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教育局通告第1/2020號

處理懷疑虐待兒童及家庭暴力個案

【註： 本通告應交 -

(a) 各小學、中學、特殊學校、幼稚園及幼稚園暨幼兒中心校長／校監 – 備辦；

(b) 各級主管 – 備考；以及

(c) 各區域教育服務處及幼稚園及幼兒中心聯合辦事處 – 備考及辦理】

摘要

本通告旨在通知各學校有關處理懷疑受虐待兒童及家庭暴力個案的程序及所需注意的地方，籲請學校不時留意學生的情況，以便及早發現和介入，並提醒學校須遵照由社會福利署（社署）及各有關專業共同制定的「保護兒童免受虐待—多專業合作程序指引」（二零二零年修訂版）（以下簡稱「保護兒童指引」），以及「處理親密伴侶暴力個案程序指引」（二零一一年修訂版），採取合適的措施，對有關兒童及家庭提供所需的協助。請各學校把本通告交所有學校人員傳閱。本通告取代於2018年8月20日發出的教育局通告第5/2018號。

背景

2. 保障兒童免受虐待，是有機會接觸兒童的各類專業人士的共同責任，而有效保護兒童實有賴多個專業的衷誠合作。為保障兒童的最佳利益和保護懷疑受虐或已受虐的兒童，社署聯同勞工及福利局、教育局、衞生署、香港警務處、醫院管理局、香港社會服務聯會、相關非政府機構及專業人士共同制定「保護兒童指引」，讓不同的專業人士及因工作關係與兒童有密切接觸的人員（包括學校人員），當遇到懷疑受虐待或已受虐待的兒童時可作參考，以便展開所需的初步評估、調查、多專業會議及跟進計劃等。「保護兒童指引」所載的處理程序及注意事項是參考聯合國《兒童權利宣言》及《兒童權利公約》訂定，提醒工作人員在協助受傷害／可能受傷害的兒童時，應考慮兒童的成長及發展的需要和應有的權利。

3. 社署在《處理親密伴侶暴力個案程序指引》中，特別向相關的工作人員指出，兒童如果遭遇或目睹家庭暴力事件發生，可能會面對危險或受到創傷經歷，影響其行為和情緒。因此，工作人員在提供介入服務時，應確保受害人及其子女的即時安全，及早向他們提供協助與支援，以及對他們的需要保持敏感及警覺性，並清楚了解其他專業人士可以提供的支援服務。有需要時，應盡快將個案通報／轉介予其他政府部門或機構跟進。

詳情

4. 為保障就學兒童（學生）的安全及其最佳利益，所有幼稚園、幼稚園暨幼兒中心、小學、中學及特殊學校應遵照「保護兒童指引」的內容及教育局／社署不時發出的相關指引／通告／實務守則，建立或完善校內機制、程序及措施，以預防虐待兒童事件發生及妥善處理懷疑虐待兒童個案，並為有需要的兒童及其家庭提供適當的援助。校方亦應確保有關機制及程序具透明度及認受性，並有效地推行。

5. 學校在處理有關虐待兒童及家庭暴力個案時，首要關注兒童的安全及其最佳利益。學校人員（包括校長、教師、學生輔導主任／人員、學校社工等）應時常保持警覺，留意學生是否有受虐待或受家庭暴力影響而可能出現的徵象，並及早識別個案和即時介入，以免有關學生受到更大的傷害，甚至死亡。學校人員在調查過程中或在調查結束後，應關注有關學生在校內的安全及情緒上的需要，並提供所需協助，幫助學生回復正常的學校生活。學校人員可參閱「保護兒童指引」中第二章「虐待兒童的定義及類別」及第四章有關兒童受虐待可能出現的徵象，以識別有可能受到虐待的兒童。已參與社署學前單位社工服務先導計劃的幼稚園及幼稚園暨幼兒中心亦應參閱社署就該計劃發出的執行指引所載的有關程序。

6. 由於兒童及其家庭成員對「虐待」一詞的理解可能與學校人員所使用的定義不盡相同，學校人員在與兒童及家庭成員溝通時，可因應事件對兒童造成的影響而考慮以「傷害」一詞代替「虐待」。學校人員在向兒童及其家人解釋其關注及有關個案類別時，應著重指出所關注的是兒童是否需要保護及兒童是否受到傷害（即有關行為對兒童造成的影響），而不是該行為是否構成「虐待」兒童，避免對方執著於「虐待」一詞可能有的不同理解（尤其是有關行為背後的動機或嚴重程度）而產生誤解，甚或妨礙雙方有效溝通。

處理懷疑虐待兒童個案

7. 學校人員在教學或活動時經常與學生直接接觸，如學校人員留意到學生身體、行為或

情緒等方面有受虐待的表徵（有關兒童受虐待可能出現的徵象，請參閱附錄一），無論學生是否如常返回學校上課、持續或斷續地缺課，應盡快作出以下適當行動。

(a) 學校人員若有理由相信有關學生已經遭受虐待或正面對受虐的危機，首位接觸有關學生的人員應通知校長，並徵詢學生輔導主任／教師／人員及學校社工的意見。在處理懷疑虐兒個案時，學校人員切勿隱瞞事件或延誤通報。

(b) 學校應立即啟動校本應急機制／危機處理小組，並應委派學校社工（如有）及 專責人員（如校長、主任、指定教師、學生輔導主任／教師／人員）處理懷疑虐兒個案，並遵照有關原則及程序跟進及處理懷疑虐兒個案（有關識別及通報懷疑虐兒個案的流程，請參閱附錄二）。在處理過程中，應避免有關學生重複描述被虐事件。至於沒有設立危機處理小組或沒有學校輔導人員／學校社工的幼稚園、幼稚園暨幼兒中心及學校，校長亦應委派專責人員（例如校長、主任或指定教師）處理懷疑虐兒個案。

(c) 當懷疑有學生受到虐待時，經專責人員初步了解學生的情況，如學生並非學校社工跟進的個案，但專責人員得知該學生／其家庭屬社署或非政府機構的「已知個案」[1]，學校應盡快通知有關單位的負責社工進行初步評估。如該學生／其家庭並非學校社工、社署或非政府機構的「已知個案」，學校應盡可能在辦公時間內把個案通報社署保護家庭及兒童服務課（服務課）（服務課辦事處聯絡資料請參閱附錄三），提供有關學生的資料，由服務課社工進行初步評估。如在辦公時間以外，亦可經社署熱線[2]（電話號碼：2343 2255）通報懷疑虐兒個案，當值人員會聯絡社署負責處理虐兒個案的外展工作隊，由外展工作隊進行初步評估。

(d) 如懷疑受虐的學生是中學學校社工的「已知個案」，負責社工應按「保護兒童指引」第四至十章所述的程序進行。中學以外的學校社工如有需要，可通報其「已知個案」予服務課，由服務課進行初步評估。學校的專責人員亦可視乎需要，先徵詢服務課社工的意見（有關進行初步評估、即時保護兒童行動及調查的流程，請參閱附錄四及附錄五）。

(e) 如幼稚園、幼稚園暨幼兒中心及小學服務的學生輔導人員是由非政府機構聘用的註冊社工，他／她亦可就其「已知個案」擔當「保護兒童指引」第四至八章所述的負責初步評估

1 「已知個案」是指各類由不同服務單位處理的個案，包括社署及非政府機構有提供個案服務的單位。詳情請參閱社署「保護兒童指引」附件五。

2 社署熱線全日24小時運作，熱線於星期一至星期五上午九時至下午五時及星期六上午九時至中午十二時（公眾假期除外）接到的來電，由部門熱線服務組處理；而在上述時段以外接到的來電則由東華三院營辦的熱線及外展服務隊處理。

及保護兒童調查的角色，惟須先取得學校、非政府機構及社署三方的同意。

(f) 當學校把懷疑虐兒個案通報至服務課時，若事件／情況緊急，可先以電話通報，然後填妥附錄六的「通報表格」，傳真至所屬地區的服務課，並確認收妥回覆，以確定個案已得到相關單位跟進。如學校只是諮詢服務課社工的意見，則不需要使用此表格。

(g) 當學校把懷疑虐兒個案通報予負責「已知個案」的單位／服務課／社署外展隊，該學校亦應與該單位／服務課／社署外展隊社工商討是否需要即時採取行動以保護兒童。專責人員亦應把通報一事告知學生的父母／監護人；不過，如學生的父母／監護人懷疑虐待兒童，學校無須[3]先徵得有關學生的父母／監護人的同意作出通報。在評估過程中，學校如需要聯絡父母／監護人，亦可就處理方法先諮詢有關單位／服務課社工的意見或尋求協助。

(h) 如學校認為有關學生看來急需醫療服務，便應安排該學生前往公立醫院進行醫療檢驗／治療。服務課亦可協助聯絡醫院管理局虐兒個案統籌醫生，以安排兒童入院接受醫療檢驗。如有需要，可在警方的協助下進行。

(i) 如情況顯示個案可能涉及刑事罪行，為了保障有關學生的安全及利益，應向警方舉報。在任何情況下，懷疑受虐的學生不需親自前往警署舉報。如個案非緊急，學校可填妥附錄七「報案表」及附錄八「書面日誌」，以書面方式向虐兒案件調查組舉報，由警方安排合適單位進行調查。服務課亦可協助把表格轉交虐兒案件調查組。

(j) 如個案情況嚴重，或相關學生的人身安全／生命受到即時威脅而須立刻行動（例如嚴重身體虐待），學校需盡快致電向警方舉報，隱瞞事件或延誤舉報或會令有關兒童或其他人的安全受到威脅。另外，若懷疑傷害兒童的人為學校教職員，有關學校應及早諮詢服務課的意見，共同商討合適的處理方法，並務必保持中立，以及避免任何利益／角色衝突。

處理懷疑兒童性侵犯個案

8. 對於懷疑兒童性侵犯個案，無論有關學生是否如常返回學校，學校人員應參閱「保護兒童指引」附件十二「與懷疑被性侵犯的兒童接觸時應注意事項」及附件十三「通報懷疑性侵犯事件須知」。

[3] 根據《個人資料（私隱）條例》（第486章）第58條，如使用個人資料的目的是為罪行的偵測或防止，或不合法或嚴重不當的行為、或不誠實的行為或舞弊行為的防止、排除或糾正（包括懲處），而且第3保障資料原則的條文的適用相當可能會損害上述目的，有關資料可獲豁免而不受第3保障資料原則（個人資料的使用）所管限。

9. 如懷疑侵犯者是兒童的家庭／家族成員或受委託照顧有關兒童的人，或受害人涉及多名兒童，由於此等個案較為複雜及敏感，在聯絡家長前，學校應先致電聯絡服務課，商討合適的處理方法，服務課社工會聯絡警方虐兒案件調查組，作出聯合調查。如學校有疑問，可向警方的學校聯絡主任或服務課社工諮詢意見或尋求支援。

10. 在處理懷疑兒童性侵犯個案時，如懷疑侵犯者是學校的教職員，學校須嚴格遵循附錄九所列的程序，使專責人員（如學校社工／輔導人員）、校方、教育局及其他有關政府部門之間能維持有效的溝通。學校除了為懷疑受性侵犯的學生採取適當的保護行動外，亦應加強措施，保障校內其他學生的安全。中學、小學、特殊學校及幼稚園的校長應把事件儘早通知所屬地區的學校發展主任。至於在幼稚園暨幼兒中心發生的個案，幼稚園暨幼兒中心的校長應把事件儘早通知幼稚園及幼兒中心聯合辦事處。

保護懷疑受虐待兒童多專業個案會議（多專業會議）

11. 負責保護兒童調查的單位會召開多專業會議，以便為有關學生制訂跟進計劃。有關的學校人員應出席會議，並應擬備書面報告，以協助討論。報告的內容可以包括有關學生在校內的學習及行為表現、情緒狀況，以及父母的態度及過往曾否發生懷疑虐兒事件。如多專業會議成員認為需要，可能會邀請學校人員加入核心小組，以多專業合作模式推行有關兒童及其家庭的跟進計劃，共同跟進個案（有關舉行多專業會議及跟進服務，請參閱附錄十）。

與其他參與處理個案的人士協作

12. 如個案被分類為保護兒童個案，而有關學生繼續上學，學校應密切留意學生的學習／行為表現及情緒狀況，並把他／她的狀況及發展告知主責社工或其他跟進人員，繼續彼此協作向學生及其家庭提供支援，以減低或消除令有關學生受傷害的危機、提高家庭照顧和管教學生的能力，以及提升家庭的功能，使他們能盡責保障學生的安全。

預防兒童免受性侵犯

13. 教育局鼓勵學校（包括幼稚園、小學、中學及特殊學校）透過不同的方式，提高學生的自我保護意識，例如教授學生認識身體與保護自己的相關課題，設計相關的學習活動，運用故事時間、早會、午會、周會、班主任課及講座等，進一步加強性教育，並就與性有關的問題推行預防性和發展性的輔導活動，幫助學生學會保護自己的身體，拒絕別人的冒犯，以及教導學生在有需要時向教師、長輩、輔導人員或機構尋求協助。此外，教育局亦鼓勵學校在提供輔

導服務時，多運用本局提供的學與教資源，例如與防範性侵犯相關的性教育動畫資源及教案，並加強相關的家長教育，提醒家長防範其子女被性侵犯。

14. 為了加強保護兒童，本局強烈建議學校在聘任過程中採用性罪行定罪紀錄查核機制。學校可參閱性罪行定罪紀錄查核網頁(https://www.police.gov.hk/ppp_tc/11_useful_info/scrc.html)及本局發出的有關通告／指引。

15. 「保護兒童指引」的詳細內容，請參閱社署的網頁(https://www.swd.gov.hk/tc/index/site_pubsvc/page_family/sub_fcwprocedure/id_1447/)。除留意第一章至第十三章關於不同階段的處理程序及應注意地方外，學校人員應特別注意「保護兒童指引」的附件十「教育服務的角色」及附件十一「初步與可能受傷害／虐待的兒童或其家長接觸注意事項」。

處理家庭暴力個案

16. 家庭暴力一般指家庭成員之間發生的暴力。親密伴侶暴力是家庭暴力的一種，是指在親密關係下正或曾共同生活的情侶之間發生的虐待行為，而這些情侶正或曾維持長久的親密關係，而非短暫交往。他們可以是已婚夫婦、同居者及已分居配偶／同居者等。其中一方使用或恐嚇使用暴力時，會令另一方身體或精神上受到傷害，同時亦導致對另一方的控制。所涉及的暴力形式可能包括以下一種或多於一種：身體暴力、性暴力及精神虐待。

17. 親密伴侶暴力有可能令家長教導子女的能力出現障礙，又或會輕估自己及子女面對的危險。學生在家庭暴力事件中，可能表現出害怕、不安、憤怒、混亂及受挫折感，或出現行為問題。由於學生通常未必會主動透露家庭所發生的問題，故此學校應留意受影響學生的行為和情緒，盡早提供所需的協助。在處理親密伴侶暴力個案時，學校應遵照社署聯同相關政府部門、非政府機構及有關專業人士制定及由社署發出的「處理親密伴侶暴力個案程序指引」（二零一一年修訂版）(https://www.swd.gov.hk/tc/index/site_pubsvc/page_family/sub_fcwprocedure/id_1450/)。學校應特別注意指引中的下列篇章及附錄：

第二章 ：跨專業合作處理親密伴侶暴力個案

第八章 ：學校

附錄 I ：識別親密伴侶暴力事件－親密伴侶暴力對兒童的影響

附錄 II：虐待兒童及虐待配偶的危機因素

18. 倘若學校懷疑有關學生亦同時被虐待，應遵照上文第 4 至 10 段所載的原則及程序，採取措施保護學生的福祉及安全。

保密

19. 專責人員在處理懷疑虐兒或家庭暴力個案時，彼此應保持緊密的溝通，並應恪守保密的原則。他們應按「需要知道」的原則，盡快把懷疑虐兒事件收集得到的資料提供給有關人士（例如校長、負責社工及警方）。

20. 所有記錄都應統一由校長／專責人員保管，在校內查閱有關記錄須受限制，而且必須登記。不論在任何情況下，學校都不應將上述記錄與有關學生的一般記錄一併存檔。如有關學生的家長提出查閱資料的要求[4]，應根據《個人資料（私隱）條例》處理（有關共用資料及保密原則詳情，請參閱「保護兒童指引」附件二）。

查詢

21. 如對本通告有任何查詢，請致電 2863 4705 與訓育及輔導組聯絡。

教育局局長

鄭銘強代行

2020 年 5 月 8 日

[4] 根據《個人資料（私隱）條例》第18(1)條及保障資料第6原則，任何個人或代表一名個人的有關人士可提出要求，包括(a)要求資料使用者告知他該使用者是否持有該名個人屬其資料當事人的個人資料；(b)如該資料使用者持有該資料，要求該使用者提供一份該資料的複本。

兒童受虐待可能出現的徵象

下列內容節錄自「保護兒童指引」第四章有關兒童受虐待可能出現的部分徵象，內容只供參考，目的是讓學校人員初步了解兒童受傷害／虐時可能出現的表徵，如欲進一步了解詳情，請參閱「保護兒童指引」的第四章。

- **與各類傷害／虐待有關的行為／情緒徵象**

(a) 兒童方面

- 於遊戲或日常行為中重演／重現類似受傷害／侵犯情形
- 經常表現恐慌／過度警惕
- 極端反叛／過份順從或討好他人
- 對照顧者的情緒／反應異常敏感
- 對照顧者以外的人或陌生人有不尋常的友善表現／心存猜忌及難以建立信任
- 專注力出現問題／學業成績顯著改變
- 自我形象低落
- 有倒退或重覆行為（例如遺尿、吮指頭、拉扯頭髮、撞擊頭部、搖擺身體等）
- 心身癥狀，指因心理或情緒的困擾引致身體不適或出現癥狀，例如頭痛、肚痛、肚瀉、嘔吐、皮膚敏感症狀等
- 不願回家／離家出走
- 無故缺課／退學或突然失去聯絡
- 兒童透露被父母強逼結婚（例如少數族裔兒童）

(b) 父母／照顧者方面

- 父母／照顧者屢次不讓其他人接觸兒童或不容許兒童直接與工作人員溝通（例如工作人員每次約定家訪時兒童都不在家或正在睡覺、其他親友亦無法接觸兒童）
- 父母／照顧者無合理原因而不讓兒童接種預防疫苗或接受健康／醫療跟進或檢查

- **與身體傷害／虐待有關的徵象**

(a) 瘀傷和條痕

- 應根據多項因素推斷受傷原因，包括瘀傷的數目、大小和分布等、不可能因意外造成的瘀傷是值得懷疑的

(b) 撕裂和擦傷

- 繫帶（即連接上唇和上顎牙肉中央位置的組織）如出現撕裂傷，可能表示兒童曾遭強迫餵食

(c) 燒傷和燙傷

- 蓄意燒傷的傷痕可能呈現燃燒中的物件的形狀或樣式，如燒熱的碟子或香煙
- 傷痕的分布如在臀部或手／腳並呈現「手套及／或襪子」形狀，表示兒童有可能因被浸泡於熱水中而燙傷

(d) 骨折
- 應根據每宗個案的情況逐一推斷／處理

(e) 內部受傷
- 腦部／頭部受傷
  - 可能因直接撞擊、搖晃或刺穿而造成
- 腹部受傷
  - 內臟破損可能導致腹痛和嘔吐
  - 兒童可能在沒有任何表面傷勢的情況下嚴重受傷，甚至死亡。因此，查看腹部有否受傷時必須格外留神

(f) 其他
- 虛構或導致兒童患病、照顧者假裝兒童生病求醫
- 因拉扯或火燒而脫髮

(g) 行為徵象
- 父母／照顧者／兒童對兒童受傷原因的解釋或受傷的經過令人難以信服、前後矛盾或與傷勢不符
- 沒有或延誤就醫
- 兒童穿著異常多衣服以遮蔽身體

- **與性侵犯有關的徵象（適用於男童及女童）**

(a) 身體徵象
- 內衣褲撕破、染污或染血
- 小便痛楚
- 陰部痛楚、腫脹或痕癢
- 懷孕
- 大小便控制能力倒退
- 重覆有尿道炎

(b) 行為徵象
- 兒童對成人身體器官表現得特別有興趣或屢次觸摸成人身體敏感部位
- 於遊戲或日常行為中重演／重現類似受性侵犯情形
- 兒童透露家長或其他人曾與他／她玩秘密遊戲
- 懂得超乎兒童年齡所認識的性知識或性行為
- 過度自瀆
- 對被觸碰反應過敏
- 十分抗拒與某人／某性別／某類身分人士一起或在某處逗留
- 已有自理能力的兒童透露照顧者經常為他／她處理個人衞生／護理事宜（例如洗澡、如廁後清潔、更換衣服等）
- 年紀較大的兒童透露異性家長慣常與他／她同床而睡
- 經常以流動電話或互聯網與陌生人聯絡並被邀約外出見面

- **與疏忽照顧有關的徵象**

(a) 身體及環境徵象
  - 兒童發展遲緩（例如語言、四肢動作、智力等）
  - 營養不良、體重過輕或缺乏足夠數量的飲食
  - 身體問題不獲理會，或醫療／牙科治療的需要不獲照顧
  - 長期滿身污垢／衣衫襤褸／缺乏足夠衣物／衣物不適合天氣情況
  - 經常因意外而受傷
  - 有特殊照顧／學習需要兒童被剝削接受適當評估、教育或訓練的機會
  - 由不適合人士（例如年幼兒童）照顧兒童
  - 兒童身處於有懷疑危險藥物或吸食工具的地方、照顧者／其他人懷疑吸食毒品時兒童在場

(b) 行為徵象
  - 經常表示饑餓或到處尋找食物，狼吞虎嚥或乞討／偷取食物
  - 癮癖或犯罪
  - 因看管不足而被牽涉在性活動中

- **與心理傷害／虐待有關的徵象**

(a) 身體徵象
  - 體重過輕或瘦弱
  - 發育遲緩
  - 進食失調（例如厭食）
  - 心身癥狀，指因心理或情緒的困擾引致身體不適或出現癥狀，例如頭痛、肚痛、肚瀉、嘔吐、皮膚敏感症狀等

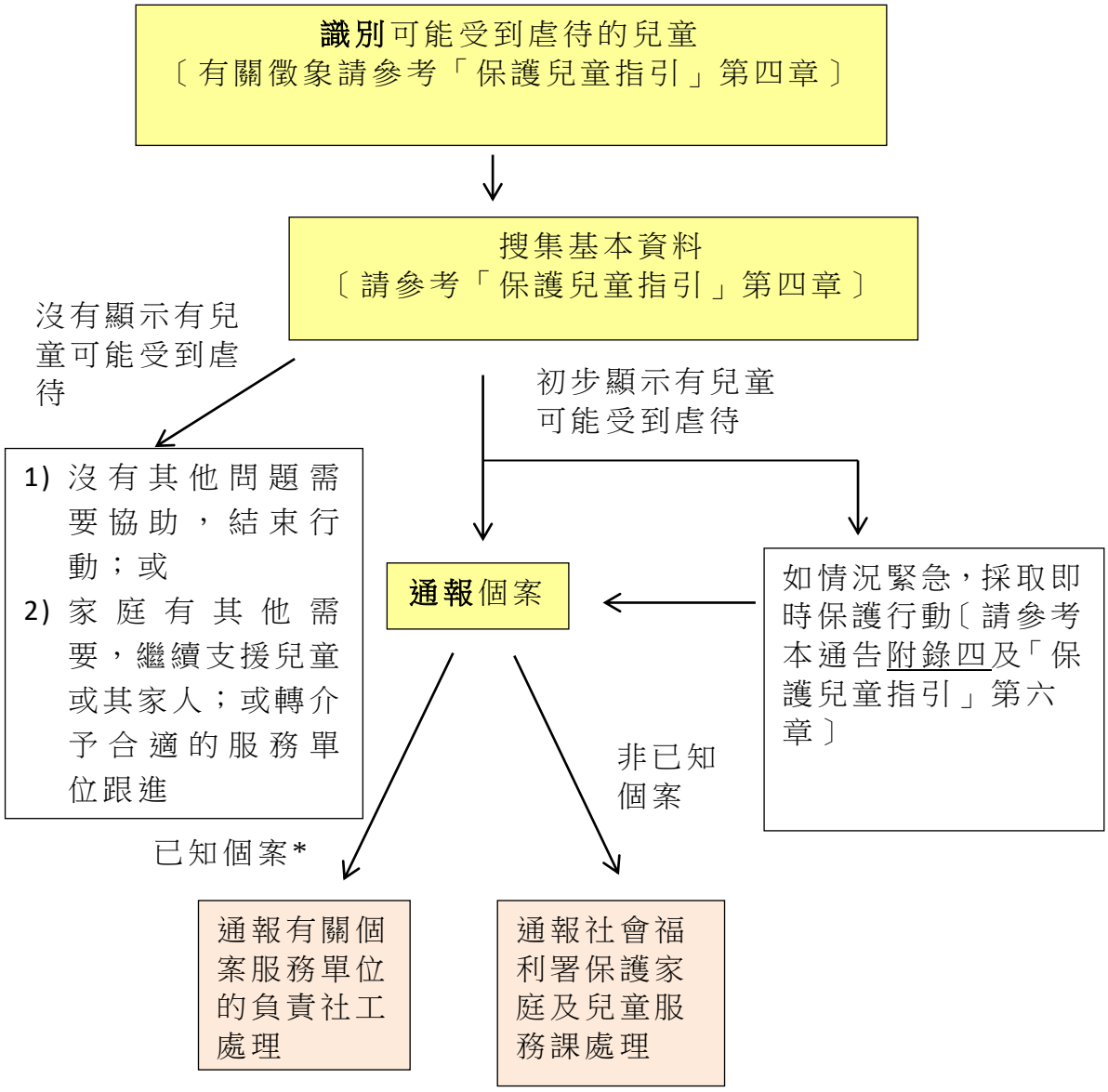
(b) 兒童行為方面的徵象
  - 抗拒與其他人及外界接觸
  - 出現焦慮徵狀，例如習慣性地咬指甲、拉扯頭髮、吸吮手指、撞擊頭部、搖擺身體等
  - 語言發展障礙
  - 遺尿／便溺
  - 有傷害自己或自殺念頭／企圖

(c) 照顧者行為方面的徵象
  - 經常不給予情緒反應／不給予適當的情緒反應
  - 對兒童表現得疏離或漠不關心
  - 經常針對某兒童，予以特別差的對待
  - 排斥或終日責罵
  - 侮辱性的批評
  - 經常要求兒童肩負成人／與年齡不符的責任
  - 鼓勵偏差行為
  - 異常的懲罰方式
  - 屢次在無事實根據的情況下指控他人傷害／虐待兒童，致令兒童經歷多次不必要的調查程序（較多在離異家庭糾紛中出現）

如學校人員留意到學生出現以上受虐待的徵象，如有需要，學校可諮詢服務課，尋求專業意見。若有理由相信／懷疑學生受到傷害／虐待，學校人員應遵照此通告第 4 至 10 段所載的原則及程序處理。另外，學校人員在參考上述徵象時，先應留意以下事項：

- 身體／行為／情緒／環境徵象可能獨立或一同出現。而出現一項甚或幾項徵象不一定代表曾發生虐兒事件，但顯示兒童需要關注，因此應先搜集資料、作出初步了解及評估。
- 學校人員不宜過早確定是懷疑虐兒事件而令兒童經歷了不必要的調查、檢驗或住院；亦不應因某些情況沒有在以上徵象列出便排除了兒童受傷害／虐待的可能性。
- 即使這些徵象通常會持續出現，但亦應留意在嚴重的情況下，徵象可能會單一次出現。
- 身體／環境徵象一般較容易察覺。行為／情緒徵象（包括兒童或父母／照顧者的行為／情緒）則較細微或隱藏，亦可能由兒童以圖像或透過遊戲表達出來，專業人士需要有較高的敏感度及較仔細的觀察以辨識。
- 需小心考慮有關兒童的年齡和能力，同時考慮父母／照顧者的行為、態度及家庭環境。
- 應全面考慮兒童可能曾受各種類別的傷害／虐待，不應只集中考慮某一類別。
- 有些徵象只有曾經接受有關專業訓練的人士才懂得辨別（例如兒童身體受傷是否非意外造成可能需要醫療專業人員辨別）。如對所識別的徵象有疑問，應諮詢有關界別的專業人士。
- 如對兒童受傷的性質或嚴重程度有所懷疑，應盡快安排有關兒童接受醫療檢驗。

識別及通報懷疑虐兒個案流程圖



* 已知個案的定義見「保護兒童指引」附件五。部分已知個案亦可通報予社會福利署保護家庭及兒童服務課，以進行初步評估、保護兒童調查及召開／主持保護懷疑受虐待兒童多專業個案會議。詳情請參閱「保護兒童指引」有關章節及附件四。

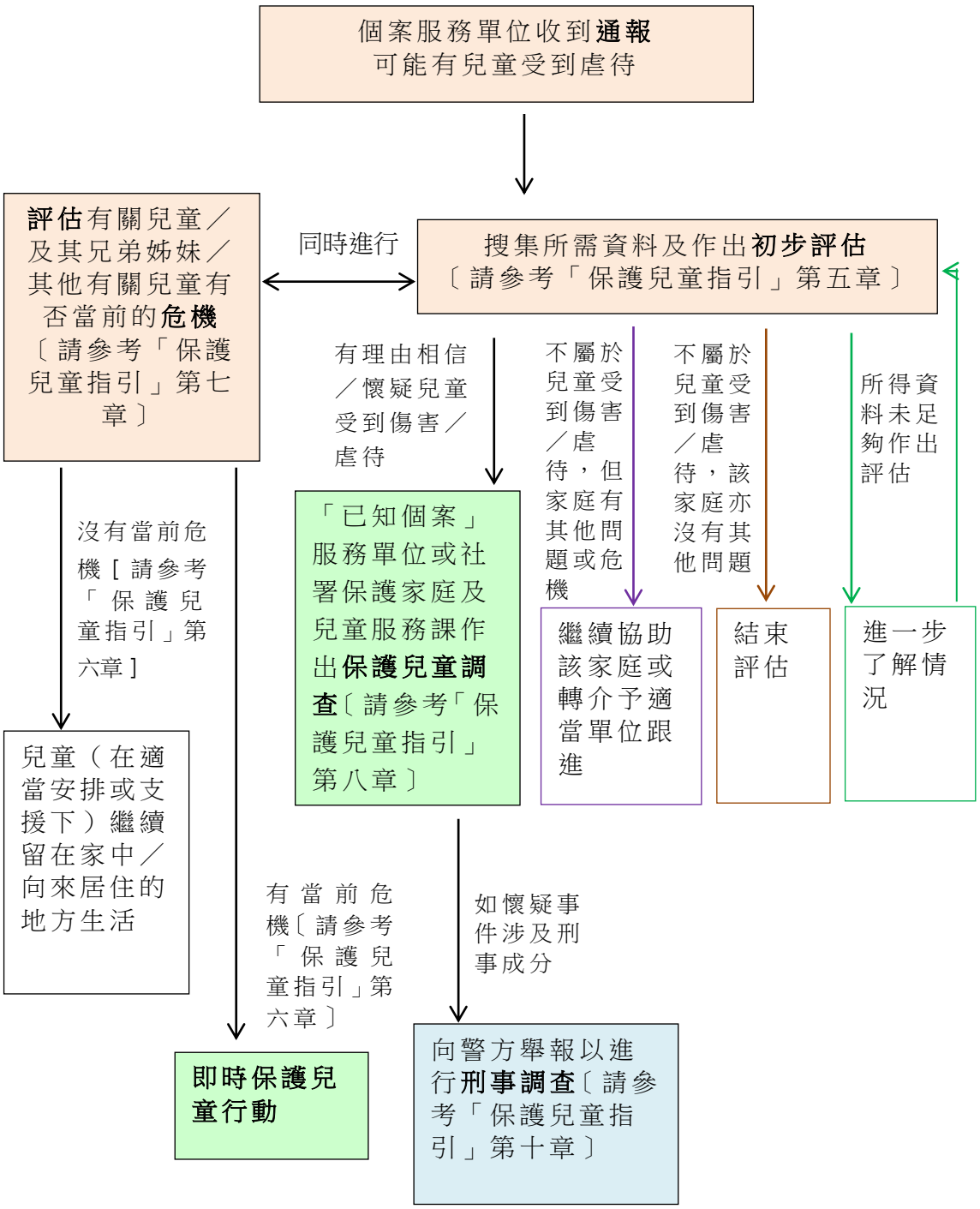
☎ 社會福利署保護家庭及兒童服務課總覽

社會福利署熱線 2343 2255

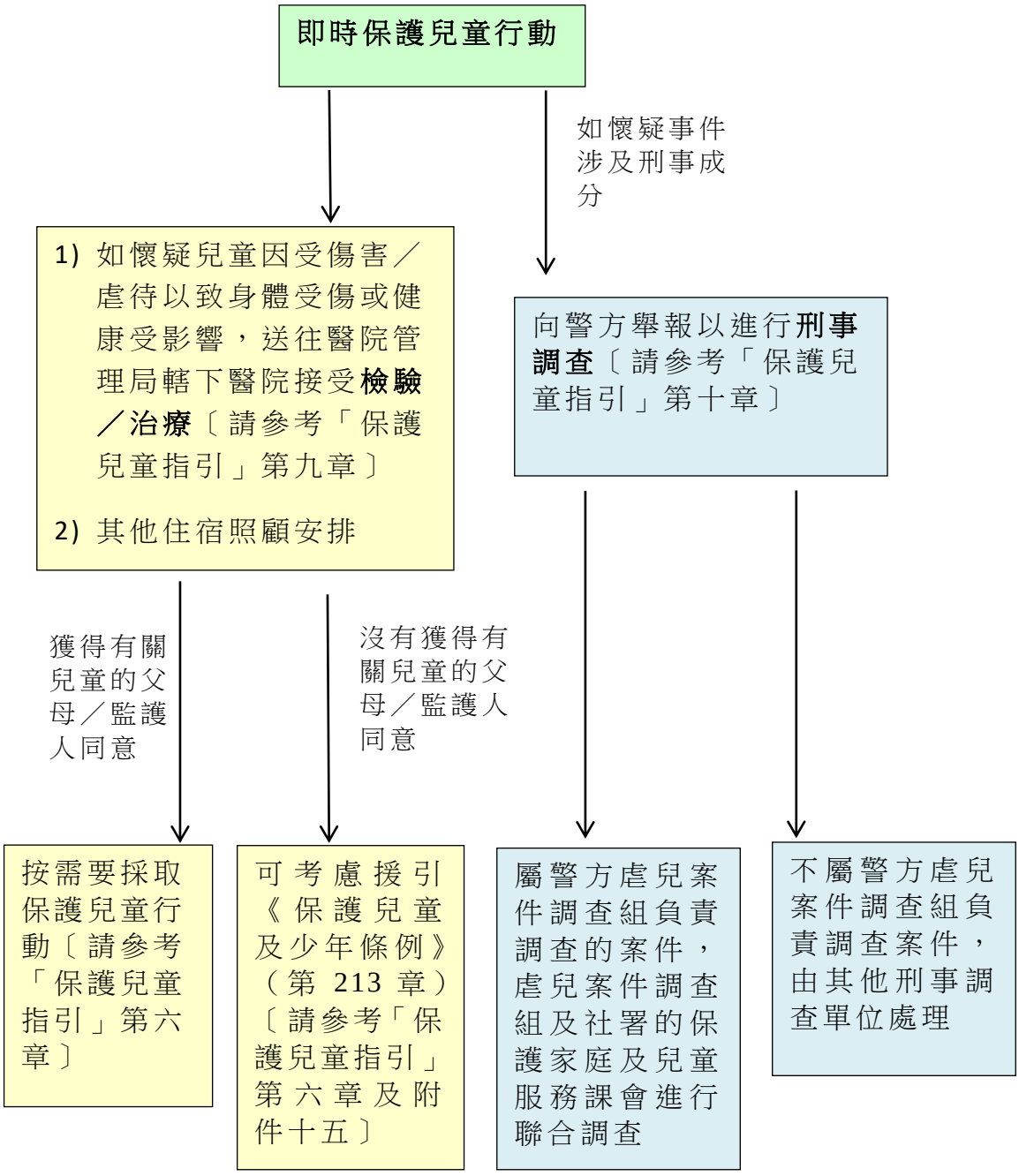
保護家庭及兒童服務課

1.	保護家庭及兒童服務課（中西南及離島）	香港灣仔軒尼詩道 130 號修頓中心 23 樓 2313 室	2835 2733
2.	保護家庭及兒童服務課（東區／灣仔）	香港北角渣華道 333 號北角政府合署 2 樓 229 室	2231 5858
3.	保護家庭及兒童服務課（深水埗）	九龍發祥街 55 號長沙灣社區中心地下	2247 5373
4.	保護家庭及兒童服務課（九龍城／油尖旺）	九龍彌敦道 405 號九龍政府合署 8 樓 803 室	3583 3254
5.	保護家庭及兒童服務課（觀塘）	九龍觀塘道 410 號觀點中心 21 樓 2101 室	3586 3741
6.	保護家庭及兒童服務課（黃大仙／西貢）	九龍黃大仙正德街 104 號黃大仙社區中心 3 樓	3188 3563
7.	保護家庭及兒童服務課（沙田）	新界沙田上禾輋路 1 號沙田政府合署 7 字樓 716 室	2158 6680
8.	保護家庭及兒童服務課（大埔／北區）	新界大埔墟鄉事會街 8 號大埔綜合大樓 4 樓	3183 9323
9.	保護家庭及兒童服務課（荃灣／葵青）	新界荃灣西樓角路 38 號荃灣政府合署 21 樓	2940 7350
10.	保護家庭及兒童服務課（屯門）	新界屯門安定邨安定／友愛社區中心 4 樓	2618 5614
11.	保護家庭及兒童服務課（元朗）	新界元朗天水圍天華邨華悅樓地下	2445 4224

進行初步評估及即時保護兒童行動流程圖



即時保護兒童行動及調查流程圖



通報表格（供參考的樣本）

負責初步評估機構／單位　　機構／學校名稱及地址

ＸＸ先生/女士：

通報懷疑虐待兒童個案

本機構／本校於_____年_____月_____日發現懷疑虐待兒童個案，並已於_____年_____月_____日致電通報　貴機構／單位，現附上個案資料，以供參考及作為紀錄：

A. 懷疑被虐待兒童及其家庭資料

姓名：_____性別：_____出生日期／年齡：_____
出世紙／身份證號碼：_____　　現時身處地點：_____
就讀班級：_____慣常使用語言：_____

父／母／監護人姓名：_____　　關係：_____
地址：_____
聯絡電話號碼：_____
慣常使用語言：_____

初步資料顯示兒童是否有即時危險：

1. 兒童繼續留在家中／向來居住的地方生活是否有即時危險：是 / 否
2. 是否需要即時安排兒童接受醫療檢驗及治療：是 / 否
3. 兒童是否需要緊急的法定保護：是 / 否
4. 是否需要盡快向警方舉報此懷疑虐待兒童事件：是 / 否

有關兒童是否殘疾或有特別需要：_____

有關兒童及／或其家人是否社會福利服務單位的已知個案：

❑ 是

[請註明：單位名稱：　　負責社工姓名：
聯絡方法：　　]

❑ 否　　❑ 不清楚

B. 事件資料

1. 事件發生的日期／時間／地點：_____
2. 懷疑虐待類別：❑ 身體傷害／虐待　❑ 性侵犯　❑ 心理傷害／虐待
   ❑ 疏忽照顧　❑ 未能清楚分類

3. 懷疑傷害兒童的人的姓名／身份證號碼（如能提供）：_____
4. 懷疑傷害兒童的人與兒童的關係：_____
5. 事件簡述：_____

_____

_____

請 貴機構／單位予以跟進。如有查詢，請於 (方便聯絡的時間)致電 (電話號碼)聯絡 (姓名)先生/女士。

(姓名)
(通報機構／學校)
日期：

----------✂----------

回覆

由：(接收通報機構／單位) （傳真號碼： ）
致：(通報機構／學校) （傳真號碼： ）
日期：(＿＿＿＿-＿＿＿-)

通報懷疑虐待兒童個案

本機構／單位已收到上述通報。

□ 社工已／將進行初步評估。

□ 上述個案為 (機構／單位) 的已知個案，請聯絡負責社工 _____（聯絡電話： _____）。

如有查詢，請致電_____與 (姓名) _____聯絡。

(姓名)
職位

（機密）

向警方舉報懷疑虐兒個案報案表

（由資料提供者填寫及連同書面日誌（附錄八）一併遞交）

A. 資料提供者

姓名：_____ 職級／職位：_____

機構名稱：_____ 服務單位：_____

地址：_____

電話號碼：_____ 傳真號碼：_____

辦公時間以外緊急聯絡電話（只供本個案使用）：_____

B. 受害兒童

姓名：_____ 性別：_____ 出生日期：_____

出世紙／香港身份證號碼：_____

住址：_____

現時身處地點：_____ 電話號碼：_____

學校：_____ 班別：_____

有否殘疾或有特別需要：_____

慣常使用語言：_____

C. 父母／照顧者

姓名：_____ 姓名：_____

香港身份證號碼：_____ 香港身份證號碼：_____

性別／年齡：_____ 性別／年齡：_____

關係：_____ 關係：_____

地址：_____ 地址：_____

_____

電話號碼：_____ 電話號碼：_____

（住宅／手提） （住宅／手提）

慣常使用語言：_____ 慣常使用語言：_____

D. 兄弟姊妹

1._____ 2._____

（姓名、性別／年齡）

3._____ 4._____

5._____ 6._____

E. 事件資料

1. 事件發生的日期和時間：_____
2. 事件發生的地點：_____
3. 虐待類別：❑身體虐待 ❑性侵犯 ❑心理虐待 ❑疏忽照顧
   ❑未能清楚分類 （可選超過一個答案）
4. 詳細描述：_____

5. 資料提供者如何得知有關資料：_____
6. 過往曾否有類似事件發生在受害兒童身上：_____
7. 懷疑傷害兒童的人姓名／身份證號碼：_____
8. 懷疑傷害兒童的人與受害人的關係：_____
9. 其他目擊者的姓名：_____
10. 其他處理有關兒童／家庭的機構／政府部門：_____
11. 查核保護兒童資料系統的結果：_____

（如類似事件曾經發生超過一次，請另頁提供有關資料。）

簽署：_____

姓名：_____

機構／部門：_____

服務單位：_____

電話號碼：_____

日期：_____

（機密）

書面日誌

（向警方舉報時，需一併遞交報案表（附錄七）及本日誌）

1. 檔案編號：_____
2. 有關兒童的姓名：_____
3. 有關兒童的性別／年齡（出生日期）：_____
4. 簡述有關兒童的家庭成員：_____
5. 虐待類別：❑ 身體虐待 ❑ 性侵犯 ❑ 心理虐待
   ❑ 疏忽照顧 ❑ 其他 ❑ 未能清楚分類
6. 搜集得到的資料：

日期／時間	詳情

簽署：_____

姓名：_____

機構／部門：_____

服務單位：_____

電話號碼：_____

傳真號碼：_____

日期：_____

（本文件可能會用作呈堂證供）

處理懷疑教職員為性侵犯者的兒童性侵犯個案的程序

當教職員涉嫌性侵犯兒童時，學校社工／專責人員(如學校負責人員／輔導人員／學生輔導主任／教師／人員)、校方、教育局及有關政府部門之間的溝通程序如下：

一、受害人與涉嫌性侵犯者來自同一學校

(甲) 學校社工／專責人員應通知校監／校長有關的性侵犯個案，並盡快聯絡服務課或負責案件調查的警方單位，商討處理方法。

(乙) 校監／校長應參考學校社工／專責人員所作出的個案危機評估，為受害人提供適當的支援和考慮其他跟進措施，例如了解是否有其他學生被性侵犯及配合調查工作。

(丙) 學校應指派合適的人員處理所需的保護兒童行動，並在不會對受害人構成進一步傷害的情況下盡早通知其監護人／父母／家人／親屬有關行動的進度及兒童的安全情況。

(丁) 校監／校長應通知所屬的教育局區域教育服務處／幼稚園及幼兒中心聯合辦事處。

(戊) 教育局區域教育服務處有關的學校發展主任(或幼稚園及幼兒中心聯合辦事處的服務主任)可進一步諮詢有關的專業人員，並就受害人和涉嫌性侵犯者建議學校作出適當的跟進服務。

(己) 在調查過程中，學校不應與涉事職員私下訂定任何妥協協議，例如當涉事職員同意辭職，學校便會終止相關調查工作等。

二、受害人與涉嫌性侵犯者非來自同一學校

受害人所屬的學校

(甲) 為保障校內學生的利益，學校社工／專責人員在諮詢服務課或負責案件調查的警方單位，並取得受害人及其家長的同意後，應將有關的性侵犯個案通知受害人所屬學校的校監／校長。然而，如可能涉及多名同校學生受性侵犯，在考慮保護其他學生的安全及保障他們的利益，即使受害人或其家長不同意，參考通告第7(g)段的原則，亦需要將有關的性侵犯個案通知受害人所屬學校的校監／校長。

(乙) 校監／校長應通知所屬的教育局區域教育服務處／幼稚園及幼兒中心聯合辦事處，並諮詢有關的專業人員，在校內為受害人提供適當的支援及作出其他跟進服務。

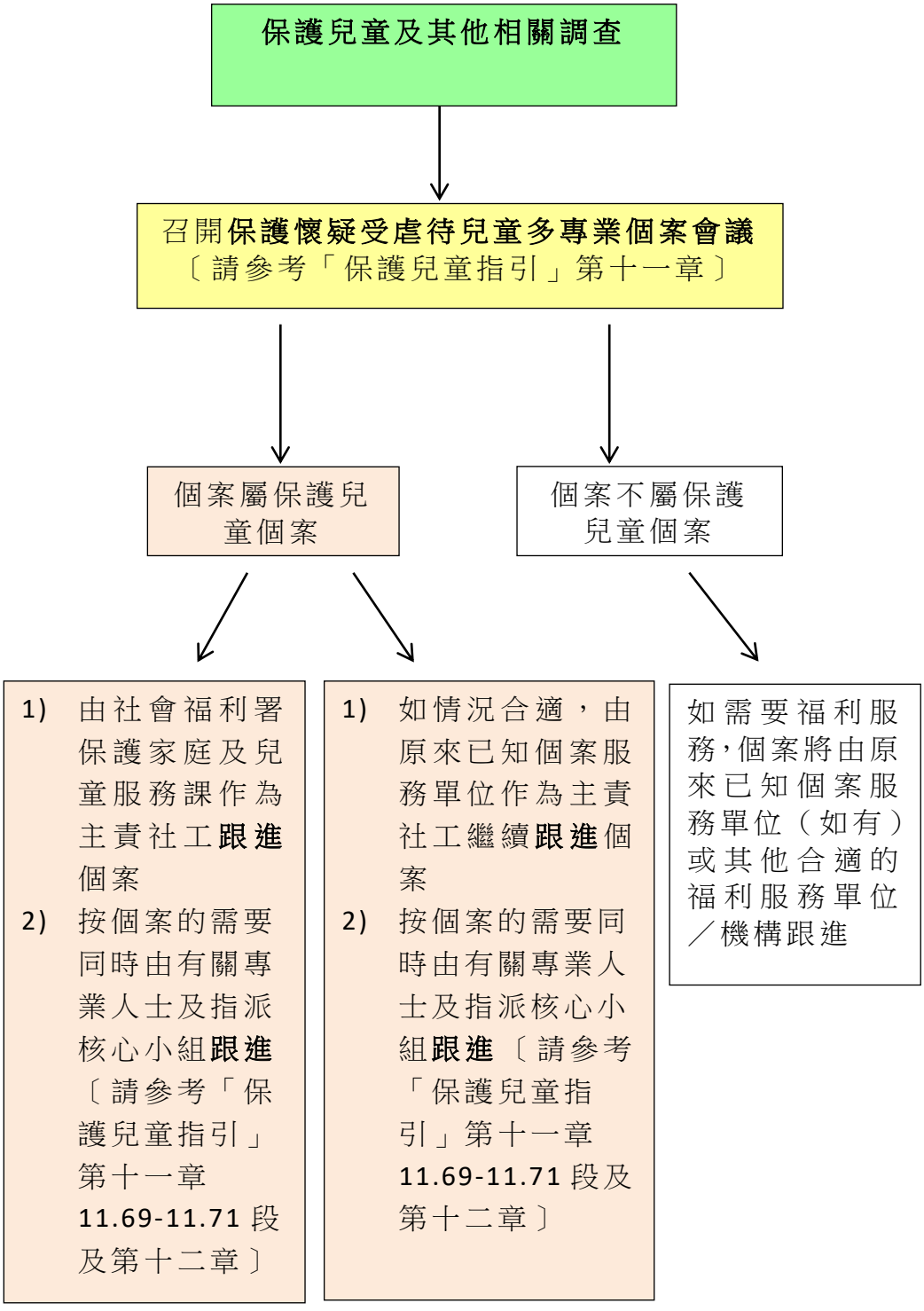
涉嫌性侵犯的教職員所屬的學校

(甲) 在諮詢服務課或負責案件調查的警方單位後，學校社工／專責人員應透過受性侵犯學生的就讀學校的校監／校長，通知涉嫌性侵犯的教職員的學校所屬之教育局區域教育服務處(如個案發生在幼稚園暨幼兒中心，個案工作員應透過校監／校長通知幼稚園及幼兒中心聯合辦事處)。

(乙) 校監／校長在考慮校內的跟進事項時，應參考學校社工／專責人員所作出的個案危機評估。

(丙) 教育局區域教育服務處有關的學校發展主任／幼稚園及幼兒中心聯合辦事處的服務主任可進一步諮詢有關的專業人員，並就涉嫌性侵犯者建議學校作出適當的跟進行動。

舉行保護懷疑受虐待兒童多專業個案會議及跟進服務流程圖



Ref.: EDB(GD)/20/5/3/O Pt. 13 **Government of the HKSAR**

Education Bureau

8 May 2020

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 hotline[2] (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[3] to obtain the prescribed consent of the student's parent(s)/guardian(s) for making the report. If it is necessary for the school to contact the parent(s)/guardian(s) during the assessment, advice or assistance may first be sought from the social worker of the unit concerned/FCPSU regarding the handling approach.

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

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

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

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

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

Handling Suspected Child Sexual Abuse Cases

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

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

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

Centres as early as possible.

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

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

Collaboration with Other Parties Involved in Handling the Cases

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

Protecting Children from Sexual Abuse

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

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

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

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

Handling Cases of Domestic Violence

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

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

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

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

Confidentiality

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

20. All records should be kept centrally by the principal/designated personnel. Access to these records within the school must be restricted and recorded. On no account should these records be kept with the general records of the student concerned. Should the parent(s) of the student request access to information[4], it should be handled in accordance with the Personal Data (Privacy) Ordinance (please refer to Annex 2 to the Child Protection Guide for details about information sharing and principles of confidentiality).

Enquiries

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

M K CHENG

for Secretary for Education

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

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)

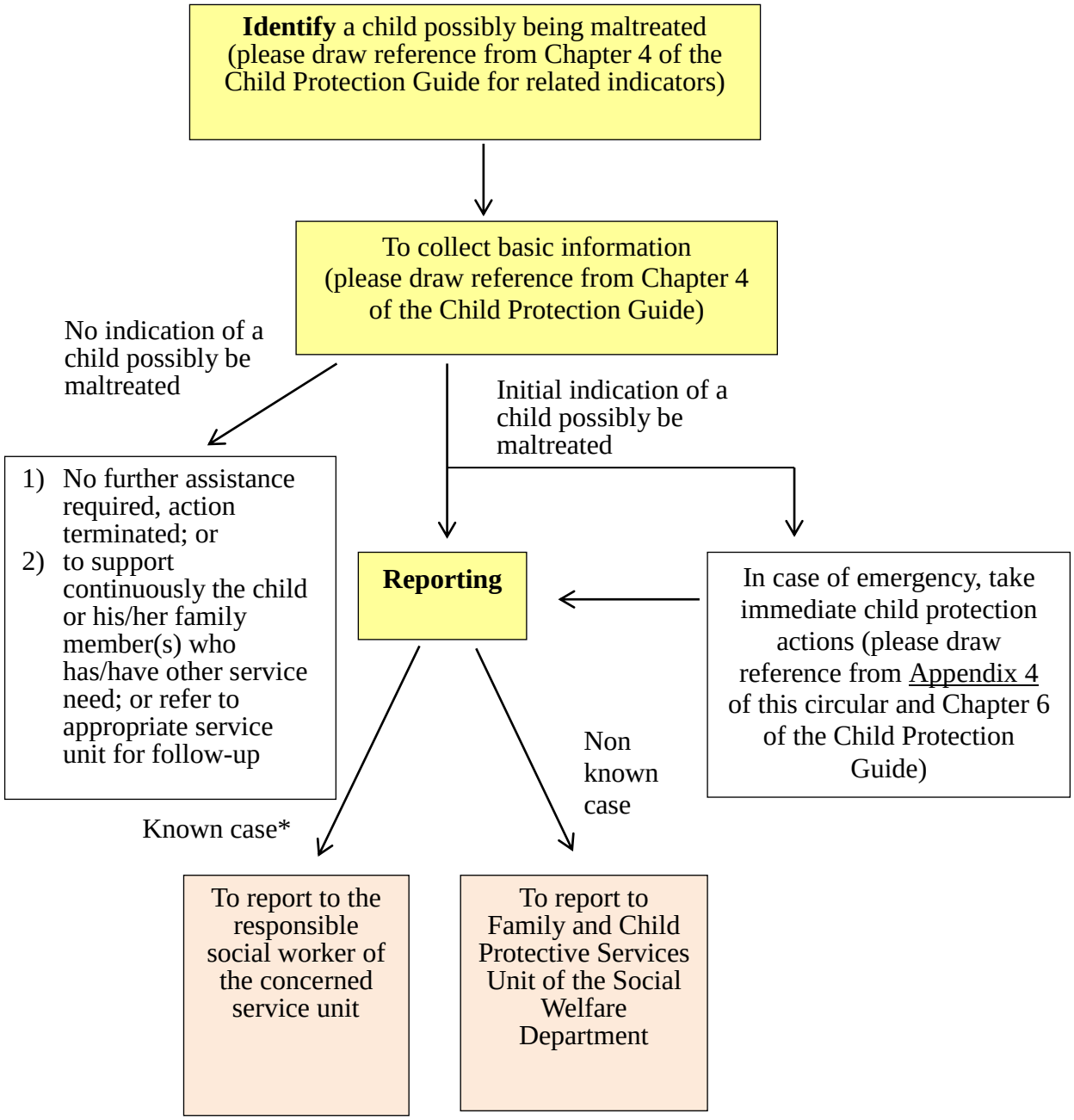
If any of the above indicators of maltreatment is detected on their students, the school personnel may seek necessary professional advice from the social worker of the FCPSU. If there are reasons to believe or suspect that a student has been harmed/maltreated, the school personnel should take actions 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.

Appendix 2

Identification and Reporting of a Suspected Child Maltreatment Case



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

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

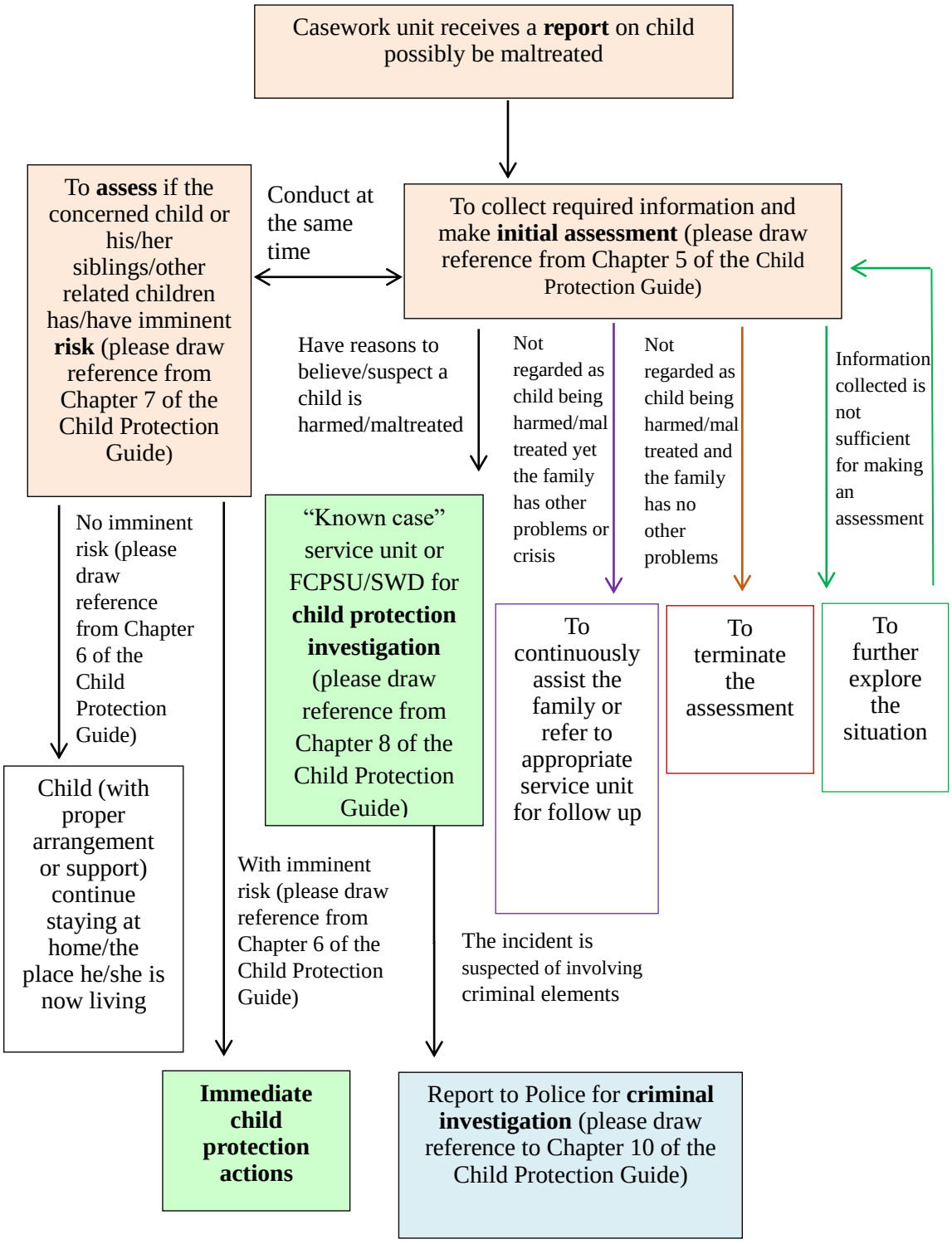
The Hotline of Social Welfare Department		2343 2255

Family and Child Protective Services Units (FCPSUs)

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

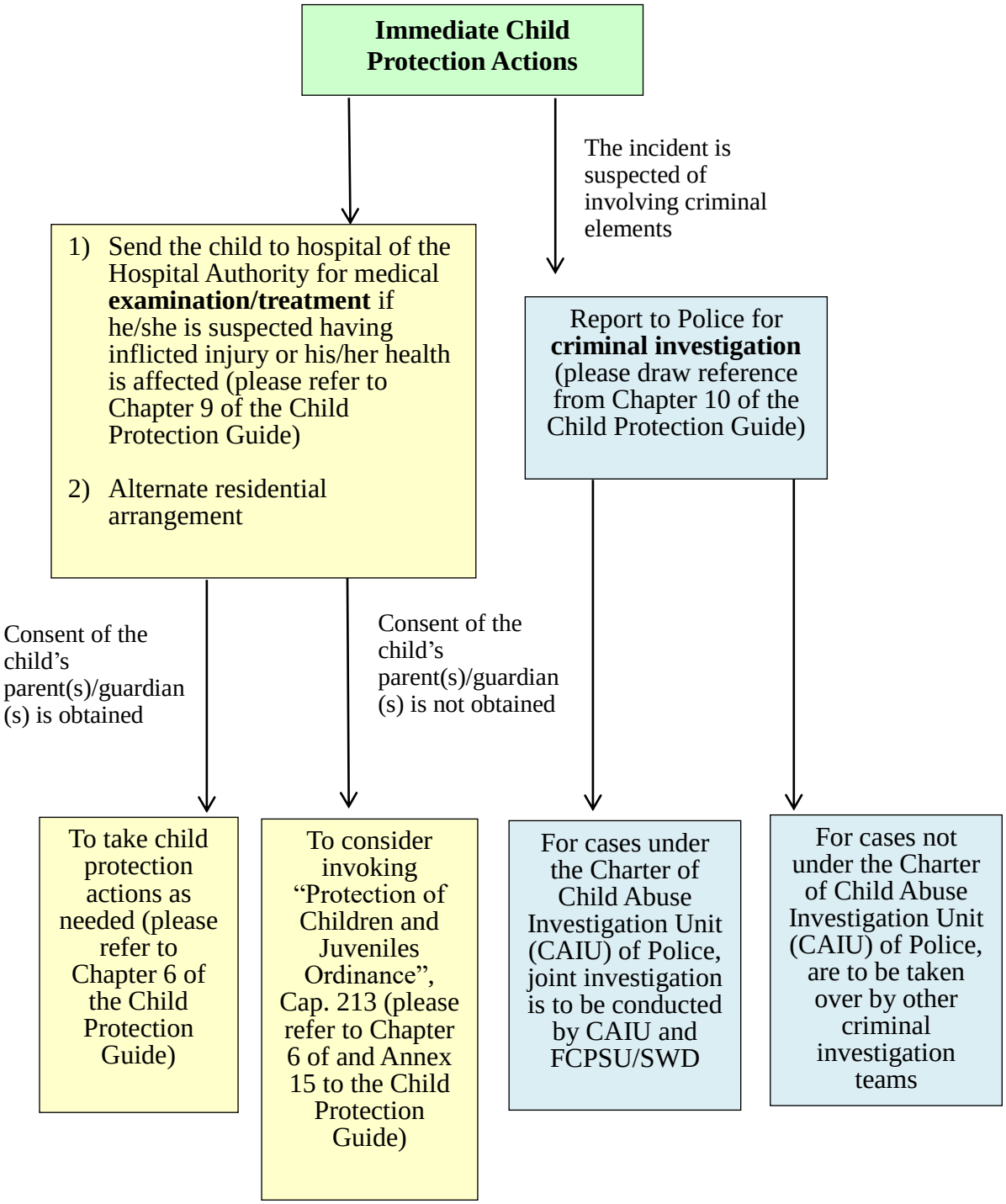
Appendix 4

Conducting Initial Assessment and Immediate Child Protection Actions



Appendix 5

Immediate Child Protection Actions and Investigations



Appendix 6

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 organsisation/unit please. For enquiry, please contact Mr/Ms_____ (Name) on _____ (Tel. No.) at/during _____ (time convenient for contact).

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

----------✂----------

Reply

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

Reporting of Suspected Child Maltreatment Case

Our Oganisation/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

Appendix 7

(Confidential)

Report Form for Reporting Suspected Child Abuse Cases to Police

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

A. INFORMANT

Name:_____ Rank/Post:_____

Name of Agency:_____ Unit:_____

Address:_____

Tel. No:_____Fax No.:_____

Emergency contact Tel. No. outside office hours (for the use of this case only):

_____

B. CHILD VICTIM

Name:_____Sex:_____Date of Birth:_____

HK Birth Certificate/Identity Card No.:_____

Address:_____

Present Location:_____ Tel. No:_____

School:_____ Class:_____

Any Disability or Special Needs of the Child:_____

Language normally used: _____

C. PARENTS/CARER

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

Appendix 8

(Confidential)

Written Dated Notes

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

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

Date/Time	Details

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

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

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.

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.

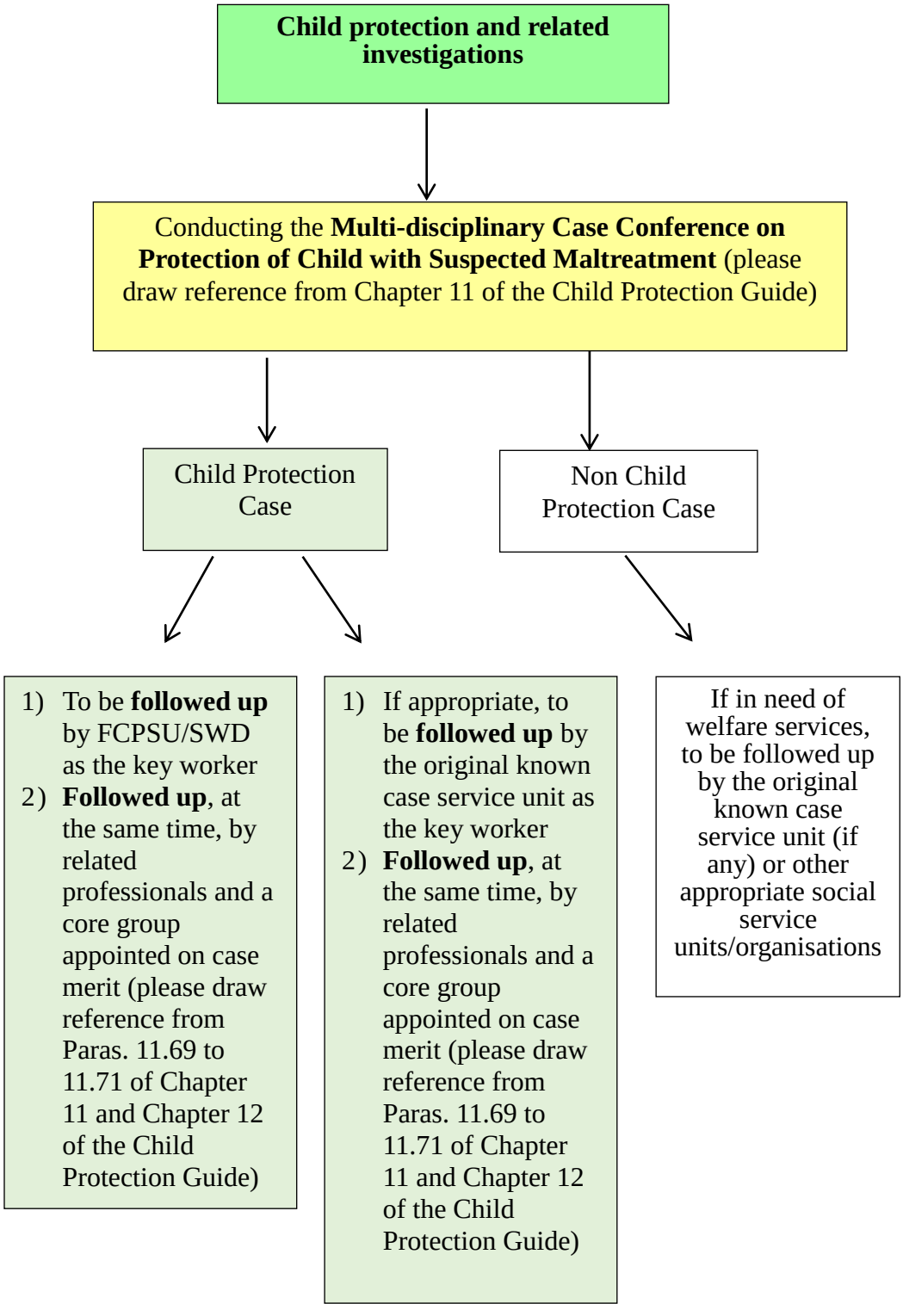
(b) The school supervisor/principal should then inform EDB's relevant Regional Education Office or Joint Office for Kindergartens and Child Care Centres and consult relevant professionals on the appropriate support for the victim in school and rendering other follow-up services.

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.

Appendix 10

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