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		Effective Date:
	ESF Child Protection Policy	June 22, 2009

Title : **ESF CHILD PROTECTION POLICY**

Status : ***Revision of original policy***

Approval Date : **June 22, 2009**

Date for Next Review : **June 2010**


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Date:	Date:	Date: June 22, 2009


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REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved	
			By	Date	By	Date
A	Original effective date	For review by SMT	Andrew Sortwell	June 22, 2009	SMT	June 22, 2009

POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to an Annual Review by ESF that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. ESF reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

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1. PURPOSE

We believe that it is every child's right to live in conditions which promote the optimum development of their intellectual, physical, emotional and moral well being.

Everyone in our school communities has a responsibility to ensure that children are supported and protected in order to achieve their optimum development.

Issues relating to child protection are important in all international contexts, irrespective of socio economic backgrounds. Consequently, all schools need to be aware and to have the frameworks to respond to the needs of each child.

Given that this area is a complex one and potentially provokes strong feelings in those involved, it is essential that we have in place clear guidelines and procedures. These provide a framework for the appropriate response for each case.


2. SCOPE

This policy applies to all schools of ESF and ESL including:

- Primary Schools
- Secondary Schools
- Private Independent Schools
- Kindergartens

3. DEFINITIONS / ABBREVIATIONS

ESF	the English Schools Foundation
ESL	ESF Educational Services Limited
SWD	Social Welfare Department of the Hong Kong Government
SWO	Social Welfare Officer of the SWD
FCPSU	Family and Child Protection Services Unit of the SWD
CAIU	Child Abuse Investigation Unit
CPSIT	Child Protection Special Investigation Team
CPO	Child Protection Officer (a member of school teaching staff with this role designation)
Principal	Principal of an ESF school or ESL school or kindergarten
Staff Member	Any employee of ESF and/or ESL
Director HR	Director Human Resources of ESF
Director of Education	Director of Education of ESF
Head of Student Support	Head of Student Support of ESF
HOS	Head of Section in an ESF school
HOY	Head of Year in an ESF school

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4. RESPONSIBILITIES

4.1 Principals

Principals are responsible for ensuring that the procedures outlined in this policy are followed appropriately and fairly in the interests of each student and with due regard to the Hong Kong legal framework and SWD guidelines and procedures.

4.2 Child Protection Officer

The Child Protection Officer co-ordinates the implementation of the policy, manages any liaison with the statutory agencies and supports staff training needs.

4.3 Staff Members

All staff must be aware of and implement the policy. Staff have a responsibility to pass on information in cases of abuse or suspicions of abuse.

5. PROCEDURE

5.1 The Principle of Child Protection

The protection of the child is a core concern of schools. The promotion of the optimum development of the child is the aim that underlies all of this work.

The English Schools Foundation is part of the Hong Kong community and there are guidelines and laws to which we need to adhere. Similarly there are procedures and arrangements within the Social Welfare Department and its specialist teams that also apply to the Foundation.


To ensure the protection of the children in our care we must address the following:

- All forms of child abuse: physical, sexual and psychological abuse, and neglect
- Disruptive, anti-social and aberrant behaviour including bullying (policy developed by schools) and cybersafety (ESF e-safety policy under development)
- Eating disorders
- Drug abuse - legal, prescribed and illegal drugs (see separate ESF policy)
- Bereavement

In addition, schools need to implement proactive educational programmes that deal with physical, social and emotional issues.

Confidentiality needs to be maintained as far as possible.

Within those agencies involved there should be very clear and open access to information. All of us will only have a partial picture of a child and its situation. It can often be the case

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that only when different agencies bring their concerns together that a full picture emerges.

There needs to be sensitive recognition that we live in a multi-cultural community that has a variety of child rearing practices. Most of these may well be more or less acceptable to a western, liberal approach. Nevertheless we need to develop an appropriate sensitivity as well as adherence to the laws of Hong Kong.

5.2 ESF Policy

5.2.1 General Background

The aim of a policy for child protection is to enable staff to feel more confident and clear about the part they play in the protection of children. The policy also helps ESF and its schools to project an image which supports the rights of all children to be protected, rather than just responding to specific cases of abuse.

Child Rights can be broadly grouped as follows:

- * provision, i.e. the right to possess, receive or have access to certain resources to services;
- * protection, i.e. the right to be shielded from harmful acts or practices;
- * participation, i.e. the right to be heard on decisions affecting his or her life.

More specifically, children are entitled to love, food, shelter, care and the chance to maximise their potential.


The implementation of legislation around the world and the local provisions in Hong Kong have further focused our attention on the responsibility of all adults to uphold the rights of children and to work together to protect them and promote their welfare as the paramount consideration.

A commitment to these rights by all those connected with ESF and its schools, such as school council members, principals, staff, education officers, teaching staff, non-teaching staff and parents is essential.

5.2.2 The School Policy

There must be good communication and co-ordination within each school for a child protection policy to be effective. Staff need to be aware of what constitutes abuse and be familiar with procedures and guidelines.

The school is part of a wider system involving other agencies such as the Social Welfare Department, doctors and police, so close and positive liaison is essential and should be based on trust and understanding of each other's roles. The school is not isolated nor should it place itself in a position of isolation. Understanding and communication between agencies, problematic as it can be at times, is crucial for satisfactory child protection practice to be achieved.

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Child protection is a complex issue but there are five key areas to be considered:

- Monitoring suspicion
- Dealing with clear indications of possible abuse
- Coping with known victims
- Dealing with parents and community
- Curriculum development

5.2.3 Core Statements

The implementation of the Hong Kong provisions as identified in the SWD document entitled 'Procedural Guide for Handling Child Abuse Cases' (see Appendix I for details) has further focused attention on the responsibility of all adults to uphold the rights of children and to work together to protect them and promote their welfare in every way. Our schools fully accept this responsibility.

These principles have implications, in particular for those who have regular contact with children in their professional lives.

All staff in each school are committed to meeting these responsibilities. This will be achieved through school policies on positive behaviour, equal opportunities, dealing with bullying and a curriculum for personal, social and health education.

Where there are concerns about a child it is essential that a school follows the agreed procedures and works together with other agencies as necessary to provide for the child's needs.


For each school, a member of staff is designated as the school's Child Protection Officer. The Child Protection Officer has special responsibility for co-ordinating all matters regarding child protection in the school.

5.3 Recognising Child Abuse

5.3.1 Child abuse is broadly defined as any act of commission or omission that endangers or impairs the physical / psychological health and development of an individual under the age of 18 committed by individuals, singly or collectively, who by their characteristics (e.g. age, status, knowledge, organizational form) are in a position of differential power that renders a child vulnerable.

Such acts are not viewed as limited to a child-parent/guardian situation but include anyone who is entrusted with the care and control of a child e.g. child-minders, relatives, teachers, etc. Abuse may also be perpetrated by someone who is not known to the child.

In determining whether a case should be defined as a child abuse case, the Child Protection Officer in consultation with the Principal where necessary should make assessment based on individual case merits, taking into consideration various factors (e.g. the child's age, the

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act, the consequences of the act on the child, etc.) and not only focussing on the frequency and nature of the incident that has occurred.

There are four main areas of child abuse: neglect, physical abuse, sexual abuse and psychological abuse. It should be recognised that signs of abuse may also be a symptom of another problem.

5.3.2 Neglect is where parents/guardians, through a severe or a repeated pattern of lacking of attention, fail to meet the basic and essential needs of their children, such as food, clothing, and medical care. Leaving children alone and unsupervised is another example of neglect. Parents refusing or failing to give love and affection to their child(ren) is a case of emotional neglect.

5.3.3 Physical Abuse is any non-accidental injury (NAI) where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol and attempted suffocation or drowning.

5.3.4 Sexual Abuse is the involvement of dependent, developmentally immature children and adolescents in sexual activities which are unlawful, or to which they are unable to give informed consent or which violate the social taboos of family roles. This covers the complete range of actions which result in children being used for the sexual gratification of others including contact and non-contact behaviours, e.g. touching genitalia, intercourse, involvement with pornography, indecent exposure, etc.

5.3.5 Psychological Abuse is the emotional ill treatment or rejection of a child where constant lack of love and affection, threats, verbal attacks, taunting, shouting, scapegoating etc. can lead to a child's loss of confidence and self-esteem. It can also include harassment or indifference on the basis of race, culture, gender or disability.


5.4 Managing Child Protection in School

5.4.1 Monitoring System for Cases of Suspicion

Staff often express concern about the dangers of either under or over-reacting to suspicions of possible child abuse. Information about common signs and symptoms is useful, but it is equally important to be prepared to share concerns with colleagues. The ESF Child Protection Policy provides a formalised system within schools for monitoring concerns about children. Each school is required to appoint a Child Protection Officer as the focal point for information.

The Child Protection Officer co-ordinates the implementation of the policy, manages any liaison with the statutory agencies and supports staff training needs. Section 5.8 describes the full extent of the role.

A Child Protection Report form (see Appendix III) is provided for completion by staff in order to highlight any concerns, feelings or behaviours that cause staff anxieties. These will be

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collated in a factual manner which can be periodically reviewed. The factual nature of the recording also enables discussion about the causes of concern to take place satisfactorily between teachers and parents.

On the basis of recorded evidence which may, for example, reveal recurring patterns of behaviour, decisions can be made in a clear and professional manner. Also valuable evidence on clear and accurate records can be made available should staff become involved in child protection conferences or court proceedings.

5.4.2 Dealing with Disclosure

Staff have a responsibility to pass on information about abuse. As well as being clear about what practical steps they have to take, staff need support and guidance in dealing with the child who discloses.

The procedure also applies in incidences in which the alleged perpetrator is a member of staff. In these instances, the HR Director will be informed.

5.4.3 Coping with Known Victims

Coping with known victims of abuse can give rise to high levels of anxiety. Teachers often underestimate their abilities in this field and negate their skills and experience because of the emotional impact of child abuse. It is important to maintain a comprehensive view of the child as a person with problems, and not to focus exclusively on the behavioural or learning difficulties that can make the child so hard to deal with or sometimes even to like.

Clear communication between staff, and family and other agencies will help in understanding the child's situation and lead to developing strategies to support the child and promote positive changes in the child's behaviour.


The ESF policy provides clear guidelines that support and enable staff to be clear about the approach to the child who has had traumatic experiences. A positive school ethos with policies on bullying, e-safety, equal opportunities drugs education, bereavement, eating disorders and sex education will encourage all children to develop their confidence and self esteem and will particularly support any child who has been abused.

5.4.4 Parents and The Community

Parents of non-abused children will feel more confident about the school's ability to deal with the problems if they know that a constructive policy is operating within the school. Good liaison with parents will ensure that they understand the role and duties of school staff in promoting child protection.

5.4.5 Curriculum Development

Each school has developed a Personal and Social Education programme within its curriculum that can help in highlighting issues of child protection giving students skills to seek help and support. Prerequisites for curriculum development will raise teacher awareness of child protection issues, combined with school policies such as positive behaviour, equal opportunities and the prevention of bullying.

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A sensitively designed programme which includes a healthy respect for confidentiality will aim to enable all children to share their feelings and develop positive attitudes and values in a safe and supportive environment.

5.4.6 Support for Staff

All staff must be aware of and implement the ESF Child Protection Policy. New staff need to be made aware of current procedure through induction and staff training. Being informed enables all staff to understand their responsibilities towards child protection. It is important for a system of support to be established for Principals, Child Protection Officers and all members of staff who become involved with abuse cases.

Support from other agencies may be useful, in particular from the Hong Kong Government Social Welfare Department (SWD) as well as counselling services and voluntary agencies.

Child Protection Officers should be involved in any current professional development that might be relevant to their role.


5.5 Procedures to follow in case of suspicion

5.5.1 If a member of staff notices symptoms which give cause for anxiety then they should discuss these concerns as soon as possible with the Child Protection Officer. A decision with the Principal will then be made as to how the situation will be monitored and who will be included in this process. If the Principal or the Child Protection Officer feels unsure whether a referral to the Social Welfare Department would be more appropriate at this stage and wishes to discuss the situation, they should contact the school's SWD social worker, or telephone Head of Student Support.

The Social Work Officer at the Family and Child Protective Services Unit (FCPSU) of the SWD will provide advice, including for cases where there are doubts as to whether to make a formal report or not, during office hours. For reports on suspected child abuse cases received after office hours, the SWD Outreaching Team (after office hours) through contact by the SWD hotline (Tel. No.: 2343 2255) should respond to the report.

5.5.2 Confidentiality

All child protection monitoring records must be kept **centrally** by the Child Protection Officer. **Access** to these records within the school must be **restricted** and **recorded**. On **no** account must these records be kept with the child's general records and no records, letters or information supplied by other agencies may be shown to the parents by the school without express permission.

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5.6 Procedure in The Event of A Disclosure Or Clear Indications That A Child Has Been Abused

5.6.1 Action by Teacher or Educational Assistant

1. As soon as the child has spoken to the adult, or strong indications that the child has been abused in some way have been observed, then the Child Protection Officer should be informed.
2. Record, in as much detail as you can remember, what the child has told you, in her/his own words, as well as any expressions, behaviour, background circumstances, etc. Avoid personal opinions and comments or changing the child's language.


5.6.2 Actions by Child Protection Officer

1. The Child Protection Officer will provide guidance and ensure the correct procedures are followed (see Appendix II).
2. In cases of **suspected child sexual abuse or serious physical abuse** a referral should be made directly to the FCPSU who will work with the Child Protection Special Investigation Team (see the Social Welfare Department's "Procedures for Handling Child Abuse Cases" 2007 Revision). In referring to FCPSU the Child Protection Officer should have the following information to hand.
 - a. The immediate cause for concern and any immediate danger
 - b. The child's full name, date of birth, address, I.D. number and disability or special needs of the child
 - c. The child's whereabouts
 - d. Name and HKIC No. of parents/carers and details of other members of the household e.g. siblings.
 - e. Name of the family doctor
 - f. Name of school
 - g. Name, post and phone number of contact person
 - h. Name of other witnesses and other agencies
 - i. Any other relevant information you may have

It is important to remember that submitted documentation may form part of the evidence should a case develop into court proceedings.

3. It may be helpful to explain to the duty officer what expectations there are of the Team, e.g. that they will ring back within a certain time span, keep you informed, etc.
4. A copy of the referral information should also be sent to the Head of Student Support.

Do Not contact the parents at this stage. Agree with the FCPSU how this will be handled and by whom. **Confidentiality** in these matters must be considered at all times. It may be important to avoid the risk of an abuser being alerted prematurely before the child is adequately protected or when police evidence could be destroyed.

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In cases **where there is also serious injury** the child should be taken, preferably with parents(s) or with parental consent, to the nearest Accident & Emergency Department. If parental consent cannot be obtained then FCPSU should be contacted for further advice.

5.7 Monitoring and Recording Concerns

5.7.1 The purpose of monitoring

The introduction of a formalised framework for monitoring suspected cases of child abuse will have the effect of:

- clarifying the nature and extent of the concerns
- providing a clear record of the facts which contribute to the development of concerns
- helping to identify patterns of behaviour
- providing a means of reducing staff anxieties
- enabling subsequent referrals to Social Welfare Department to be made clearly and professionally


The monitoring system must be clearly understood by all staff. They should be aware of how the system operates and when it will be used. If concerns about a child arise, the decision whether to refer to FCPSU or to monitor within the school should be made by the Principal and the designated Child Protection Officer, having consulted with the party who raised the concern. The question as to whether or not to refer to FCPSU should be reviewed **whenever** an addition is made to the monitoring record; the action should be recorded.

It is likely that the school will most often use the monitoring system as a means of information gathering prior to the involvement of the FCPSU. However, the school may also be asked to monitor, or to continue to monitor, a child either as part of an ongoing investigation or when an investigation has taken place and there are still concerns about a child.

5.7.2 What To Record

Consideration should be given to any or all of the following:-

1. **Patterns of Attendance:** Unexplained absences or those that follow a pattern.
2. **Nature And Quantity of Contact with Parents/Domestic Helpers:** Uninvolved or over-involved parents; reactions to adults coming to collect the child.
3. **Body Language and Behaviour:** Changing behaviour associated with a particular time or day; marked changes in behaviour or attitude over time; eating disorders or changes in eating patterns, complaints about feeling unwell, difficulties in walking or sitting; sexualised behaviour, symptoms of drug/solvent abuse. Mood changes at the end of a day and reactions to adults coming to collect the child.
4. **Language:** Either explicit or ambiguous.
5. **Play:** Acting out abuse in play situations or drama; exhibiting extreme aggression or withdrawal.

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6. **Drawing And Writing:** Pictures or people with detailed genitalia; suspicious incidents in diaries or news; detailed stories of abuse in “imaginative” writing.
7. **Medicals and PE:** Reluctance to undress; bruising; torn clothing; bloodstains; smell of semen.
8. **Indications or Neglect:** Inappropriate clothing; poor personal hygiene; strong attention or affection seeking; underweight or small for age.
9. **Injuries to The Child:** Bruises; lacerations and weals; burns and scalds; injuries or medical problems that do not receive medical attention.
10. **Record any special needs of the child.**

This list is by no means exhaustive, and what is appropriate to record will vary in each individual case, and according to the age and maturity of the child.


5.7.3 How To Record

Use the Child Protection Report form (Appendix III) to record concerns.

1. **The Record Must Only Contain Facts.** These records may be open to disclosure to parents and it is therefore essential that they only contain factual material. It is important not to interpret what is seen or heard, simply to record. This will also help to reduce teachers’ natural anxieties about committing such sensitive matters to paper.
2. **Day, Date, Time and Place** should be included. This will make it possible to discern any patterns of behaviour more easily.
3. **Background Information** should be included in order to put the incident in context. The events leading up to and surrounding an incident can be as important as the incident itself. Examples of such relevant information would include such things as details of the setting, triggering factors, and details of school routine that might have a bearing on the observed behaviour.
4. **Any Record of the Child’s Words Should Be Verbatim** and not the teacher’s interpretation of the child’s words. This would include the child’s words for the parts of the body, rather than the adult ones that the teacher would use. Where a teacher tries to clarify what a child is trying to say, the record should include details of the teacher’s questions. It may be appropriate to have photographic evidence of some specific injuries.

These records must be regarded as confidential, and consideration be given as to who within the school needs to know of their content. It will rarely be appropriate for all staff to be made fully aware of the details of the concerns.

Careful consideration should be given to the amount of information to be shared. The co-ordination of these records by the Child Protection Officer will ensure that concerns expressed by other staff will be fed into the system. The monitoring records will need to be stored securely, in a central place, separate from general school records. Arrangements for the transfer of such documents between Kindergarten, Primary and Secondary Schools, need to be considered very carefully with full liaison with involved professionals. It may be necessary to bring those involved together in order to get a wide contribution to what can be a difficult decision. The agreed outcome should be recorded in the file.

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5.8 The Role of the Child Protection Officer

1. To refer cases to the Family and Child Protective Services Unit (FCPSU) of the SWD, where appropriate, after consultation with the Principal and the person who raised the concern.
2. To be a point of contact and support for staff in cases of suspicion or disclosure.
3. To familiarise themselves with the ESF Procedures.
4. To co-ordinate information and develop communication between the school and other agencies.
5. To ensure that there is support within the school for children who have been abused.
6. To keep up to date with relevant information, legislation and developments regarding child protection.
7. To ensure that the issue of child protection is given due emphasis.
8. To co-ordinate aspects of personal safety curriculum development.
9. To contact Head of Student Support if in doubt about procedure.

Child Protection Officers should be the focal point in the school for all staff. However, this should not mean that they carry the total responsibility and recognition should be given of their possible need for practical and emotional support.


6. COMPLIANCE

Child Protection is the responsibility of **all adults** and should be a part of the whole school approach.

It is not a teacher's job to diagnose abuse; a teacher's role is just to observe that something may be wrong, ask about it, listen, be available and make time to talk.

Clear indications or disclosure of abuse must be reported to the FCPSU without delay, using the correct procedures as stated in the guidelines. The Child Protection Officer or Principal must not deal with such cases themselves.


Any matters concerning the implementation of this Policy in a particular school/organisation should be raised with the Child Protection Officer or Principal. Any matters concerning non-compliance should be raised with the Head of Student Support, ESF Centre.

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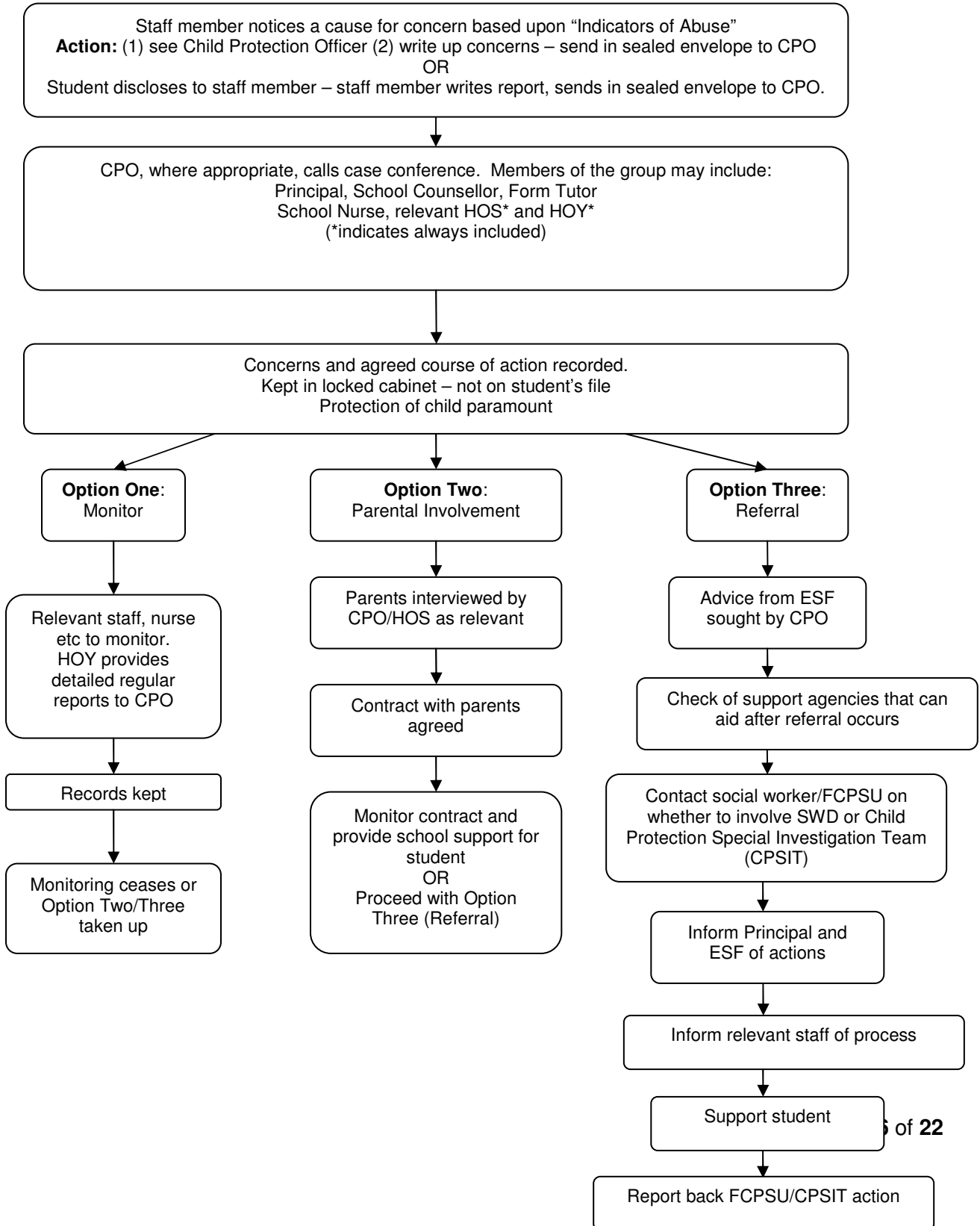
APPENDIX I


Further Reference

Procedural Guide for Handling Child Abuse Cases, Revised 2007; Social Welfare Department.
 Guide available online at:
http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_childabuse1998

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APPENDIX II Procedural Flowchart



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APPENDIX III Child Protection Report Form

This report should be completed IMMEDIATELY following any incident which raises any concern about possible child abuse. It should be completed by any member of staff who has reason to be suspicious about or concerned about the well-being of a child. Care must be taken to report this information accurately and confidentially. This form must be passed the same day in a sealed envelope to the Child Protection Officer for dealing with all issues concerning student protection at School.

Name of person completing report:
 Position in relation to the student (ie teacher, form tutor, counsellor):
 Student involved: Form:
 Date: Day of the week: Time:
 Adults/students present:

DETAILS OF YOUR CONCERN


Record here EXACTLY (it is very important that you do not embellish details) what you saw or heard including actually site of injury (eg upper right arm, size/colour of bruising etc) or an exact record - as far as possible - of anything said to you by the child. Record any relevant comments made by yourself. Avoid asking any more questions than are necessary to clarify any uncertainties. Please attach an additional sheet of paper if necessary.

Signed:

Reported to Child Protection Officer at(time) on(date)

Action taken/No further action

.....
 Signed(Child Protection Officer)

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APPENDIX IV Checklist for identifying possible child abuse

The presence of any one or a combination of these indicators is not in itself any proof of child abuse. However, the presence of these indicators should alert us to the possibility of child abuse.

Signs or symptoms which **may** possibly indicate **neglect**:


- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Consistently poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection demanding or attention seeking behaviour
- Untreated illnesses/injuries
- Severe rash or skin diseases
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, e.g. growth, weight
- Failure to develop intellectually or socially

Signs or symptoms which **may** indicate **physical abuse**:

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand and nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, abrasions, weals
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying

Signs or symptoms which **may** indicate **psychological** (emotional) **abuse**:

- Over-reaction to mistakes, continual self deprecation
- Delayed physical/mental/emotional development
- Sudden speech disorders, elective mutism/deafness
- Inappropriate emotional responses, fantasies
- Disruptive behaviour or conduct problems
- Marked deterioration in academic performance
- Rocking, banging head, regression
- Self mutilation, drug or solvent abuse
- Suicidal thoughts
- Fear of parents being contacted


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- Running away, compulsive stealing
- Masturbation
- Appetite disorders – anorexia, bulimia
- Soiling, smearing faeces, enuresis

Signs or symptoms which **may** indicate **sexual abuse**:

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Truancy, lateness, reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate, elective mute
- Thrush or other infections
- Persistent complaints of stomach disorders or pains
- Eating disorders, e.g. anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Excessive reaction to being touched
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches, etc., in genital area
- Lack of trust in a familiar or particular adult

*Child abuse cases are applicable to children and juveniles **under the age of 18.***

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APPENDIX V Staff Guide to Dealing with Reports of Abuse

When a child is telling you about a case of abuse, *it is important that you should remember to:*

- (1) Stay calm.
- (2) Reassure the child - tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to come forward.
- (3) Tell the child that the information they are giving you will be taken seriously and looked into by school and outside agencies if necessary.
- (4) Explain to the child that it is necessary, in order to help them, that you will have to tell certain other parties but assure them that this will not be general knowledge within the school community.
- (5) Tell the child whom you will be confiding to next and why. Assure them that (in the case of abuse by a parent) their parents will not be informed until there has been discussion.
- (6) Show that you believe the child and ensure that you tell them this
- (7) Tell them that it is not their fault.
- (8) Encourage the child to talk - listen to them rather than ask leading questions.
- (9) Check that you have a full understanding of what the child has told you before the end of the discussion.
- (10) Be aware that the child may retract all that they have told you either in the initial interview or later - it is important that you still report it.
- (11) Find out if the child has told anyone else, either in or outside of school, this information.
- (12) Make a detailed report on the relevant sheet of all the information, use the child's language, and pass to the Child Protection Officer/Principal immediately. Include questions asked but do not include own opinion or comments. It is important that this is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily.

When a child is telling you about a case of abuse, *it is important that you **refrain** from:*


- *Transmitting anger, shock or embarrassment.*
- *Promising confidentiality. Assure the child that you will make every attempt to help them but let them know that you may have to tell other people about the incidents in order to help (Note (12) above.*
- *Asking leading questions or pressing for information.*
- *Telling the child that what has happened to them is "dirty, naughty or bad" in any way, though reference might be made to the teacher's role in helping it to be stopped.*
- *Commenting on the offender and their morality - it may be someone the child loves.*
- *Talking to anyone but the Child Protection Officer/Principal about what the child has told you.*
- *Acting without the knowledge and agreement of the Child Protection Officer/Principal.*

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APPENDIX VI

LIST OF SOCIAL WORK OFFICERS OF FAMILY AND CHILD PROTECTIVE SERVICES UNITS (SWO/FCPSU) (as at February 2008)

CAIU Region	Service Boundary	Contact Person SWO/FCPSU	Office Tel No.	Mobile Phone No.
Hong Kong Island	Central, Western, Southern, Outlying Islands (excluding Lantau Island and Peng Chau)	Intake Worker / SWO/FCPSU(CW/S/I)	2231 5858	9460 4013
	Eastern, Wanchai, Causeway Bay, Quarry Bay, North Point, Siu Sai Wan, Chai Wan	Intake Worker / SWO/FCPSU(E/W)	2231 5859	9610 4825
Kowloon East	Wong Tai Sin, Tsz Wan Shan, Sai Kung, Tseung Kwan O, Lok Fu, San Po Kong, Choi Hung	Intake Worker / SWO/FCPSU(WTS/SK)	3188 3569	9309 5460
	Kwun Tong, Ngau Tau Kok, Sau Mau Ping, Lam Tin, Yau Tong, Lei Yue Mun, Shun Lee	Intake Worker / SWO/FCPSU(KT)	2707 7680	9460 8434
Kowloon West	Kowloon City, Tsim Sha Tsui, Mongkok, Yaumatei	Intake Worker / SWO/FCPSU(KC/YTM)	3583 3254	6293 1181
	Shamshuipo, Shek Kip Mei, Cheung Sha Wan, Mei Foo	Intake Worker / SWO/FCPSU(SSP)	2247 5373	9461 8537
New Territories (North)	Sheung Shui, Fanling, Ta Kwu Ling, Sha Tau Kok, Tai Po, Border	Intake Worker / SWO/FCPSU(TP/N)	2158 6696	9462 3010
	Siu Lam, Tuen Mun	Intake Worker / SWO/FCPSU(TM)	2618 5710	9460 4046
	Yuen Long, Tin Shui Wai, Hung Shui Kiu, Lau Fau Shan	Intake Worker / SWO/FCPSU(YL)	2445 4224	9036 3417
New Territories	Shatin, Ma On Shan	Intake Worker / SWO/FCPSU(ST)	2158 6680	9460 5390

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(South)				
	Tsuen Wan, Kwai Chung, Tsing Yi	Intake Worker / SWO/FCPSU(TW/KwT)	2940 7350	9387 2010
	Lantau Island (including Tung Chung), Peng Chau	Intake Worker / SWO/FCPSU(CW/S/I)	2231 5858	9460 4013