Welfare for approval.
(Refer to Regulation 10(1) of the Child Care Services Regulations)

7.3.8 The recommended booklist and the time-table of kindergartens should be submitted to the Permanent Secretary for Education for approval.
(Refer to Regulation 92(2) and 92(10) of the Education Regulations)

7.4 Principles of Implementation of Activities

For all pre-primary institutions

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

7.4.2 It is of utmost importance to let children develop naturally from learning activities which are designed with reference to children’s learning abilities and daily-life exposure. If institutions prefer to use learning resources, they may refer to the Recommended Textbook List: Kindergarten Learning Resources compiled by the Education Bureau.
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, simple learning tasks, etc. to extend children’s learning experiences gained in institutions.

7.4.4 Children can only write when their fine motor skills are fully developed. Children in nursery class (K1) should not be required to hold a pencil and write. However, pre-writing exercises which can enhance children’s development of their fine motor skills, such as building blocks, playing with plasticine, assembling puzzles, etc. should be offered to children before writing. In arranging writing or pre-writing activities, attention should be paid to the dexterity of children’s fingers and the difference of children’s ability in holding a pencil. (Refer to paragraph 2.6.2(a) of Chapter 2 and “Arrangement of homework” in paragraph 4.5 of Chapter 4 of the Curriculum Development Council’s “Kindergarten Education Curriculum Guide”)

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

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

Institutions should develop a systematic learning portfolio for each child to collect information for record and report of children’s personal development (such as observation and recording of children’s daily behaviour and activities, their tasks and work). Such information should be regularly shared with parents to help them learn more about the development of their children in different aspects. Continuous observation is needed to assess children’s learning progress and comparison should only be made between the past and the present performance of the same child.
7.4.7 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 “Kindergarten Education Curriculum Guide” prepared by the Curriculum Development Council. (Website: https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/pre-primary/index.html)
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:

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Operating Hours</th>
<th>Child Care Workers / Qualified Kindergarten Teachers to Children Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Under 2 years</td>
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<tr>
<td>Child Care Centres</td>
<td></td>
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<tr>
<td>Non-residential</td>
<td></td>
<td>1:8</td>
</tr>
<tr>
<td>Centres</td>
<td>*8 a.m. – 8 p.m.</td>
<td></td>
</tr>
<tr>
<td>Residential Centres</td>
<td>8 a.m. – 8 p.m.</td>
<td>1:8</td>
</tr>
<tr>
<td></td>
<td>8 p.m. – 8 a.m.</td>
<td>1:12</td>
</tr>
<tr>
<td></td>
<td>of the following day</td>
<td></td>
</tr>
<tr>
<td>Kindergartens</td>
<td>Half-day/Full-day</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
The operating hours of individual centre are specified in the time-table as approved by the Director of Social Welfare in accordance with Regulation 10(1) of the Child Care Services Regulations.

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

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

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

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

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

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

For child care centres

8.1.3 A residential child care centre with more than 30 children under care must appoint a registered nurse to be in charge of the health of the children. In a residential child care centre where 30 children or less are cared for, there must be a registered nurse on-call to provide readily available services whenever required.
8.1.4 The Director of Social Welfare must be notified of any staff changes in the posts of child care supervisors and child care workers within 14 days of the occurrence.

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.

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.

8.2 Qualifications

For all pre-primary institutions

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

(Education Bureau Circular No.28/2003:
http://applications.edb.gov.hk/circular/upload/EMBC/EMBC03028E.PDF
Approved Course List:
List of Approved Training Courses for Registration of Child Care Workers/Supervisors Recognized by the Director of Social Welfare:

For child care centres

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

For kindergartens

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

Please refer to the Education Bureau Circular No.10/2009 “Qualification and Training Requirement of New Kindergarten Principals” at Appendix 21(B) for details. The latest list of approved courses has been uploaded on the Education Bureau homepage.
8.2.4 For the minimum academic qualification of permitted teachers in kindergartens, please refer to:


8.3 Registration

For child care centres

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

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

(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).
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).

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


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

For kindergartens

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


Kindergarten staff should take note of such announcements.

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

(Education Bureau Circular No.8/2018:

8.5 Personnel Management

For all pre-primary institutions

8.5.1 Salary should be commensurate with qualifications and job responsibilities. Pre-primary institutions should fix the pay scale and the fringe benefits for staff and specify them clearly on the work contract.
8.5.2 The conditions of service such as working hours, annual leave, sick leave, maternity leave, arrangements for termination of contract, etc. should comply with the Employment Ordinance and set out clearly in the employment contract.

8.5.3 Refer to paragraphs 3.12 and 3.13 of Chapter 3 for occupational safety and insurance of staff.

Chapter 9

Fee and Charge

9.1 Fees

For all pre-primary institutions

9.1.1 Child care centres / kindergartens should collect the inclusive monthly fee / inclusive fee approved by the Director of Social Welfare / Permanent Secretary for Education, otherwise it is in contravention of the law. 
(Refer to Regulation 45C(1) of the Child Care Services Regulations and Regulation 61(1) of the Education Regulations)

9.1.2 The fee certificate issued by the Social Welfare Department / Education Bureau should be displayed in a conspicuous place in the institutions. 
(Refer to Regulation 45C(4) of the Child Care Services Regulations and Regulation 67 of the Education Regulations)

9.1.3 No increase in the inclusive monthly fee / no change in the inclusive fee should be made without the written approval of the Director of Social Welfare / Permanent Secretary for Education. 
(Refer to Regulation 45D(1) of the Child Care Services Regulations and Regulation 65 of the Education Regulations)

9.1.4 Child care centres / kindergartens should inform parents of any approved changes in the inclusive monthly fee / inclusive fee as soon as possible to avoid misunderstanding and complaints.

9.1.5 Unless otherwise permitted in writing by the Director of Social Welfare / Permanent Secretary for Education, the inclusive monthly fee in respect of child care centres should be collected each month / the tuition fee in respect of kindergartens should be collected in accordance with the approved instalments and amount.
9.1.6 Unless prior approval in writing is given by the Director of Social Welfare / Permanent Secretary for Education, no institution should collect any fees other than the inclusive monthly fee / inclusive fee.

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

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

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

9.2 Collecting Deposit / Registration Fee and Application Fee

For all pre-primary institutions

9.2.1 For child care centres, partial or full collection of the inclusive monthly fee of the first month as deposit not earlier than 3 months before a new child is admitted is allowed when a place has been offered. The amount of deposit shall be deducted from the inclusive monthly fee of the first month after the child’s admission to the centre.
9.2.2 Kindergartens and kindergarten-cum-child care centres (applicable for both kindergarten and child care centres section) are required to observe the following appendix in collecting registration fee and application fee: Education Bureau Circular No.6/2017 “Collection of Application Fee and Registration Fee, Admission of Students and Provision of Information by Kindergartens” at Appendix 23 (Website: https://applications.edb.gov.hk/circular/upload/EDBC/EDBC17006E.pdf). Prior approval in writing from the Permanent Secretary for Education is required for collection of fees exceeding the approved ceiling specified in this circular. The approval letter should be displayed in a conspicuous place in the kindergarten.
(Refer to Regulation 61(1) of the Education Regulations)

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

9.3 Selling School Items and Providing Paid Services

For all pre-primary institutions

9.3.1 If pre-primary institutions intend to collect fees from parents for the acquisition of school items or services, they should inform parents in writing that the acquisition of such items / services is entirely voluntary. Parents are free to procure the items from other sources or decline the services. Parents should be informed about the details and the charges of such items / services and given sufficient time to consider whether or not to accept the school items / services.

9.3.2 Pre-primary institutions should make known to parents the information on fee charge, such as listing out the inclusive monthly fee / tuition fee and other approved fees in the child care centre / kindergarten pamphlet, application form and the institution’s webpage, etc. for the reference of parents.
9.3.3 Prior approval must be obtained from the Director of Social Welfare in case a child care centre plans to carry out the trading activities as stated in paragraph 9.3.1 of this chapter.

9.3.4 Kindergartens and kindergarten-cum-child care centres should strictly observe the rules drawn up by the Education Bureau in relation to the sale of school items, such as text books, exercise books, school uniforms and other items and provision of paid services detailed in Education Bureau Circular No.16/2013 “Collection of Fees, Sale of School Items and Provision of Paid Services in Kindergartens” at Appendix 24.


In addition, Education Bureau Circular No.14/2003 “Acceptance of Advantages and Donations by Schools and their Staff” at Appendix 25


and “Sample Code of Conduct for Managers and Staff of Kindergartens” published by The Independent Commission Against Corruption (ICAC)

(Website: [https://cpas.icac.hk/UploadImages/InfoFile/ cate_43/2016/ac8f9b49-6fa6-4e8b-aaf0-fce72bc722a9.pdf](https://cpas.icac.hk/UploadImages/InfoFile/ cate_43/2016/ac8f9b49-6fa6-4e8b-aaf0-fce72bc722a9.pdf)) should also be observed.

9.3.5 Rules concerning fee collection are supplemented and revised from time to time and will be disseminated to kindergartens by the Education Bureau Circulars. Kindergartens are required to take note of the amendments set out in such circulars.
Chapter 10

Family and Pre-primary Institutions

10.1 Contact with Parents

For all pre-primary institutions

10.1.1 To implement the service successfully, institutions must obtain the support of parents to build a foundation of mutual cooperation.

10.1.2 Institutions should establish a good partnership with parents. Meanwhile, the institutions should provide the staff with training to equip them with the necessary approach and skills to working with parents.

10.1.3 Institutions should set up communication channels to seek parents’ views on their services and should consider parents’ suggestions on service improvement.

10.1.4 Institutions should handle parents’ complaints with a positive attitude, take initiative to contact parents to find out the causes and seek solutions to the problems. Taking initiative to contact parents helps reduce the parents’ and the public’s misunderstanding towards the institutions and prevent the problems from worsening.

10.2 Methods of Communication with Parents

For all pre-primary institutions

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

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

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

Chapter 6 “Home-school-community Partnership” of the Education Bureau’s Kindergarten Administration Guide.
Chapter 11
Registration and Regulation

11.1 Registration of Pre-primary Institutions

For all pre-primary institutions

11.1.1 As the registration and operation of child care centres / kindergartens are made in accordance with the Child Care Services Ordinance and Child Care Services Regulations (Hong Kong Law Chapter 243) / Education Ordinance and Education Regulations (Hong Kong Law Chapter 279), operators should acquaint themselves with the relevant ordinances. Copies of the ordinances can be purchased at the Publications Sales Unit of the Information Services Department (Address: Room 626, 6/F, North Point Government Offices, 333 Java Road, North Point, Hong Kong; Tel: 2537 1910). The electronic version of the ordinances is also available at the Bilingual Laws Information System. (Website: https://www.elegislation.gov.hk/?_lang=en)

11.1.2 Operators should make sure that the proposed premises are suitable for operating child care centre / kindergarten and that the basic building safety requirements of the premises are met before they rent or purchase the premises. Where necessary, advice of an authorised person or a professional consultant should be sought.

11.1.3 In case any alteration and addition works in relation to the structure, means of escape and fire resisting construction of the building are involved for the proposed child care centre / kindergarten premises, advices of an authorised person or a professional consultant should be sought.
11.1.4 To apply for the registration of a child care centre / kindergarten under the relevant ordinances, operators are required to obtain the following certificates / approvals:

<table>
<thead>
<tr>
<th>Registration of child care centres</th>
<th>Registration of kindergartens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Permission issued by the Planning Department or Town Planning Board</td>
<td>Non-purpose-built school premises</td>
</tr>
<tr>
<td>Safety Certificate issued by the Buildings Department / the Independent Checking Unit of the Office of the Permanent Secretary for Transport and Housing (Housing)</td>
<td>• 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)</td>
</tr>
<tr>
<td>Fire Services Certificate and Letter of Compliance for Ventilating System issued by the Fire Services Department</td>
<td>• Safety Certificate issued by the Buildings Department / the Independent Checking Unit of the Office of the Permanent Secretary for Transport and Housing (Housing)</td>
</tr>
<tr>
<td>Certificate of Fixed Electrical Installations issued by a registered electrical contractor / worker</td>
<td>• Fire Services Certificate issued by the Fire Services Department</td>
</tr>
<tr>
<td>Safety Certificate of Towngas / Liquefied Petroleum Gas Installations issued by a registered gas contractor</td>
<td>• Documentary proof of the right to use the premises as a kindergarten (e.g. tenancy agreement / sales and purchase agreement / authorisation by landlord, etc.)</td>
</tr>
<tr>
<td>Approval for using air-conditioning and ventilation installations by the Architectural Services Department/ Electrical and Mechanical Services Department</td>
<td>Purpose-built school premises</td>
</tr>
<tr>
<td>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.)</td>
<td>• Occupation Permit / Letter of Direct Allocation</td>
</tr>
<tr>
<td></td>
<td>• Documentary proof of the right to use the premises as a kindergarten (e.g. tenancy agreement / sales and purchase agreement / authorisation by landlord, etc.)</td>
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</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Registration of child care centres</th>
<th>Registration of kindergartens</th>
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<tbody>
<tr>
<td>• Collection of monthly fee</td>
<td>• Collection of school fee</td>
</tr>
<tr>
<td>• Planning of programme of activities and time-table</td>
<td>• Planning of curriculum and school time-table and booklist (if applicable)</td>
</tr>
<tr>
<td>• Dietary scales and menu</td>
<td>• Dietary scales and menu</td>
</tr>
<tr>
<td>• Registration of child care workers</td>
<td>• Registration of managers</td>
</tr>
<tr>
<td>• Registration of child care supervisor</td>
<td>• Approval of supervisor</td>
</tr>
<tr>
<td>• Furniture and equipment</td>
<td>• Registration of teachers</td>
</tr>
<tr>
<td>• Toilet facilities</td>
<td>• Approval of principal</td>
</tr>
<tr>
<td>• Ventilation and lighting</td>
<td>• Furniture and equipment</td>
</tr>
<tr>
<td>• First aid</td>
<td>• Toilet facilities</td>
</tr>
<tr>
<td>• Sanitation</td>
<td>• Ventilation and lighting</td>
</tr>
<tr>
<td>• Accommodation</td>
<td>• First aid</td>
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</tbody>
</table>

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

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

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

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

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

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

Contact – Child Care Centres Advisory Inspectorate, Social Welfare Department

Address: Unit 206, 2/F., THE HUB, 23 Yip Kan Street, Wong Chuk Hang, Hong Kong
Tel: 3184 0804    Fax: 2591 9113
E-mail: cccaienq@swd.gov.hk

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

Reference – “Guidelines for Registration of a New School”


Contact – School Registration and Compliance Section, Education Bureau

Address: Rm 1416, 14/F, Wu Chung House, 213 Queen’s Road East, Wan Chai, Hong Kong
Tel: 2892 6335    Fax: 2573 3459
E-mail: edbinfo@edb.gov.hk
11.2 Regulation of Pre-primary Institutions

For all pre-primary institutions

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


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

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

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Appendix 22: Minimum Academic Qualification Requirement of Permitted Teacher

Appendix 23: Education Bureau Circular No. 6/2017 “Collection of Application Fee and Registration Fee, Admission of Students and Provision of Information by Kindergartens”

Appendix 24: Education Bureau Circular No. 16/2013 “Collection of Fees, Sale of School Items and Provision of Paid Services in Kindergartens”

Appendix 25: Education Bureau Circular No. 14/2003 “Acceptance of Advantages and Donations by Schools and their Staff”
1. General Requirements

(a) Each case shall be considered on its merits after full consideration of the circumstances. Nothing contained herein shall be taken as in any way derogating from the statutory powers of the Director of Buildings.

(b) If the kindergarten premises are constructed of structural timber floor, the issue of certificate under section 12(1)(b) of the Education Ordinance will be refused.

(c) As the subject matters are often related to complicated technical issues which may be difficult to overcome, the applicant is strongly advised to enlist the service of an Authorized Person (AP) (an architect, engineer or surveyor registered under the Buildings Ordinance (BO)) at the early stage to 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 (BD) by an AP and, if necessary, Registered Structural Engineer (RSE) may be required for obtaining prior approval and consent of the Building Authority (BA). It is strongly recommended that the advice of an AP or RSE should be sought well in advance. The lists of AP and RSE registered under the BO are available in the BD for viewing. The applicant can also view the lists from the BD’s website (www.bd.gov.hk).

(e) Following the implementation of the Building (Minor Works) Regulation (B(MW)R) on 31 December 2010, certain building works have been specified as minor works. As an alternative to obtaining prior approval and consent from the BA, minor works may be carried out under the simplified requirements of the Minor Works Control System. Paragraph 6 below for the details of the minor works items and the associated requirements refers.

(f) Submission of plans

(i) Each application should be accompanied by sufficient number of plans as required by the Social Welfare Department/Education Bureau (including 4 sets for the BD) showing the extent and layout of the premises.

(ii) The submitted plans should be drawn to a suitable scale (1:50 or 1:100) with all the principal dimensions of the premises and the exit routes/doors 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 Occupation Permit has been issued, no part of a pre-primary institution shall be located in, under or over any structures built which have been built without the approval and consent of the BA.

(b) For pre-primary institutions located above G/F in a non-purpose built building, the following guidelines apply:

<table>
<thead>
<tr>
<th>Location</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) in composite buildings with not more than two commercial floors above G/F.</td>
<td>(1) Premises shall conform to general standards of the Code of Practice for Fire Safety in Buildings (FS Code).</td>
</tr>
<tr>
<td>(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.</td>
<td>(2) Kindergarten is subject to the 24 m maximum height rule under Regulation 7 of the Education Regulations.</td>
</tr>
<tr>
<td>(iii) in institutional buildings.</td>
<td>(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.</td>
</tr>
<tr>
<td>(iv) in high-rise domestic buildings.</td>
<td>(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.</td>
</tr>
<tr>
<td>(v) in wholly commercial buildings.</td>
<td>(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.</td>
</tr>
<tr>
<td>(vi) in composite buildings with three or more commercial floors above G/F other than (ii).</td>
<td></td>
</tr>
<tr>
<td>(vii) in single staircase buildings other than (viii) and (ix)</td>
<td>(6) Unconditional provided that the general standards of the FS Code are conformed, particularly paragraph 5 (b) (i) below.</td>
</tr>
<tr>
<td>(viii) in single-family domestic buildings not exceeding three main storeys.</td>
<td></td>
</tr>
<tr>
<td>(ix) in New Territories 'exempted' buildings.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Structural Safety**

   (a) The main issues to be considered on structural safety are:

   (i) The premises should have a minimum designed loading not less than 2.5 kPa (i.e. 50 lbs/ft²).

   (ii) In cases where there are non-structural solid screeding on floor slabs, heavy equipment/plant or non-load bearing block walls\(^1\), structural justification on the adequacy of the existing supporting structure to cater for such superimposed loads should be submitted by an AP/RSE.

4. **Fire Resisting Construction**

   (a) Premises shall be designed and constructed of fire resisting constructions which satisfy the provisions of the Building (Construction) Regulations and the FS Code issued by the BD 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 fire barriers having the longer fire resistance rating (FRR) in respect of such Use Classification as stipulated in Table C1 of the FS Code.

   (ii) The internal corridors serving the premises and other occupancies should be separated by fire barriers having an FRR of not less than that of the Use Classification of that floor. Where these FRRs differ, the higher FRR value should be adopted. For premises situated in a shopping arcade, such separation is normally not required between the premises and the internal corridors of arcade.

   (iii) Openings for passage of ducts, pipes, wires, etc. through fire barriers should be properly protected by fire resisting constructions in order to maintain the FRR of that fire barriers.

   (iv) In cases where new or modified fire barriers are involved\(^2\), a duly completed Form (Appendix A to the Practice Notes for Authorized Persons, Registered Structural Engineers and Registered Geotechnical Engineers (PNAP) APP-13) with supporting test/assessment report from an AP/RSE shall be submitted to substantiate the FRR of the fire resisting components/materials/products. Submission of such test/assessment report is not required if PNAP ADM-20 is applicable.

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\(^1\) Erection of any non-load bearing block walls in a flat or thickening of any floor slab of a flat by laying solid screeding may be subject to the control of the B(MW)R. Details of the minor works items and the associated requirements can be viewed at BD’s website ([www.bd.gov.hk](http://www.bd.gov.hk)).

\(^2\) Formation or alteration of any openings to the enclosure (other than a load bearing wall) of any staircase that is used as a means of escape or a means of access for firefighting and rescue or its protected lobby may be subject to the control of the B(MW)R. Details of the minor works items and the associated requirements can be viewed at BD’s website ([www.bd.gov.hk](http://www.bd.gov.hk)).
(v) Doors should be installed with smoke seals under Clause C6.1 and C16.5 of the FS Code. Such provision usually applies to the entrance doors of the premises which form part of a protected lobby of a required staircase. In addition, reference should be made to the prevailing requirements on the smoke seals performance in Clause E9.1 and E9.2 of the FS Code as amended by the Corrigenda issued on 22 January 2013 which have been uploaded to BD's website (www.bd.gov.hk).

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 firefighting and rescue in accordance with Part V of the Building (Planning) Regulations and the FS Code issued from time to time by the BD.

(b) The provision of means of escape in any particular floor of a building or in any building as a whole can only accommodate a specified maximum number of persons at any one time. The current FS Code sets out such limits and relates them to the width and number of exit routes and exit doors provided for each floor and for the whole building. It follows that if, as a result of the operation of a pre-primary institution, the existing population figure for a floor or for a building exceeds these limits, a recommendation for rejection of the application will be made. In assessing the population figures, applications in respect of premises located within the same building will be treated on a first-come-first-served basis. Some general requirements are listed below for reference:

(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/ area/ premises 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/ area/ premises 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 between 4-30
persons; and 850mm for capacity between 31-200 persons with a total width of 1750mm. Reference should be made to Table B2 of the FS Code for the detailed requirements.

(iv) All required exit routes shall lead directly to a street and the staircase enclosure wall shall be so continued at G/F as to separate from the remainder of the building in accordance with Clause B9.1 of the FS Code. All exit routes shall have a clear height of not less than 2m and be kept free from obstruction. Every part of an exit route should be provided at all time with lighting of a horizontal illuminance at floor level of not less than 30 lux. The lighting can be a combination of natural and artificial light and should be backed up by an emergency lighting system that complies with the Code of Practice for Minimum Fire Service Installations and Equipment.

(v) Any exit doors shall be capable of being readily opened from the inside without the use of a key. In the event of power failure/ emergency, the automatic sliding doors shall stay open to the full width and the electrical locking device of the doors should be released automatically.

(vi) Security shutters across exits must be kept open during 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 FRR of the solid separation should be not less than that of the enclosure wall of the staircase.

(viii) Where the direction of travel from an exit door of a room to a staircase is possible in one direction only (i.e. dead-end), the distance from any part of a room to an exit or a point, from which travel in different directions to 2 or more exits is available, shall not exceed 12m (for child care centres) and 18m (for kindergarten). In other cases where alternative exit routes are available in more than one direction, it may vary from 30m to 45m (for child care centre) and from 36m to 45m (for kindergarten), depending on the fire resisting construction of the exit routes.

(ix) For the purpose of assessing the adequacy of means of escape, the capacity of the pre-primary institution is determined based on the sum of the population of the classes and the number of staff employed. In case that the maximum class size is not marked on the submitted plans, the population of the kindergarten class is assessed in accordance with Regulation 40 of the Education Regulations.

(x) All exit routes and the treads of steps and required staircases should have slip-resistant surfaces. The edges of the tread of steps and staircases along the exit route should be conspicuous.
6. Minor Works Control System

(a) With the enactment of the Buildings (Amendment) Ordinance 2008 and a set of new regulations, the B(MW)R has been made to introduce a new system, the MWCS to control the carrying out of minor works. Apart from the original system under which prior approval and consent of the BA have to be obtained for the carrying out of building works, a set of prescribed requirements that are simpler than the original system has been added to the BO by the above Amendment Ordinance and new regulations. The MWCS came into operation on 31 December 2010.

(b) A new category of building works, namely “minor works”, and a new register of “registered minor works contractors” (RMWC) for carrying out such minor works, have been introduced under the BO. In respect of minor works, the requirement to seek BA’s prior approval of plans and consent to the commencement of works can be dispensed with. Minor works are classified into three classes according to their nature, scale and complexity as well as the risk to safety they pose. Typical minor works associated with the premises include:

(i) Removal of architectural projection, canopy, unauthorized floor slab or unauthorized structure;

(ii) Erection, alteration, removal or strengthening of non-concrete canopy or supporting structure for an air-conditioning unit / water cooling tower;

(iii) Erection, alteration or removal of drains;

(iv) Erection, alteration or removal of internal staircase;

(v) Formation or reinstatement of opening in a floor slab;

(vi) Replacement of display surface, erection, alteration or removal of signboards; and

(vii) Construction, alteration, repair or removal of window or window wall.

(c) Alternatively, applicant may also appoint an AP to make formal submission of plans for minor works together with other building works of larger scale to the BD for obtaining the requisite approval and consent prior to the commencement of such works.

(d) The applicant should note that minor works violating the statutory requirements of the MWCS may not be accepted. The BD will separately process the specified forms and photos/plans/documents for the completed works under the BO and B(MW)R and conduct audit checks to ascertain compliance with the statutory requirements and ensure the quality and standards of minor works. Should these minor works be not completed in compliance with the BO and B(MW)R (for example, without appointment of
prescribed building professional (if required) and/or prescribed registered contractor to carry out minor works), separate enforcement actions under the BO may be taken by the BD against such works. The applicant should note that the issue of a certificate under the Education Ordinance and Child Care Services Ordinance should not be construed as these minor works being completed in accordance with the BO and B(MW)R.

(c) Designated Exempted Works (DEW) are also introduced under the MWCS. They can be carried out without prior approval and consent from the BD nor following the simplified requirements of MWCS. The typical DEW meeting certain criteria that are associated with the premises include:

(i) Erection or alteration of wall signboard (including the replacement of the display surface);

(ii) Removal of a wall signboard;

(iii) Removal of supporting structure on ground or on a slab for air-conditioning units/ water cooling towers/ solar water heating systems/ photovoltaic systems;

(iv) Erection, alteration or removal of canopies;

(v) Erection, alteration or removal of metal supporting frame for an air-conditioning unit or any associated duct from external wall of building;

(vi) Formation of an opening in a floor slab; and

(vii) Reinstatement of an opening in a floor slab according to the original design.

(f) More comprehensive guidelines are available and can be downloaded from BD’s website (www.bd.gov.hk).

7. Unauthorized Building Works Affecting Public Safety

(a) Unauthorized building works in premises under application for the registration of pre-primary institution 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 4(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 premises or other occupancies, may render the premises unsuitable for registration as a pre-primary institution. If the premises selected for use of pre-primary services contains unauthorized building works, the applicant is strongly advised to effect removal of such works before submitting an application. Such removal works may also be subject to the control of the B(MW)R. Details of the minor works items
and the associated requirements can be viewed at BD's website (www.bd.gov.hk).

(b) A list of unauthorized building works affecting public safety is provided at Annex for reference.

(c) If the applicant intends to erect advertising signboard, submission of plans to the BD for approval is necessary unless such signboard will be constructed under the B(MW)R as appropriate. 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. Advertising signs which fall within the classes of minor works should be commenced and carried out according to the B(MW)R.

(d) The applicants' attention is drawn to the Disability Discrimination Ordinance and Design Manual: Barrier Free Access (DM) issued by BD in regard to the provision of access and facilities for persons with a disability. The removal or alteration of existing approved access and facilities (e.g. ramps and toilets, etc.) that hinder the access and facilities for persons with a disability may be subject to enforcement and prosecution actions under the BO and the prevailing policy. The Design Manual can be obtained from the BD or downloaded from its website (www.bd.gov.hk) for reference.

8. Viewing and Copying of Private Buildings and Minor Works Records

Viewing and copying of private buildings and minor works records are available at BD at a prescribed fee. Requests can be made in a standard application form available in BD or on the BD’s website. Prior appointment may be necessary so as to allow for the records to be retrieved. For enquiries, please contact the Building Information Centre of BD at tel. no.: 2626 1616 (handled by ‘1823’). Reference should be made to PNAP App-39.
LIST OF UNAUTHORIZED BUILDING WORKS AFFECTING PUBLIC SAFETY

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

(a) Unauthorized rooftop/flat roof/yard structures forming part of the premises.

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

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

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

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

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

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

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

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

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

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

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

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

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

(g) Unauthorized permanent obstructions to smoke vents.

(h) Unauthorized alteration or removal of compartment walls or fire resisting walls and doors.

(i) Unauthorized openings or slab over existing floors for pipe ducts4.

[Exception: unless otherwise justified by AP/RSE as being structurally safe with supporting calculations and should not result in additional gross floor area under the Building (Planning) Regulations]

(j) Unauthorized reinforced concrete slabs filling up approved cockloft and staircase voids.

(k) Unauthorized cocklofts, intermediate floors and floor extensions.

(l) Unauthorized staircases; unauthorized openings through existing slabs for staircases.

(m) Unauthorized removal, partial removal or major alteration of structural members.

(n) Unauthorized building works in common areas resulting in obstruction of means

4 Formation of an opening in a floor slab and reinstatement of an opening in a floor slab according to the original design may be the DEW subject to fulfilment of certain requirements which can be carried out without prior approval and consent from the BD nor following the simplified requirements of MWCS. The DEW are NOT considered as unauthorized building works and excluded from the “List of Unauthorized Building Works Affecting Public Safety” in the Annex. Details of the DEW and the associated requirements can be viewed at BD’s website (www.bd.gov.hk).
of escape from the school premises or the building (such as: unauthorized sub-division of a floor into separate units resulting in some units without adequate means of escape, and unauthorized blocking up of access to an exit staircase rendering the means of escape of other occupancies inadequate).

(o) Unauthorized sub-division of a floor into separate units without the provision of internal corridors protected by fire resisting walls and doors.

(p) A material and unacceptable change of use (e.g. conversion of plant room to usable floor area)

(q) Openings on external walls above the ground floor without the provision of protective barriers.

If the removal or rectification of the unauthorized building works\(^5\) involves the carrying out of building works not exempted under section 41 of the BO, it will be necessary for the applicant to appoint an AP and/or RSE and to obtain the prior approval and consent of the BA for such building works.

\(^5\) Some removal works as stipulated in Schedule 2 Part 2 of the B(MW)R are classified as designated exempted works which may be carried out under the said Regulation.
## Recommended Schedule of Accommodation for a Standalone Child Care Centre

**Capacity : 100**

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Area (m²)</th>
<th>No.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>41 each</td>
<td>6</td>
<td>Maximum class size is 30. During the afternoon nap time of a whole-day class, the maximum number of children to be accommodated is 20. The design should be flexible where feasible, such as the use of folding/sliding partitions between classrooms, the provision of a washbasin and storage space for students’ use in each classroom.</td>
</tr>
<tr>
<td>Multi-purpose Area/Room(s)</td>
<td>41</td>
<td>-</td>
<td>Multi-purpose area/room(s) should be provided to meet the operational needs or for core students learning activities such as music and art activities. Provision of washbasin as necessary, e.g. for art activities.</td>
</tr>
<tr>
<td>Small Group Teaching Room</td>
<td>15</td>
<td>1</td>
<td>A small group teaching room should be provided for individual coaching/small group learning to cater for student diversity.</td>
</tr>
<tr>
<td>Principal Office</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Staff Office</td>
<td>38</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Administrative Office</td>
<td>9</td>
<td>1</td>
<td>For storage of play equipment, etc. as well as storage of beds, bedding and related items for whole-day students. As for kindergarten operating half-day courses only, the general store could be of 18m².</td>
</tr>
<tr>
<td>General Store</td>
<td>22</td>
<td>1</td>
<td>For storage of play equipment, etc. as well as storage of beds, bedding and related items for whole-day students. As for kindergarten operating half-day courses only, the general store could be of 18m².</td>
</tr>
<tr>
<td>Medical Room/ Sick bay</td>
<td>11</td>
<td>1</td>
<td>A washbasin is required. Floor finish is suggested to be at least 4mm thick seamless vinyl flooring for hygiene and easy maintenance purposes.</td>
</tr>
<tr>
<td>Kitchen (with a separate food store)</td>
<td>24</td>
<td>1</td>
<td>For whole-day kindergartens which intend to serve cooked meals in school, a kitchen which meets the requirements of the Buildings Department/Housing Department, Fire Services Department, Department of Health and other relevant departments should be provided. Refer to Appendix 7 for the basic facilities of the kitchen. A separate food store (of 20% of kitchen area) should also be provided. As for kindergarten operating half-day courses only, the kitchen could be replaced by a pantry with the size of 10m².</td>
</tr>
<tr>
<td>Laundry</td>
<td>15</td>
<td>-</td>
<td>For whole-day kindergartens, accommodation such as laundry would be desirable.</td>
</tr>
<tr>
<td>Toilet</td>
<td>as appropriate</td>
<td>-</td>
<td>According to the First Schedule of the Education Regulations, the requirements for latrines and urinals are as follows:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>(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;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(b) For girls – One pan for every 20 girls;</td>
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<td></td>
<td></td>
<td>In addition, a washbasin should be provided for every 30 boys or 25 girls in a kindergarten.</td>
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<td></td>
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<td></td>
<td>Toilet and sanitary facilities should be adequately provided for staff in accordance with the requirements of Building (Standards of Sanitary Fitments, Plumbing, Drainage Works and Latrines) Regulations.</td>
</tr>
<tr>
<td>Indoor Play Area</td>
<td>123</td>
<td>-</td>
<td>Indoor play area should be provided at the rate of not less than 50% of the total classroom space.</td>
</tr>
<tr>
<td>Outdoor Play Area</td>
<td>-</td>
<td>-</td>
<td>Outdoor play area with direct access from the classrooms should be provided whenever possible.</td>
</tr>
</tbody>
</table>
Size of Children’s Furniture

Suggested size:

1. Tables and chairs

<table>
<thead>
<tr>
<th>Age group</th>
<th>Average table height</th>
<th>Average seat height</th>
<th>Average seat depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4</td>
<td>510 mm</td>
<td>230 mm</td>
<td>270 mm</td>
</tr>
<tr>
<td>4-6</td>
<td>530 mm</td>
<td>250 mm</td>
<td>270 mm</td>
</tr>
</tbody>
</table>

2. Beds

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

(For residential child care centres)

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

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

3. Toy shelves / book shelves

<table>
<thead>
<tr>
<th>Age group</th>
<th>Height</th>
<th>Width</th>
<th>Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-6</td>
<td>740 mm</td>
<td>1220 mm</td>
<td>300-360 mm</td>
</tr>
</tbody>
</table>
Toys for Children

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

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

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

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

Developing manipulative skills

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

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

Developing imagination, affectivity and social development

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

Developing aesthetics and creativity

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

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

Child Care Centres

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

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

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

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

1. Bandages (of different sizes)
2. Triangular bandages
3. Elastic tensor bandage (of different widths)
4. Adhesive plaster and adhesive tape (of different sizes)
5. Cotton tips
6. Cotton wool
7. Sterile gauze / dressings (individual packing)
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. Electronic thermometer(s)
15. Disposable plastic gloves
16. Ice bag(s) / cold pack (in freezer)
17. Safety pins
## Report on Physical Examination

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>體格檢查報告</th>
</tr>
</thead>
<tbody>
<tr>
<td>機構名稱</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Examination</th>
<th>體格檢查日期:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of child</th>
<th>Sex</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>兒童姓名</td>
<td>性別</td>
<td>出生日期</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of Birth Certificate</th>
<th>名稱</th>
</tr>
</thead>
<tbody>
<tr>
<td>出世紙編號</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Parents/Guardian</th>
<th>H.K. Identity Card No.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>家長/監護人姓名</td>
<td>香港身分證號碼</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Address</th>
<th>Tel. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>地址</td>
<td>電話</td>
</tr>
</tbody>
</table>

### Physical Examination

<table>
<thead>
<tr>
<th>General Physique</th>
<th>Lungs</th>
<th>Fontanelles &amp; Head</th>
<th>Abdomen</th>
<th>Nutrition</th>
<th>Umbilicus</th>
<th>Skin</th>
<th>Genitals</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通情形</td>
<td>肺</td>
<td>頭及顱</td>
<td>腹</td>
<td>營養</td>
<td>臍</td>
<td>皮膚</td>
<td>生殖器官</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eyes &amp; Vision</th>
<th>General Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>眼與視覺</td>
<td>智力</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ears &amp; Hearing</th>
<th>Extremities &amp; Spine</th>
</tr>
</thead>
<tbody>
<tr>
<td>耳與聽覺</td>
<td>四肢及脊骨</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nose</th>
<th>Special Notes, such as history of allergy, deformities, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>鼻</td>
<td>特別紀錄，例如敏感、畸形等</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mouth</th>
<th>Teeth/Tonsils</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>口腔</td>
<td>牙齒/扁桃腺</td>
<td>言語</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Glands</th>
<th>Heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>腺</td>
<td>心臟</td>
</tr>
</tbody>
</table>

### Fit for admission to the above Institution

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>是</td>
<td>否</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physician’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>政委員姓名</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name/Chop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>醫生姓名/印鑑</td>
</tr>
</tbody>
</table>

---

A 10-1
**Health Record**

**Name of Child:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Weight in kg</th>
<th>Height in cm</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Health Condition:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Illness/Infectious Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**History of illness / infectious disease (before and after admission to child care centre / kindergarten):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Illness/Infectious Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Updated Schedule of the Hong Kong Childhood Immunisation Programme (HKCIP) Recommended by the Scientific Committee on Vaccine Preventable Diseases of the Centre for Health Protection, Department of Health  
*(as of 10 April 2019)*

<table>
<thead>
<tr>
<th>Age/grade</th>
<th>Immunisation recommended</th>
</tr>
</thead>
</table>
| Newborn   | • B.C.G. Vaccine  
           | • Hepatitis B Vaccine - First dose |
| 1 month   | • Hepatitis B Vaccine - Second dose |
| 2 months  | • Diphtheria, Tetanus, acellular Pertussis & Inactivated Poliovirus (DTaP-IPV) Vaccine - First dose  
           | • 13-valent Pneumococcal Conjugate Vaccine (PCV13) - First dose |
| 4 months  | • DTaP-IPV Vaccine - Second dose  
           | • PCV13 - Second dose |
| 6 months^ | • DTaP-IPV Vaccine - Third dose  
           | • Hepatitis B Vaccine - Third dose |
| 12 months | • Measles, Mumps & Rubella (MMR) Vaccine - First dose  
           | • PCV13 - Booster dose  
           | • Varicella Vaccine - First dose* |
| 18 months | • DTaP-IPV Vaccine - Booster Dose  
           | • Measles, Mumps, Rubella & Varicella (MMRV) Vaccine – Second dose# |
| Primary 1 | • DTaP-IPV Vaccine - Booster dose |
| Primary 5 | • 9-valent Human Papillomavirus (HPV) Vaccine - First dose† |
| Primary 6 | • Diphtheria (reduced dose), Tetanus, acellular Pertussis (reduced dose) & Inactivated Poliovirus Vaccine - Booster dose  
           | • 9-valent HPV Vaccine - Second dose+ |

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

* Varicella vaccine has been incorporated into HKCIP for children born on or after 1 January 2013.

# Currently, the second dose of MMR vaccine (for children born before 1 January 2013) or MMRV vaccine (for children born on or after 1 January 2013) are given to Primary 1 students by the School Immunisation Teams of the Department of Health (DH). DH has been planning to provide the second dose of MMRV vaccine for children at 18 months in Maternal and Child Health Centres. Implementation details will be announced by DH in due course.

+ Starting from the 2019/20 school year, eligible female students will receive the first dose of 9-valent HPV vaccine at Primary 5. They will receive the second dose when they reach Primary 6 in the next school year.
## Appendix 2

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

**NOTIFICATION FORM**

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

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

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* School / KG - fax copy to School Development Section of Education Bureau in their respective districts
† KG-cum-CCC - fax copy to Joint Office for Kindergartens and Child Care Centres of Education Bureau (Fax: 3107 2180)
‡ CCC - fax copy to Child Care Centres Advisory Inspectorate of Social Welfare Department (Fax: 2591 9113)

For enquiries, please call 2477 2772
# Accidents / Illnesses Record

意外/疾病紀錄

Name of Child:

兒童姓名

<table>
<thead>
<tr>
<th>Date/Time/Place of Occurrence</th>
<th>Incidents and Follow-up Action</th>
<th>Signature of Parent/Guardian</th>
<th>Signature of Child Care Worker/Teacher</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Appendix 14
**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
Government of the HKSAR
Education Bureau

23 February 2018

**Education Bureau Circular No. 4/2018**

**Reporting Mechanism for Absentees in Kindergartens**

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

**Summary**

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

**Details**

**Purpose**

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

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

Principles

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

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

Procedures

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

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

\(^2\) KGs should confirm with parents on the recognised parent/guardian in applying leave for students.
7. Even if a student is absent for less than seven school days, or even attending school as usual, or absent intermittently, should the school personnel notice any wounds or any signs of child abuse, it should immediately refer to the SWD’s Guide and, complete the “Report Form of Student Absentee in Kindergarten” (Appendix 1) (hereafter “Report Form”) as appropriate for reporting to the respective School Development Section / Joint Office for KGs and Child Care Centres (Joint Office), and in parallel report to SWD and/or the Hong Kong Police (the Police) for assistance. In this connection, KGs are requested to note the following:

(a) If the student and/or the family is receiving case services from SWD or service unit of a non-governmental organisation (NGO), the KG should report the case immediately to the responsible social worker for follow-up. In case of doubt or failing to reach the social worker, the KG may contact Supervisor of the service unit or the Family and Child Protective Services Unit (FCPSU) of SWD.

(b) If the student and/or the family is not receiving case services from SWD or service unit of NGO, the KG should report the case immediately to FCPSU of SWD.

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

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

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

Training

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

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

Enquiries

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

Mrs CHAN SIU Suk-fan
for Permanent Secretary for Education
To: Education Bureau (EDB) (Fax no: _______________)  
[Attn: Joint Office for Kindergartens and Child Care Centres (Joint Office) / ___________ District School Development Section]  

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

Report Form of Student Absentee in Kindergarten

<table>
<thead>
<tr>
<th>Name of student:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of birth:</td>
<td>Gender: (boy/girl)</td>
</tr>
<tr>
<td>Period of absence:</td>
<td>(dd/mm/yyyy)</td>
</tr>
<tr>
<td>Any siblings attending the same school (or same organisation if known):</td>
<td></td>
</tr>
<tr>
<td>Reasons for absence given by parents/guardians</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

Signature of Principal: ____________________________________________

Name of Principal: ____________________________________________

Telephone Number: ____________________________________________

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

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

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

☐ The case has been followed up by Integrated Family Services Centre / Integrated Services Centre / Family and Child Protective Services Unit* of the Social Welfare Department/(for non-government-organisation, please provide the name: ________________)  

☐ The Social Welfare Department has given advice, and our school will continue to follow up.

☐ The student has already resumed schooling, nothing unusual is found.

☐ Others (please specify)

_________________________________________________________________

_________________________________________________________________

(*Please delete as appropriate)

Signature of Principal:

Name of Principal:

Phone Number:

Date:
Seminars on Prevention of Child Abuse

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

<table>
<thead>
<tr>
<th>Session</th>
<th>Region</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Kowloon East</td>
<td>20 March 2018</td>
</tr>
<tr>
<td>AB*</td>
<td>Hong Kong Island</td>
<td>22 March 2018</td>
</tr>
<tr>
<td>AC*</td>
<td>Kowloon West</td>
<td>11 April 2018</td>
</tr>
<tr>
<td>AD</td>
<td>New Territories North</td>
<td>13 April 2018</td>
</tr>
<tr>
<td>AE</td>
<td>New Territories South</td>
<td>21 April 2018</td>
</tr>
</tbody>
</table>

* With English interpretation

2. The contents of the seminars include the introduction of the new arrangements of the reporting mechanism for absentees in kindergartens by EDB, the procedures of handling child abuse cases by the Police; early identification of and handling suspected child abuse cases by SWD; and sharing on the signs of child abuse and sharing on follow-up to the trauma by pediatricians and educational psychologists etc.. There will be Q&A session for each seminar.

3. As the regional Police School Liaison Officers will be present in the seminar, your school is strongly advised to take part in the seminar to be held in the respective region of your school. Please submit the online enrolment through EDB’s Training Calendar System starting from March 2018 (Course Code: KGE020180051).

4. In case of Black Rainstorm Warning Signal or Tropical Cyclone Warning Signal No.8 (Signals) on the event date, the seminar will be cancelled. It will only resume as scheduled when the Signal(s) is cancelled two hours prior to the start of the seminar.

5. For enquiries, please contact Kindergarten Administration 2 Section at 2892 6424.
Education Bureau Circular No. 1/2020

Handling Suspected Cases of Child Maltreatment and Domestic Violence

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

Summary

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

Background

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

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

Details

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

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

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

Handling Suspected Child Maltreatment Cases

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

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

(b) The school should activate immediately its school-based contingency mechanism/Crisis Management Team and assign School Social Worker (if any) and designated personnel (e.g. principal, senior teacher, designated teacher, or Student Guidance Officer/Teacher/Personnel) to handle and follow up on the suspected child maltreatment cases according to the established principles and procedures (please see the flow-chart on “Identification and Reporting of a Suspected Child Maltreatment Case” at Appendix 2). During the handling process, care should be taken to avoid having the child repeated description of the maltreatment incident. For KGs, KG-cum-CCCs and schools without a Crisis Management Team or school guidance personnel/School Social Workers, the principal should also assign designated personnel (e.g. principal, senior teacher or designated teacher) to handle suspected child maltreatment cases.

c) When a student is suspected to have been maltreated, designated personnel can make a preliminary enquiry of the conditions of the student. If the case of the student is not one followed up by School Social Workers but designated personnel know that the student or his/her family is a “known case”1 of SWD or an NGO, the school should inform the responsible social worker of the unit concerned as soon as possible for an initial assessment. If the student or his/her family is not a “known case” of School Social Workers, SWD or NGOs, report should be made to the Family and Child Protective Services Unit (FCPSU) of SWD during office hours (please refer to Appendix 3 for contact information of the FCPSUs) as far as possible. Schools should provide information of the student for the social worker of the FCPSU to conduct an initial assessment. For reports on suspected child maltreatment cases outside office hours, they could also be made through SWD hotline2 (Tel. No. 2343 2255). The personnel on duty will contact the Outreaching Team of SWD for conducting an initial assessment.

d) The School Social Workers of individual secondary schools should follow the procedures set out in Chapters 4 to 10 of the Child Protection Guide in handling their “known cases” of which child maltreatment is suspected. Social workers of non-secondary schools, if necessary, may also report their “known cases” to the FCPSU for conducting initial assessment. School designated personnel may also, as necessary, consult the social worker of the FCPSU first (please refer to

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

2 SWD hotline operates 24 hours a day. The hotline service is manned by the Departmental Hotline Service Unit from 9:00 a.m. to 5:00 p.m. on Mondays to Fridays and 9:00 a.m. to 12:00 noon on Saturdays (excluding public holidays). Calls received outside the above operating hours are handled by the Hotline and Outreaching Service Team operated by the Tung Wah Group of Hospitals.
Appendix 4 and Appendix 5 for the work flow on conducting initial assessment, immediate child protection actions and investigations).

(e) If the Student Guidance Personnel of KGs, KG-cum-CCCs and primary schools is a registered social worker employed by an NGO, he/she may also take up the role of conducting initial assessment and child protection investigation for their “known cases” set out in Chapters 4 to 8 of the Child Protection Guide, subject to agreement of the school, NGO and SWD.

(f) For suspected child maltreatment cases that require immediate attention and should be reported urgently to the FCPSU, schools may do so by telephone, then followed by completion of the Report Form at Appendix 6 and the submission of it by fax to the FCPSU of the respective district. Acknowledgment of receipt from the receiving party is necessary to ensure that the case has been followed up. If schools are only seeking advice from social workers of the FCPSU, they are not required to complete the Report Form.

(g) While a report of a suspected child maltreatment case is made by the school to a unit responsible for the “known case”/FCPSU/Outreaching Team of SWD, the school should also discuss with the social worker of the unit/FCPSU/Outreaching Team of SWD on whether immediate actions are to be taken to protect the child. Designated personnel should also inform the parent(s)/guardian(s) about the report. However, if the parent(s)/guardian(s) is/are involved in the child maltreatment, the school does not have to obtain the prescribed consent of the student’s parent(s)/guardian(s) for making the report. If it is necessary for the school to contact the parent(s)/guardian(s) during the assessment, advice or assistance may first be sought from the social worker of the unit concerned/FCPSU regarding the handling approach.

(h) If the school considers that the student is likely to be in urgent need of medical service, arrangement should be made for the student to undergo medical examination/treatment in a public hospital. The FCPSU may also assist in contacting Medical Co-ordinator on Child Abuse of the Hospital Authority so as to arrange for admission of the child into a hospital for medical examination. If necessary, police assistance may be sought.

(i) In circumstances that suggest a criminal offence may have been committed, the case should be reported to the Police to protect the safety and interests of the student concerned. Under no circumstances should the student suspected to have been maltreated be required to make a report.

3 Section 58 of Cap. 486 of the Personal Data (Privacy) Ordinance provides an exemption from Data Protection Principle 3 where the use of the personal data is for the purpose of, inter alia, the detection or prevention of crime or the prevention, preclusion or remediying (including punishment) of unlawful or seriously improper conduct, or dishonesty or malpractice, and the application of the provisions of Data Protection Principle 3 would be likely to prejudice the above-mentioned purposes.
In non-urgent cases, the school may complete the Report Form at Appendix 7 and Written Dated Notes at Appendix 8 for reporting the case to the Child Abuse Investigation Unit (CAIU) and for the Police to arrange for investigation by a suitable unit. The FCPSU may assist in forwarding the Report Form to the CAIU.

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

Handling Suspected Child Sexual Abuse Cases

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

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

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

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

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

**Collaboration with Other Parties Involved in Handling the Cases**

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

**Protecting Children from Sexual Abuse**

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

14. To further safeguard the well-being of children, schools are strongly advised to conduct
checks under the Sexual Conviction Record Check Scheme in their appointment procedures. For details about the operation of the Scheme, schools may visit the dedicated webpage (https://www.police.gov.hk/ppp_en/11_useful_info/scrc.html) and refer to relevant circulars/guidelines issued by EDB.

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

*Handling Cases of Domestic Violence*

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

17. IPV may undermine the parenting capacity of parents or make them underestimate the risk that they themselves and their children exposed to. Students who exposed to IPV may display fear, distress, anger, confusion and frustration or develop behavioural problems. As students are seldom prepared to disclose the problems of their family, school personnel are advised to be sensitive to the behavioural and emotional traits of the students affected and render immediate and necessary assistance. In handling cases of intimate partner violence, schools should follow the procedures set out in SWD’s “Procedural Guide for Handling Intimate Partner Violence Cases” (revised in 2011) (http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_1450/), which is drawn up by SWD in collaboration with government departments concerned, NGOs and relevant professionals. Schools should pay particular attention to the following chapters and appendices:
18. If it is suspected that the student concern is being maltreated at the same time, the school should follow the principles and procedures mentioned in paragraphs 4 to 10 above and take measures to protect the well-being and safety of the students.

Confidentiality

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

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

Enquiries

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

M K CHENG

for Secretary for Education

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

Possible Indicators of Child Maltreatment

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

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

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

- **Indicators relating to physical harm/abuse**
  
  (a) Bruises and Welts
  - Should be interpreted with reference to various factors, including the number, size and distribution of bruises; bruises that are unlikely to be accidental are suspicious

(b) Lacerations and Abrasions
- Laceration to the frenulum (the piece of tissue in midline that connects the inside of upper lip to the upper gum) may be indicative of forced feeding
(c) Burns and Scalds
- Inflicted burns may assume the shape or pattern of the burning objects, e.g. a heated plate or cigarette
- Distribution of scalds on hands/feet or buttocks of the child in glove or stocking shape is indicative of immersion into hot water

(d) Fractures
- Should be interpreted/handled individually based on case circumstances

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

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

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

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

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

(b) Behavioural Indicators
- Child showing particular interest in body parts of adults or touching adults’ sensitive body parts repeatedly
- Enacting/reproducing scenes of sexual abuse in play or daily behavior
- Child disclosing that his/her parent or other person has played secret games with him/her
- Knowledge about sex or sexual behaviour that is beyond the expectation for the age of the child
- Excessive masturbation
- Hyper-sensitive to being touched
Highly resistant to stay at somewhere or with someone/a specific gender/individual(s) of a certain identity
Child with adequate self-care abilities disclosing that the carer often takes care of his/her personal hygiene/care matters (e.g. bathing, cleaning after toileting, changing clothes, etc.)
Child of an older age disclosing that his/her parent of the opposite sex often shares the same bed with him/her
Having frequent contact with strangers through mobile phone or the internet and having been invited to meet outside

**Indicators relating to neglect**

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

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

**Indicators relating to psychological harm/abuse**

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

(b) Behavioural Indicators of the Child
- Resisting contact with others and the outside world
- Anxiety symptoms observed, e.g. habitual nail-biting, hair-pulling, thumb-sucking, head-banging and body-rocking, etc.
- Language delay
- Wetting/soiling
- Self-harm or suicidal thoughts/Attempts
(c) Behavioural Indicators of the Carer

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

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

- Physical/behavioural/emotional/environmental indicators may manifest singly or in combination. Neither does the presence of a single nor even several indicators point to the occurrence of child maltreatment. It however indicates that attention is required for the child. Personnel should first collect information, gain preliminary understanding and conduct initial assessment.

- School personnel should not prematurely conclude that an incident is suspected child maltreatment in order to prevent the child from experiencing unnecessary investigations, examinations or hospitalisation. School personnel should also not exclude the possibility of a child being harmed/maltreated just because certain circumstances are not listed above.

- In serious situation, indicator(s) may appear only once even these indicators usually occur repeatedly.

- Physical/environmental indicators are usually more readily observable while behavioural/emotional indicators (including the behaviour/emotion of the child or his/her parents/carers) are more subtle or concealed, which may be manifested by the child through drawings or play. Professionals have to be more sensitive and observant to identify these indicators.
Due consideration should be given to the age and capability of the child, and also to the behaviours, attitudes of parents/carers and family circumstances.

Should consider thoroughly if the child may have been harmed/maltreated by different types of harm/maltreatment instead of focusing on one single type.

Some indicators can only be identified by professionals with relevant training (e.g. medical professionals may be required to determine whether the physical injury of a child is due to an accident). Please seek advice from professionals of relevant sectors as early as possible if there is any doubt about the indicator(s) identified.

If schools have any doubts on the nature or severity of the injury of the child, schools should arrange a medical examination for the child as soon as possible.
Identification and Reporting of a Suspected Child Maltreatment Case

**Identify** a child possibly being maltreated (please draw reference from Chapter 4 of the Child Protection Guide for related indicators)

To collect basic information (please draw reference from Chapter 4 of the Child Protection Guide)

No indication of a child possibly being maltreated

1) No further assistance required, action terminated; or
2) to support continuously the child or his/her family member(s) who has/have other service need; or refer to appropriate service unit for follow-up

Initial indication of a child possibly being maltreated

In case of emergency, take immediate child protection actions (please draw reference from Appendix 4 of this circular and Chapter 6 of the Child Protection Guide)

Known case*

To report to the responsible social worker of the concerned service unit

Reporting

To report to Family and Child Protective Services Unit of the Social Welfare Department

Non known case

Known case*

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

<table>
<thead>
<tr>
<th>FCPSU</th>
<th>Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FCPSU (Central Western, Southern and Islands)</td>
<td>Room 2313, 23/F, Southorn Centre, 130 Hennessy Road, Wanchai, H.K.</td>
<td>2835 2733</td>
</tr>
<tr>
<td>2. FCPSU (Eastern/Wanchai)</td>
<td>Room 229, 2/F, North Point Government Offices, 333 Java Road, North Point, H.K.</td>
<td>2231 5858</td>
</tr>
<tr>
<td>3. FCPSU (Sham Shui Po)</td>
<td>G/F, Cheung Shan Wan Community Centre, 55 Fat Tseung Street, Kowloon</td>
<td>2247 5373</td>
</tr>
<tr>
<td>4. FCPSU (Kowloon City/Yau Tsim Mong)</td>
<td>Room 803, 8/F, Kowloon Government Offices, 405 Nathan Road, Kowloon</td>
<td>3583 3254</td>
</tr>
<tr>
<td>5. FCPSU (Kwun Tong)</td>
<td>Unit 2101, 21/F, Kwun Tong View, 410 Kwun Tong Road, Kowloon</td>
<td>3586 3741</td>
</tr>
<tr>
<td>6. FCPSU (Wong Tai Sin/ Sai Kung)</td>
<td>3/F, Wong Tai Sin Community Centre, 104 Ching Tak Street, Wong Tai Sin, Kowloon</td>
<td>3188 3563</td>
</tr>
<tr>
<td>7. FCPSU (Shatin)</td>
<td>Room 716, 7/F, Shatin Government Offices, 1 Sheung Wo Che Road, Shatin, New Territories</td>
<td>2158 6680</td>
</tr>
<tr>
<td>8. FCPSU (Tai Po/North)</td>
<td>4/F, Tai Po Complex, 8 Heung Sze Wui Street, Tai Po Market, New Territories</td>
<td>3183 9323</td>
</tr>
<tr>
<td>9. FCPSU (Tsuen Wan/Kwai Tsing)</td>
<td>21/F, Tsuen Wan Government Offices, 38 Sai Lau Kok Road, Tsuen Wan, New Territories</td>
<td>2940 7350</td>
</tr>
<tr>
<td>10. FCPSU (Tuen Mun)</td>
<td>4/F, On Ting/Yau Oi Community Centre, On Ting Estate, Tuen Mun, New Territories</td>
<td>2618 5614</td>
</tr>
</tbody>
</table>
Conducting Initial Assessment and Immediate Child Protection Actions

Casework unit receives a report on child possibly be maltreated

To assess if the concerned child or his/her siblings/other related children has/have imminent risk (please draw reference from Chapter 7 of the Child Protection Guide)

No imminent risk (please draw reference from Chapter 6 of the Child Protection Guide)

Child (with proper arrangement or support) continue staying at home/the place he/she is now living

Immediate child protection actions

To collect required information and make initial assessment (please draw reference from Chapter 5 of the Child Protection Guide)

Conduct at the same time

Have reasons to believe/suspect a child is harmed/maltreated

Not regarded as child being harmed/maltreated yet the family has other problems or crisis

Not regarded as child being harmed/maltreated and the family has no other problems

“Known case” service unit or FCPSU/SWD for child protection investigation (please draw reference from Chapter 8 of the Child Protection Guide)

With imminent risk (please draw reference from Chapter 6 of the Child Protection Guide)

The incident is suspected of involving criminal elements

Report to Police for criminal investigation (please draw reference to Chapter 10 of the Child Protection Guide)

To continuously assist the family or refer to appropriate service unit for follow up

To terminate the assessment

To further explore the situation

Information collected is not sufficient for making an assessment

Appendix 4
Immediate Child Protection Actions and Investigations

1) Send the child to hospital of the Hospital Authority for medical examination/treatment if he/she is suspected having inflicted injury or his/her health is affected (please refer to Chapter 9 of the Child Protection Guide)

2) Alternate residential arrangement

Consent of the child’s parent(s)/guardian (s) is obtained

To take child protection actions as needed (please refer to Chapter 6 of the Child Protection Guide)

To consider invoking “Protection of Children and Juveniles Ordinance”, Cap. 213 (please refer to Chapter 6 of and Annex 15 to the Child Protection Guide)

The incident is suspected of involving criminal elements

Report to Police for criminal investigation (please draw reference from Chapter 10 of the Child Protection Guide)

Consent of the child’s parent(s)/guardian (s) is not obtained

For cases under the Charter of Child Abuse Investigation Unit (CAIU) of Police, joint investigation is to be conducted by CAIU and FCPSU/SWD

For cases not under the Charter of Child Abuse Investigation Unit (CAIU) of Police, are to be taken over by other criminal investigation teams
Report Form (Sample for Reference)

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

Mr/Ms XX,

Reporting of Suspected Child Maltreatment Case

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

A. Information of the child suspected to be maltreated and the family
Name: ________________ Sex: ___ Date of Birth/Age: ________
Birth certificate/HKID No.: __________ Current whereabouts: __________
Class: ________________ Language normally used: __________

Name of Father/Mother/Guardian: __________ Relationship: __________
Address: ___________________________________________________________________________
Tel. No.: ___________________________________________________________________________
Language normally used: __________________________________________________________________

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

Any disability or special needs of the child: __________________________________________________________________________

The child and/or the family members concerned is/are known case(s) of social service unit(s):
☐ Yes
[please specify: Name of the Unit:
Name of the responsible social worker:
Contact means:
☐ No ☐ Unknown]
B. **Information of the Incident**

1. Date/Time/Location of the incident: 

2. Types of maltreatment suspected: □ Physical harm/Abuse □ Sexual Abuse □ Psychological harm/Abuse □ Neglect □ cannot be categorised

3. Name and HKID No. of the alleged perpetrator (if available): 

4. Relationship of the alleged perpetrator with the child: 

5. Brief account of the incident: 

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

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

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**Reply**

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

**Reporting of Suspected Child Maltreatment Case**

Our Organisation/Unit has received the captioned report.

□ Social worker has conducted/will conduct initial assessment.

□ The captioned case is a known case of (Organisation/Unit), please contact the responsible social worker _______________ (Tel. No.: ____________).

For enquiry, please contact (Name) on ____________.

(Name) 
Post

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Appendix 7

Report Form for Reporting Suspected Child Abuse Cases to Police
(to be completed by Informant and/or sent together with the Written Dated Notes (Appendix 8))

A. INFORMANT
Name: ____________________ Rank/Post: ____________________
Name of Agency: ________________ Unit: ____________________
Address: ________________________
Tel. No: __________________ Fax No.: ________________
Emergency contact Tel. No. outside office hours (for the use of this case only):
________________________________________

B. CHILD VICTIM
Name: ____________________ Sex: ______ Date of Birth: ________
HK Birth Certificate/Identity Card No.: ____________________
Address: ________________________________________________
Present Location: ____________ Tel. No: ________________
School: ____________________ Class: ________________
Any Disability or Special Needs of the Child: ____________________
Language normally used: ____________________

C. PARENTS/CARER
Name: ____________________ Name: ____________________
H.K.I.D. No.: ________________ H.K.I.D. No.: ________________
Sex/Age: ____________________ Sex/Age: ____________________
Relationship: ________________ Relationship: ________________
Address: ____________________ Address: ____________________
Tel. No.: ________________ (Home/Mobile) Tel. No.: ________________ (Home/Mobile)
Language Normally Used: ____________________ Language Normally Used: ____________________

D. SIBLINGS
1. ____________________ 2. ____________________
   (Name, Sex/Age)
3. ____________________ 4. ____________________
5. ____________________ 6. ____________________

E. INCIDENT INFORMATION
1. Date and Time of Incident: ____________________
2. Location of Incident: ____________________
3. Type of Abuse: ☐ Physical ☐ Sexual ☐ Psychological ☐ Neglect
   (tick one or more) ☐ cannot be categorised
4. Narrative Description:

5. How the Informant is aware of the Information:

6. Any Known History of Similar Incident for the child victim:

7. Name/H.K.I.D. No. of Alleged Perpetrator:

8. Relationship of Alleged Perpetrator with Victim:

9. Name of Other Witness(es):

10. Other Agency/Government Department(s) Involved in Handling the Case of the child/family concerned:

11. Result of Child Protection Registry Check:

(If there are more than one incident, please use a separate sheet to provide the information.)

Signature: ________________________________
Name: ________________________________
Agency/Department: ________________________________
Unit: ________________________________
Tel. No.: ________________________________
Date: ________________________________
Written Dated Notes
(This form is to be forwarded with the Report Form (Appendix 7) in making a report to Police)

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

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature: ___________________________
Name: ____________________________
Agency/Department: __________________
Unit: ____________________________
Tel. No.: _________________________
Fax No.: _________________________
Date: ____________________________

(This Document may be submitted to Court as legal evidence)
Appendix 9

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

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

1. Victim and alleged perpetrators from the same school

(a) The School Social Worker/designated personnel should inform the school supervisor/principal of the abuse case and approach the Family and Child Protective Services Unit of the Social Welfare Department or the responsible investigation unit of the Police as soon as possible to work out appropriate handling procedures.

(b) The school supervisor/principal should make reference to the risk assessment of the School Social Worker/designated personnel in providing appropriate support for the victim and considering other follow-up actions, e.g. finding out whether there are other victims of sexual abuse in the school and co-operating in investigation work.

(c) The school should assign suitable personnel to take the necessary child protection action(s) and should notify without delay the child’s guardian(s)/parent(s)/family/relative(s) about the progress of such actions and the safety of the child under circumstances, that will not pose further harm to the child.

(d) The school supervisor/principal should notify EDB’s relevant Regional Education Office/Joint Office for Kindergartens and Child Care Centres.

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

(f) During the investigation process, the school should maintain its impartiality and avoid any conflict in interests/roles. The school personnel should not reach any private agreement of compromise with the staff involved, such as agreeing to terminate relevant investigations if the staff involved agrees to resign.

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2. Victim and alleged perpetrators not from the same school

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

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

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

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

(c) The relevant School Development Officer of the Regional Education Office or Service Officer of the Joint Office for Kindergartens and Child Care Centres may seek further advice from relevant professionals and make recommendations to the school on follow-up actions for the alleged perpetrators.
Conducting the Multi-disciplinary Case Conference on Protection of Child with Suspected Maltreatment (MDCC) and Follow-up Services

1) If appropriate, to be followed up by the original known case service unit as the key worker
2) Followed up, at the same time, by related professionals and a core group appointed on case merit (please draw reference from Paras. 11.69 to 11.71 of Chapter 11 of the Child Protection Guide)

If in need of welfare services, to be followed up by the original known case service unit (if any) or other appropriate social service units/organisations
### Time-table for Child Care Centres

**New Born to 1 year**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:00 a.m. – 8:45 a.m.</strong> &lt;br&gt;Monday to Saturday</td>
<td>Admission &lt;br&gt; Health Inspection &lt;br&gt; Toileting &lt;br&gt; Free Play</td>
</tr>
<tr>
<td><strong>8:45 a.m. – 6:00 p.m.</strong> &lt;br&gt;Monday to Friday</td>
<td>Feeding &lt;br&gt; - According to the food items and schedules detailed in paragraphs 6.3.1- 6.3.2 of Chapter 6 &lt;br&gt; - Providing water / fruit juice between two feedings</td>
</tr>
<tr>
<td><strong>8:45 a.m. – 1:00 p.m.</strong> &lt;br&gt;Saturday</td>
<td>Toileting (changing diapers, toilet training &amp; washing) &lt;br&gt; - Whenever required &lt;br&gt; - Before and after feedings &lt;br&gt; - After play</td>
</tr>
<tr>
<td></td>
<td><strong>Sleep</strong> &lt;br&gt; - Babies’ needs for sleep vary with age. When babies grow, their hours of sleep gradually decrease. &lt;br&gt; - 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: &lt;br&gt; New born – about 10 hours &lt;br&gt; Before 6 months – about 4 to 5 hours &lt;br&gt; 6 months to 1 year – about 3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Play</strong> &lt;br&gt; - Apart from sleep, feeding and toileting, it is necessary to provide play activities for babies to facilitate their all round development. &lt;br&gt; - Play activities include sensory training, gross motor / fine motor activities, music, story-telling, singing nursery rhymes, arts and crafts, toys, etc.</td>
</tr>
</tbody>
</table>
### Time-table for Child Care Centres

**1 year to 2 years**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday to Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. - 8:45 a.m.</td>
<td>Admission&lt;br&gt;Health Inspection&lt;br&gt;Toileting&lt;br&gt;Free Play (Toys)</td>
<td></td>
</tr>
<tr>
<td>8:45 a.m. - 9:30 a.m.</td>
<td>Breakfast&lt;br&gt;Toileting</td>
<td></td>
</tr>
<tr>
<td>9:30 a.m. - 10:15 a.m.</td>
<td>Play&lt;br&gt;(Gross Motor Activities)</td>
<td></td>
</tr>
<tr>
<td>10:15 a.m. - 10:45 a.m.</td>
<td>Toileting&lt;br&gt;Morning Snacks (Fruits)</td>
<td></td>
</tr>
<tr>
<td>10:45 a.m. - 11:30 a.m.</td>
<td>Play&lt;br&gt;(Fine Motor Activities / Arts and Crafts / Music / Toys)</td>
<td>Play&lt;br&gt;(Interest Activities / Special Activities)</td>
</tr>
<tr>
<td>11:30 a.m. - 12:15 p.m.</td>
<td>Toileting&lt;br&gt;Lunch</td>
<td></td>
</tr>
<tr>
<td>12:15 p.m. - 2:30 p.m.</td>
<td>Toileting&lt;br&gt;Afternoon Nap</td>
<td>12:15 p.m. - 1:00 p.m.</td>
</tr>
<tr>
<td>2:30 p.m. - 3:15 p.m.</td>
<td>Toileting&lt;br&gt;Play&lt;br&gt;(Gross Motor Activities)</td>
<td>Free Play (Toys)</td>
</tr>
<tr>
<td>3:15 p.m. - 4:00 p.m.</td>
<td>Toileting&lt;br&gt;Afternoon Snacks</td>
<td></td>
</tr>
<tr>
<td>4:00 p.m. - 4:45 p.m.</td>
<td>Play&lt;br&gt;(Story-telling / Nursery Rhymes / Conversation / Interest Activities)</td>
<td>Toileting</td>
</tr>
<tr>
<td>4:45 p.m. - 6:00 p.m.</td>
<td>Free Play (Toys)</td>
<td>Discharge</td>
</tr>
</tbody>
</table>
30 June 2003

Education Bureau Circular No. 26/2003
(Formerly referred as EMB Circular No. 26/2003)

Improved Teacher to Pupil Ratio in Kindergartens

[Note: This circular should be read by –

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

Summary

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

Details

2. To enhance the quality of kindergarten education and cater more effectively for the individual difference of pupils, the Government announced in the 2000 Policy Address to improve the teacher to pupil ratio in kindergartens to 1:15 by phases starting from the 2001/2002 school year.

3. With effect from the 2003/2004 school year, the minimum number of teachers required to be present and on duty in a kindergarten shall, in relation to the number of pupils present at any time in the kindergarten, be one teacher for every 15 pupils or part thereof. The method of calculating the minimum number of teachers required and some examples are illustrated at Appendix A.

Enquiries

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

Minimum number of teachers required (N) = 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Nursery</th>
<th>Lower Kindergarten</th>
<th>Upper Kindergarten</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Permitted</td>
<td>32</td>
<td>35</td>
<td>20</td>
<td>246</td>
</tr>
<tr>
<td>Accommodation</td>
<td>32</td>
<td>35</td>
<td>36</td>
<td>(8 classrooms)</td>
</tr>
<tr>
<td>No. of pupils present</td>
<td>32</td>
<td>35</td>
<td>36</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>36</td>
<td>(8 classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(whole-day)</td>
<td>(whole-day)</td>
<td></td>
</tr>
</tbody>
</table>

Minimum number of teachers required = \( \frac{232}{15} = 16\) #

Example B

<table>
<thead>
<tr>
<th>Level</th>
<th>Nursery</th>
<th>Lower Kindergarten</th>
<th>Upper Kindergarten</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Permitted</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Accommodation</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>(3 classrooms)</td>
</tr>
<tr>
<td>No. of pupils present</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3 classes)</td>
</tr>
</tbody>
</table>

Minimum number of teachers required = \( \frac{21}{15} = 2\) # → 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
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
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_note_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/tc/edu-system/preprimary-kindergarten/preprimary-voucher/approved_course_list.pdf.

Enquiries

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

Tony TANG
for Permanent Secretary for Education
Minimum Academic Qualification Requirement of Permitted Teacher (PT)

(I) PT teaching pupils undergoing nursery and kindergarten education (Note 1):

(a) 5 subjects at Grade E in the Hong Kong Certificate of Education Examination, including both English Language (Syllabus A or B) and Chinese Language (Note 2) in not more than two sittings; or

(b) 5 subjects in the Hong Kong Diploma of Secondary Education Examination, including Level 2 in both English Language and Chinese Language and any combination of the following—

(i) Level 2 in New Senior Secondary subjects;

(ii) “Attained” in Applied Learning subjects (subject to a maximum of two Applied Learning subjects); and

(iii) Grade E in Other Language subjects in not more than two sittings.

(II) PT teaching in a school offering other educational courses (Note 3), e.g. tutorial, commercial, language and computer courses:

(a) 5 subjects at Grade E in the Hong Kong Certificate of Education Examination, including English Language (Syllabus B) or Chinese Language (Note 2) in not more than two sittings; or

(b) 5 subjects in the Hong Kong Diploma of Secondary Education Examination, including Level 2 in English Language or Chinese Language and any combination of the following—

(i) Level 2 in New Senior Secondary subjects;

(ii) “Attained” in Applied Learning subjects (subject to a maximum of two Applied Learning subjects); and

(iii) Grade E in Other Language subjects in not more than two sittings.

Note:

1. In respect of the qualification requirement for newly appointed kindergarten teachers, please refer to the EDBC No.28/2003 for details.

2. For teacher registration purpose, Level 2 in English Language and Chinese Language obtained in the 2007 to 2011 Hong Kong Certificate of Education Examination (HKCEE) are accepted as comparable to Grade E in English Language (Syllabus B) and Chinese Language attained in previous HKCEEs.

3. Private schools offering non-formal curriculum may have some exemptions subject to their compliance with conditions specified in the Education (Exemption) (Private Schools Offering Non-formal Curriculum) Order. For details, please refer to Education Bureau Circular No. 7/2007.
Education Bureau Circular No. 6/2017

Collection of Application Fee and Registration Fee, Admission of Students and Provision of Information by Kindergartens

[Note: This circular should be read by-

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

SUMMARY

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

DETAILS

Application Fee and Registration Fee

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

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

<table>
<thead>
<tr>
<th>Fees for Specific Purposes</th>
<th>Approved Ceilings</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Application fee</td>
<td>$40</td>
</tr>
<tr>
<td>(b) Registration fee</td>
<td></td>
</tr>
<tr>
<td>(i) Half-day session</td>
<td>$970</td>
</tr>
<tr>
<td>(ii) Whole-day session</td>
<td>$1,570</td>
</tr>
</tbody>
</table>
4. Collections of the above fees exceeding the approved ceilings specified in paragraph 3 require the prior approval of PSEd. In this connection, your attention is drawn to regulation 61(1) of the Education Regulations. Under Free Quality Kindergarten Education Scheme, participating KGs are not permitted to collect application fee and registration fee exceeding the approved ceilings specified in paragraph 3.

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

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

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

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

   (i) The registration fee may be collected only when a place has been offered by the school to a student/child.

   (ii) The registration fee must be refunded to any student/child who pays the registration fee and subsequently takes up the place within the first month of the school year concerned after receiving the first instalment of the school fee from the student/child, if any.

   (iii) The first instalment of the school fee must not be collected before 1st August (if the new school year starts in September) or before 1st July (if the new school year starts in August). For the collection of school

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1 Any person who is guilty of an offence under the Education Regulations shall be liable on conviction to a fine of $50,000 and to imprisonment for one year.
fees, KGs should comply with the rules and regulations promulgated in EDB Circular No. 16/2013.

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

Admission of Students

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

Provision of Information

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

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

ENQUIRY

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

C S WOO
for Permanent Secretary for Education
Appendix

List of School Information to be provided to Parents

(1) Name of kindergarten and registration number

(2) Registered school address

(3) Total Permitted Accommodation

(4) Estimated number of vacancies for application for each class/course

(5) Amount of school fee (per instalment) of each class/course and number of instalments

   (if school fees for the new school year are not yet available, KGs should provide the proposed school fees for reference\(^2\))

(6) Participation in the Free Quality Kindergarten Education Scheme

(7) Other approved charges (e.g. application fee, registration fee and meal charges)

(8) List of school items sold and/or paid services provided with the price of each individual school item/service

   (if the prices for the new school year are not yet available, KGs should provide the prices for the existing or past school year for reference)

(9) Other information:

   (a) Total area of school premises

   (b) Number of registered classrooms

   (c) Teacher-to-pupil ratio

   (d) Facilities

   (e) School website

   (f) Means for enquiry (e.g. telephone number, fax number or email address)

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\(^2\) For the 2017/18 school year, i.e. the first year for KGs to join the Free Quality Kindergarten Education Scheme, KGs joining this Scheme should provide the estimated range of school fees for parents’ reference.
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
Appendix 1

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
Appendix 2

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:

<table>
<thead>
<tr>
<th>School Items</th>
<th>Paid Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and exercise books</td>
<td>School bus services</td>
</tr>
<tr>
<td>School uniforms and school bags</td>
<td>Interest classes</td>
</tr>
<tr>
<td>Tea and snacks</td>
<td>Activities outside regular school hours</td>
</tr>
<tr>
<td>Stationery</td>
<td></td>
</tr>
<tr>
<td>Supplementary learning materials</td>
<td></td>
</tr>
<tr>
<td>Bedding items</td>
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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:


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.
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/quotations 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 currently in force. 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.
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.

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.

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.

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:

(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
Appendix

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.