

20 August 2025

Education Bureau Circular No. 15/2025
Handling Suspected Cases of Child Abuse/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 reminds schools of the procedures and points to note for handling suspected cases of child abuse/maltreatment and domestic violence. Schools are appealed to pay attention to students' conditions from time to time for early identification and intervention. This circular supersedes the Education Bureau Circular No. 1/2020.

Background

2. Protecting children from abuse/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 Social Welfare Department (SWD) has, in collaboration with the Labour and Welfare Bureau, the Education Bureau (EDB), the Department of Health, the Hong Kong Police Force (the Police), the Hospital Authority, the Hong Kong Council of Social Service, relevant non-governmental organisations (NGOs) and professionals, drawn up the "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation" ("Child Protection Guide") for reference by different professionals and those who may come into close contact with children because of their job nature (including school personnel) in carrying out initial assessments, investigations, "Multi-Disciplinary Case Conference on Protection of Child with Suspected Child Maltreatment" ("MDCC") and follow-up plans, etc. when they come across children

suspected to be maltreated or having been maltreated. For 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 needs for growth and development and his/her vested rights when helping a child who is being harmed/has possibly been harmed.

3. To dovetail with the commencement of the Mandatory Reporting of Child Abuse Ordinance (the Ordinance) on 20 January 2026, the Government has set up a Mandatory Reporting of Child Abuse Regime by mandating specified professionals¹ in social welfare, education and healthcare sectors to report serious child abuse cases, ensuring early identification and intervention in relevant cases, thereby creating a wide and effective protection web for children. According to the requirements of the Ordinance, a specified professional must make a report as soon as practicable if a reasonable ground to suspect that a child is suffering or is at real risk of suffering serious harm comes to the notice of the specified professional (the elements constituting serious harm are listed in Schedule 2 of the Ordinance) during the course of his or her work. Accordingly, the Government has formulated the “Guide for Mandated Reporters” to provide reference guidelines for the specified professionals.

4. For cases of domestic violence, SWD draws the attention of relevant personnel to the “Procedural Guide for Handling Intimate Partner Violence Cases” that children who have been exposed to or witnessed domestic violence may be at risk or being so traumatised that the behaviours and emotions of the children will be affected. Therefore, at the time of intervention, the personnel should ensure the immediate safety of the victims and their children and render timely assistance and support. The personnel should also stay sensitive and alert to the needs of the victims and their children and be fully aware of the support services 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.

1. Specified professionals in kindergartens, primary schools, secondary schools, special schools and Youth College of Vocational Training Council include:

- principals, vice principals and teachers;
- professionals such as social workers, educational psychologists, speech therapists, nurses, physiotherapists, occupational therapists, audiologists;
- child care workers or supervisors; and
- wardens of boarding schools

(See Schedule 1 of the Ordinance for details.)

Details

5. To protect the safety and best interests of children attending school (students), all kindergartens (KGs), kindergarten-cum-child care centres (KG-cum-CCCs), primary schools, secondary schools and special schools should refer to the “Child Protection Guide”, “Guide for Mandated Reporters”, 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 abuse/maltreatment incidents, handle suspected child abuse/maltreatment cases properly and provide appropriate assistance to the children and their families in need. Schools should also ensure that the respective mechanism and procedures are transparent and recognised, and are implemented effectively.






6. In handling cases of child abuse/maltreatment and domestic violence, the school should place foremost importance on the safety and best interests of children. To prevent the student concerned from suffering further harm or even loss of life, school personnel who have direct and frequent contact with students during teaching or school activities (including principals, teachers, student guidance personnel, school social workers (SSWs), etc.) should stay alert and watch out for possible indicators of students having been maltreated or affected by domestic violence for early identification and immediate intervention.

(I) Handling Suspected Child Abuse/Maltreatment Cases

7. School personnel may refer to Chapter 2 “Definition and Types of Child Maltreatment” and the possible indicators of child abuse/maltreatment in Chapter 4 of the “Child Protection Guide” to identify students² who may have been maltreated. 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. Schools should pay attention to the different stages of handling procedures as set out in Chapters 1 to 13 of the “Child Protection Guide” and its annexes on “Role of Educational Services” and “Points to Note on Initial Contact with Children Who may have been Harmed/Maltreated or Their Parents”.

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

8. Schools should comply with the relevant legislation, including the Ordinance, and make references to documents such as the “Guide for Mandated Reporters”, “Child Protection Guide”, this circular, “Flowchart on Identification and Reporting of a Suspected Child Abuse/Maltreatment Case” ([Appendix 1](#)) and “Frequently Asked Questions”. KGs and KG-cum-CCCs receiving Social Work Service for Pre-primary Institutions of SWD should also refer to the relevant procedures set out in the operational guidelines of the said service issued by SWD.

Mandatory Reporting of Child Abuse Ordinance (the Ordinance)	
Guide for Mandated Reporters ³	
Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation ⁴ (Child Protection Guide)	
Flowchart on Identification and Reporting of a Suspected Child Abuse/Maltreatment Case (Appendix 1)	
Frequently Asked Questions	

9. For details on the workflow for identifying and reporting suspected child abuse/maltreatment cases, please refer to [Appendix 1](#). School personnel should handle and follow up immediately if they suspect a student may have been maltreated based on preliminary identification and the collection of basic information. The following outlines the handling procedures and points to note for mandatory reporting of serious child abuse cases and normal reporting of other child abuse/maltreatment cases:

a. Mandatory Reporting of Serious Child Abuse/Maltreatment Cases

- (i) A specified professional of the school must make a report as soon as practicable if a reasonable ground to suspect that a child is suffering or is at real risk of suffering serious harm comes to the notice of the specified professional (the elements constituting serious harm are listed in Schedule

3. The “Guide for Mandated Reporters” provides practical guidance for specified professionals in making mandatory reporting. Please make timely reference to its updated version.

4. In relation to the implementation of the Ordinance, relevant content of the “Child Protection Guide” will be revised. Please make timely reference to its updated version.

2 of the Ordinance) during the course of his or her work. Specified professionals of the school should make reference to the factors for consideration of whether reporting is mandatory under different scenarios as set out in the “Guide for Mandated Reporters” so as to master the principles of child protection and identify the cases to be reported.

- (ii) To fulfil the statutory obligations, specified professionals of the school shall make a report in accordance with the specified way as stipulated in Chapter 3 of the “Guide for Mandated Reporters”. For emergency situations such as the student is in need of rescue, medical treatment, and/or law enforcement, the specified professionals should call 999 Emergency Call Centre of the Police to make an emergency report or seek immediate assistance as soon as possible; for non-emergency situations requiring to report, contact a police station or a Family and Child Protective Services Unit (FCPSU) of SWD by phone or in person, and complete the report as soon as practicable in accordance with the specified way, such as through the “Reporting Platform – Mandatory Reporting of Child Abuse” (Reporting Platform).
- (iii) If more than one specified professional of the school identifies the same case⁵ simultaneously, they may make a report in the way of team reporting.
- (iv) Schools should formulate school-based mechanisms and procedures to support school personnel to report and follow up suspected serious child abuse cases. During the process, a person must not wilfully inhibit or obstruct a specified professional from making a report or disclose the identity of the specified professional as the person who made a report.
- (v) Following the reporting, schools may refer to the procedures outlined in items b(ii) to (x) below for handling and follow up.

*b. Normal Reporting and Handling of Other Child Abuse/Maltreatment Cases
(Not the Serious Child Abuse/Maltreatment Cases specified in the Ordinance)*

- (i) The first personnel who comes into contact with the student suspected being maltreated should inform the principal immediately. In handling suspected child abuse/maltreatment cases, school personnel must not conceal the incident or delay its report.

5. In accordance with Section 4 of the Ordinance, same case refers to the same, or substantially the same, serious harm or real risk of the serious harm suffered by the child.

- (ii) The school should immediately activate its school-based contingency mechanism/Crisis Management Team, delegate SSW (if any) and designated personnel (e.g. designated teacher or student guidance personnel) to make a preliminary enquiry to the student's conditions, and follow up in accordance with the principles and procedures for handling suspected child abuse/maltreatment cases. During the handling process, care should be taken to avoid having the student repeatedly described the abuse/maltreatment incident.
- (iii) 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 SSWs but designated personnel know that the student or his/her family is a "known case"⁶ 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 concerned or his/her family is not a "known case" of SSWs, SWD or NGOs, the school should report the case to the FCPSU during office hours (please refer to [Appendix 2](#) for contact information of the FCPSUs) as far as possible and provide information of the student concerned for the social worker of the FCPSU to conduct an initial assessment. For reports on suspected child abuse/maltreatment cases outside office hours, they could also be made through the SWD hotline⁷ (Tel. No. 2343 2255). The personnel on duty will contact the Outreaching Team of SWD handling child abuse/maltreatment cases for conducting an initial assessment.
- (iv) If the student suspected being maltreated is the "known case" of the SSW of a pre-primary service unit or secondary school, the responsible social worker should follow the procedures set out in Chapters 4 to 10 of the "Child Protection Guide" in handling the cases. SSWs not from pre-primary service units or 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 FCPSU first (regarding the procedures for conducting initial assessment and immediate child protection actions and investigations, please refer to Chapter 3 of the "Child Protection Guide").

6. "Known cases" refer to the categories of cases that are being handled by different service units, including SWD and units under NGOs that provide casework services. For details, please refer to the annex "Definition of Known Cases to Welfare Organisations" to the "Child Protection Guide" of SWD.

7. 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.

- (v) If the student guidance personnel of the primary school 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” as set out in Chapters 4 to 8 of the “Child Protection Guide”, subject to agreement of the school, NGO and SWD.
- (vi) For suspected child abuse/maltreatment cases that require immediate attention and should be reported urgently to the FCPSU, schools may do so by phone first, then followed by completion of the Report Form in the “Child Protection Guide” and submission 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 by the respective unit. If schools only seek advice from the FCPSU, they are not required to complete the Report Form.
- (vii) While a report of a suspected child abuse/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 student concerned. Designated personnel should also inform the parent(s)/guardian(s) about reporting. However, if the parent(s)/guardian(s) is/are suspected to be involved in the child abuse/maltreatment, the school does not⁸ have to obtain the prescribed consent of the parent(s)/guardian(s) of the student concerned for making a 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.
- (viii) If the school considers that the student concerned 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 student concerned into a hospital for medical examination. If necessary, it can be carried out with the assistance of the Police.

8. 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.

- (ix) In circumstances that suggest a criminal offence may have been committed, the case should be reported to the Police as soon as possible to protect the safety and interests of the student concerned. Under no circumstances should the student suspected to have been maltreated be obligated to make a report in person at a police station. In non-urgent cases, the school may complete the Report Form and Written Dated Notes in the “Child Protection Guide” for reporting the case to the Child Abuse Investigation Unit (CAIU) in writing and for the Police to arrange for investigation by a suitable unit. The FCPSU may assist in forwarding the Report Form to the CAIU.
- (x) If the alleged perpetrator causing harm to the student concerned is a staff member of the school, the school concerned should inform the School Development Officer/Services Officer of the relevant Regional Education Office/the Joint Office for Kindergartens and Child Care Centres and consult the FCPSU to 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.

(II) Protecting Children from Sexual Abuse and Handling Suspected Cases

10. 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, firmly reject the offences from others, and seek help from teachers, the elders, student guidance personnel or relevant organisations when necessary. When providing guidance service, schools are also encouraged to use the learning and teaching resources provided by EDB, such as sex education animation resources and lesson plans on prevention of sexual abuse, and strengthen related parent education to remind parents of the need to protect their children against sexual abuse.

11. To further safeguard the well-being of children, schools must conduct checks under the Sexual Conviction Record Check (SCRC) Scheme in their appointment procedures. Schools may refer to the webpage on SCRC ([Hong Kong Police Force webpage > Information > Sexual Conviction Record Check](#)) and relevant circulars/guidelines issued by EDB.

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

13. 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.

14. 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 3 to maintain effective communication among the designated personnel (e.g. SSW/student guidance personnel), the school, EDB and other relevant government departments. Apart from taking appropriate protective actions for the student suspected of sexual abuse, the school 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, the principals should inform the Joint Office for Kindergartens and Child Care Centres as early as possible.

(III) Handling Cases of Domestic Violence

15. 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 married couples, 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.

16. 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 necessary assistance as soon as practicable. In handling cases of IPV, schools should follow the procedures set out in “Procedural Guide for Handling Intimate Partner Violence Cases” ([Social Welfare Department webpage > Public Services > Family and Child Welfare > Information Corner > Procedural Guidelines > Procedural Guide for Handling Intimate Partner Violence Cases](#)), which is drawn up by SWD in collaboration with relevant government departments, NGOs and relevant professionals. Schools should pay particular attention to the following chapters and appendices:

Chapter 2 : Multi-Disciplinary Collaboration in Handling Intimate Partner Violence Cases

Chapter 8 : Schools

Appendix I : Identification of Intimate Partner Violence – Impacts of Intimate Partner Violence on Children

Appendix II: Risk Factors on Child Abuse and Spouse Battering

17. If it is suspected that the student concerned is being maltreated at the same time, the school should follow the principles and procedures mentioned in paragraphs 7 to 9 and 12 to 14 above and take measures to protect the well-being and safety of the students.

(IV) Multi-disciplinary Collaboration

18. In handling child abuse/maltreatment cases, “MDCC” will be convened by the service unit conducting the social enquiry/assessment for child protection so as to formulate a follow-up plan for the student concerned. The school personnel (including specified professional(s), if applicable) 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 behavioural performance, emotional state in the school, parental attitude and any previous incident(s) of suspected abuse/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 through multi-disciplinary collaboration (please refer to Chapter 3 of the “Child Protection Guide” relating to the “MDCC” and follow-up services).

19. If a case is categorised as a child protection case 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 informed the key social worker or other follow-up personnel of the student’s condition and development. Collaboration to provide assistance to the student and his/her family should be continued 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 take full

responsibility for safeguarding students.

(V) Principles of Confidentiality and Information Sharing

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

21. 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 concerned request access to information⁹, it should be handled in accordance with the Personal Data (Privacy) Ordinance (please refer to the annex to the “Child Protection Guide” for details about information sharing and principles of confidentiality).

22. Regarding the mandatory reporting of suspected serious child abuse/maltreatment cases, a person is prohibited from disclosing the identity of the specified professional who made a report.

Updating of relevant guidelines

23. Regarding the key provisions and implementation details of the Ordinance, EDB will update the content of School Administration Guide and relevant guidelines to facilitate specified professionals of the school in discharging their statutory obligations.

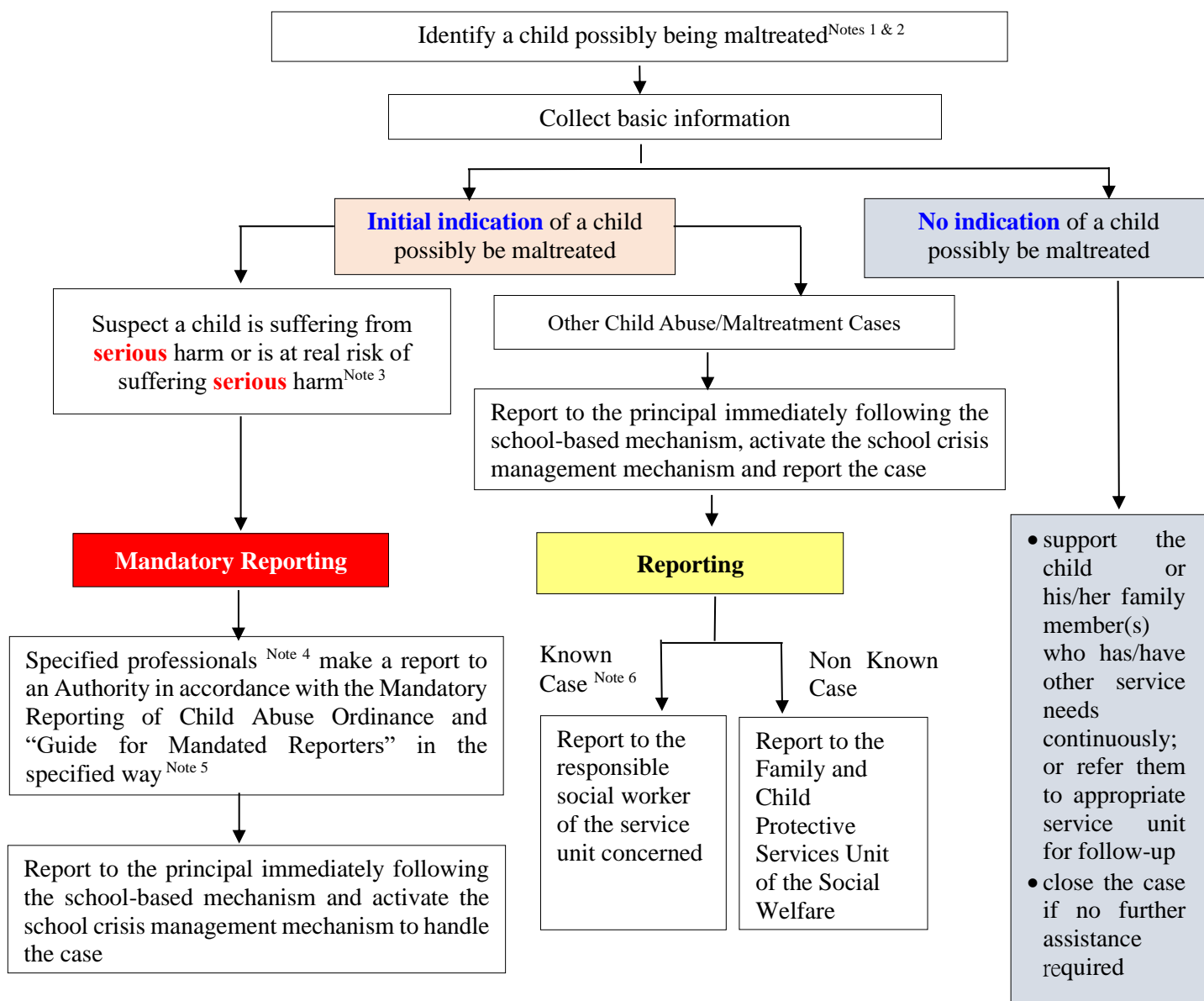
Enquiry

24. For enquiries regarding this circular, please contact Guidance and Discipline Section of EDB at 2863 4705.

Ms Candy CHAN
for Secretary for Education

9. 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.

Identification and Reporting of a Suspected Child Abuse/Maltreatment Case



Notes:

1. The [Mandatory Reporting of Child Abuse Ordinance](#) (the Ordinance) defines a “child” as a person under the age of 18.
2. For details of the identification, preliminary handling, and reporting of suspected child abuse/maltreatment cases, schools should refer to Chapter 4 of [“Protecting Children from Maltreatment — Procedural Guide for Multi-disciplinary Co-operation”](#) (the “Child Protection Guide”) and Section 3.8.9 of Chapter 3 of the [“School Administration Guide”](#).
3. The elements constituting “serious harm” are listed in Schedule 2 of the Ordinance.
4. The “specified professionals” are listed in Schedule 1 of the Ordinance. A specified professional is not required to obtain consent of the other people before making a mandatory report.
5. For emergency situations such as the student is in need of rescue, medical treatment, and/or law enforcement, the specified professionals of the school should call 999 Emergency Call Centre of the Police to make an emergency report or seek immediate assistance as soon as possible; for non-emergency situations requiring to report, contact a police station or the Family and Child Protective Services Unit (FCPSU) of the Social Welfare Department (SWD) by phone or in person, and complete the report as soon as practicable in accordance with the specified way, such as through the “Reporting Platform – Mandatory Reporting of Child Abuse”. To facilitate more than one specified professional to make a report in respect of the same case, the specified professionals may, following the school-based mechanism, agree to have one of them making the team reporting in accordance with the procedures set out in Chapter 3 of the [“Guide for Mandated Reporters”](#). The specified professional may choose to report separately.
6. “Known cases” refer to the categories of cases that are being handled by different service units, including SWD and units under NGOs that provide casework services. Some of the known cases could also be reported to the FCPSU of SWD for initial assessment, child protection investigation and convening/chairing the “Multi-disciplinary Case Conference on Protection of Child with Suspected Maltreatment”. For details, please refer to the annex “Definition of Known Cases to Welfare Organisations” to the “Child Protection Guide” of SWD.

**List of Family and Child Protective Services Units of
the Social Welfare Department**

([SWD Webpage > Public Services > Family and Child Welfare >
Family and Child Protective Services > Information of Service Unit](#))

Social Welfare Department Hotline 2343 2255

Family and Child Protective Services Units (FCPSUs) *

1.	FCPSU (Central Western, Southern and Islands)	Room 2313, 23/F, Southorn Centre, 130 Hennessy Road, Wanchai, H.K.	2835 2733
2.	FCPSU (Eastern/Wanchai)	Room 229, 2/F, North Point Government Offices, 333 Java Road, North Point, H.K.	2231 5859
3.	FCPSU (Sham Shui Po)	G/F, Cheung Shan Wan Community Centre, 55 Fat Tseung Street, Kowloon	2247 5373
4.	FCPSU (Kowloon City/ Yau Tsim Mong)	Room 803, 8/F, Kowloon Government Offices, 405 Nathan Road, Kowloon	3583 3254
5.	FCPSU (Kwun Tong)	Unit 2101, 21/F, Kwun Tong View, 410 Kwun Tong Road, Kowloon	3586 3741
6.	FCPSU (Wong Tai Sin/ Sai Kung)	3/F, Wong Tai Sin Community Centre, 104 Ching Tak Street, Wong Tai Sin, Kowloon	3188 3563
7.	FCPSU (Shatin)	Room 716, 7/F, Shatin Government Offices, 1 Sheung Wo Che Road, Shatin, New Territories	2158 6680
8.	FCPSU (Tai Po/North)	4/F, Tai Po Complex, 8 Heung Sze Wui Street, Tai Po Market, New Territories	3183 9323
9.	FCPSU (Tsuen Wan/ Kwai Tsing)	21/F, Tsuen Wan Government Offices, 38 Sai Lau Kok Road, Tsuen Wan, New Territories	2940 7350
10.	FCPSU (Tuen Mun)	4/F, On Ting/Yau Oi Community Centre, On Ting Estate, Tuen Mun, New Territories	2618 5710
11.	FCPSU (Yuen Long)	G/F, Wah Yuet House, Tin Wah Estate, Tin Shui Wai, Yuen Long, New Territories	2445 4224

*The phone numbers will be updated before the Ordinance comes into effect.

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

When any staff member is suspected of sexually abuse a student, the school social worker (SSW)/designated personnel (e.g. responsible person of the school/student guidance personnel), the school, EDB and relevant government departments should maintain communication in the following way:

(1) Victims and alleged perpetrators of sexual abuse from the same school

- (i) The SSW/designated personnel should inform the school supervisor/principal of the sexual abuse case and approach the Family and Child Protective Services Unit (FCPSU) of the Social Welfare Department or the responsible investigation unit of the Police as soon as possible to work out appropriate handling procedures.
- (ii) The school supervisor/principal should refer to the case risk assessment of the SSW/designated personnel in providing appropriate support for the victim and considering other follow-up actions, e.g. finding out whether there are other students are victims of sexual abuse and co-operating in the investigation.
- (iii) The school should delegate suitable personnel to take the necessary child protection action(s) and should, under circumstances that will not pose further harm to the child, notify the child's guardian(s)/parent(s)/family/relative(s) without delay about the progress of such actions and the safety of the child.
- (iv) The school supervisor/principal should notify the respective EDB's Regional Education Office/Joint Office for Kindergartens and Child Care Centres.
- (v) The School Development Officer concerned of EDB's Regional Education Office or Services 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 of sexual abuse.
- (vi) During the investigation process, the school should not reach any private agreement of compromise with the staff involved, such as agreeing to terminate relevant investigations if the staff involved agrees to resign.

(2) Victim and alleged perpetrators of sexual abuse not from the same school

School of the victim

- (i) It is in the interest of students in the school that the SSW/designated personnel, upon consulting the FCPSU 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 9b(vii) of this circular, even without the consent of the 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.
- (ii) The school supervisor/principal should inform the respective EDB's Regional Education Office or Joint Office for Kindergartens and Child Care Centres and consult relevant professionals for rendering appropriate support and other follow-up services for the victim(s) in school.

School of the alleged perpetrators of sexual abuse

- (i) Upon consulting the FCPSU or the responsible investigation unit of the Police, the SSW/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 Joint Office for Kindergartens and Child Care Centres.
- (ii) The school supervisor/principal should refer to the case risk assessment conducted by the SSW/designated personnel in considering follow-up actions in the school.
- (iii) The School Development Officer concerned of EDB's Regional Education Office or Services 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 rendering appropriate follow-up actions for the alleged perpetrators of sexual abuse.