

# **Practice Guide for Special Schools on Planning and Managing Boarding Service**

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# Practice Guide for Special Schools on Planning and Managing Boarding Service

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## **(I) Background**

Boarding sections<sup>1</sup> subvented by the Education Bureau (EDB) attached to aided special schools, as establishments registered and administered by the schools, are required to comply with the requirements stipulated in the Education Ordinance (Cap. 279), the Education Regulations (Cap. 279A)<sup>2</sup>, the Code of Aid for Special Schools, the Code of Aid for Aided Schools, School Administration Guide and the circulars, letters, guidelines, etc. issued by EDB.

2. This “Practice Guide for Special Schools on Planning and Managing Boarding Service” serves as reference for aided special schools with a boarding section to facilitate their effective planning and management of the service and daily operation of the boarding section to provide appropriate services for boarders in such aspects as daily care, emotional and behavioural support, learning support, social development and transition arrangement, and conduct self-evaluation continuously to keep enhancing their support services for boarders, thereby ensuring their well-being.

3. The boarding service provided by aided special schools seeks to cater for students’ long-term residential needs, and hence facilitate their schooling during school days while providing them with personal care services beyond classes. Special schools should, having regard to the overall work of their school and boarding sections, make due planning and formulate effective measures to provide boarders with safe environment and appropriate support, and promote their personal and social development.

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<sup>1</sup> The boarding sections funded by EDB provide boarding service for students with visual impairment, hearing impairment, physical disability, moderate intellectual disability and severe intellectual disability who have long-term residential needs. As regards schools for social development that provide intensive support services for students with moderate to severe emotional and behavioural problems, their residential service is subsidised by the Social Welfare Department.

<sup>2</sup> Regulations 56 and 57 of the Education Regulations (Cap. 279A) set out the requirements regarding facilities and management of boarding sections.

## **(II) Management and Organisation of Boarding Section**

### Manpower and Resources

4. The operation of boarding sections falls within the scope of school management and supervision. Principals assume leadership and supervisory responsibilities, while wardens are tasked with planning and day-to-day management. EDB will, based on the approved boarding capacities, provide boarding sections of various types of special schools with staff establishment. This includes specialist staff, such as wardens, assistant wardens, houseparents-in-charge, houseparents, programme workers and nurses, as well as auxiliary staff, such as clerical assistants, janitor staff, cooks and watchmen. For the staff establishment of boarding sections and the entry requirements for different grades of staff, please refer to Section 4 of the Compendium to Code of Aid for Aided Schools or Appendix 4 of the Code of Aid for Special Schools.

5. Besides, boarding sections of special schools are provided with various kinds of grants according to the types of boarders admitted, such as the Boarding Grant, Top-up Boarding Grant, Composite Furniture and Equipment Grant, Air-conditioning Grant, Administration Grant/Revised Administration Grant, Personal Care Worker Grant, an additional grant to support students with medical complexity and an additional grant to enhance the care for 24-hour ventilator-assisted students. All aided schools (including special schools) are required to give prime consideration to the interests of students, and lay down the priority and respective amount of grants for boarding section's deployment in accordance with the ambit of various grants provided by EDB, the objectives and policies laid down by schools' Incorporated Management Committee (IMC), etc.. For information on general grants for aided schools, please refer to Chapter 6 of the School Administration Guide. As for grants applicable to aided special schools (including boarding sections), please visit the "Grants" page under the "Special Education" section on the "SENSE" website ([sense.edb.gov.hk/en](http://sense.edb.gov.hk/en)).

6. Special schools are required to arrange suitable personnel to take up different positions and carry out respective duties in the boarding section, and

flexibly deploy various government grants for employment of additional staff to take care of boarders or hiring relevant services to meet the actual needs of individual schools. This serves to ensure that the boarding section can operate effectively and provide appropriate residential and personal care services for boarders. For finance and personnel matters, please refer to Chapters 6 and 7 of the School Administration Guide.

7. The special school management, wardens and specialist staff of the boarding section are required to apply their professional knowledge and uphold professional ethics<sup>3</sup> and observe the circulars issued by EDB from time to time and make reference to respective guidelines for the proper management of the boarding section, so as to provide appropriate residential and personal care services for the boarders. Specifically, the special school management is required to lay down school-based policies and relevant guidelines, and formulate school-based mechanism for respective measures, setting out, inter alia, relevant arrangements, personnel responsible for performing or reviewing relevant tasks, record-keeping arrangements, for boarding section staff to follow.

8. The special school management is required to encourage and facilitate the continuous training of staff of the school and boarding sections by formulating continuing professional development programmes and arranging relevant professional activities for them, in order to develop their talents and enhance their professional competence. When formulating the continuing professional development programmes, schools should take into account the needs to support boarders of boarding section staff, with a view to enhancing their professional knowledge and skills, and improving their abilities in supporting boarders.

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<sup>3</sup> Specialist staff of the social worker grades in the boarding section (including wardens, assistant wardens, houseparents-in-charge, houseparents and programme workers) are required to follow the Code of Practice for Registered Social Workers and the Guidelines on Code of Practice for Registered Social Workers issued by the Social Workers Registration Board. Nurses are required to follow the Code of Ethics and Professional Conduct for Nurses in Hong Kong, Guides to Good Nursing Practice and other codes of conduct and practice laid down by the Nursing Council of Hong Kong.

### Facilities and Safety Measures

9. The boarding section of a special school is considered part of the school premises. Its dormitory area, ceiling height and facilities, latrine and kitchen accommodation, etc. shall conform to the requirements set out in Regulation 56 of the Education Regulations (Cap. 279A). It is the responsibility of the school's IMC to maintain the safety and hygiene of the boarding section. The IMC is also required to ensure that the school furnishes its boarding section with all necessary furniture and equipment, including those specifically addressing individual boarders' needs, so as to safeguard boarders and provide them with proper care, while creating a homely environment. All furniture and equipment in the boarding section must be in good working condition at all times, and any replacements or refurbishments must be carried out in a timely manner. Schools are required to put in place relevant measures, such as regular inspection of boarding section and equipment checking, deployment of staff to perform or review relevant tasks, and record-keeping, to ensure environmental safety and conducive to hygiene (including the furniture and equipment therein). For matters relating to school premises (including boarding sections) and safety, please refer to Chapter 8 of the School Administration Guide.

### Self-improvement Mechanism

10. IMCs of schools should adopt a school-based management approach to manage and operate boarding sections, and continuously enhance the services providing to boarders. An effective school-based management and monitoring mechanism facilitates the safeguarding of the welfare and best interests of boarders in special schools. To enhance service quality and management transparency, IMCs of schools are required to lay down arrangements to inspect the boarding sections every school year, including defining the items to be inspected<sup>4</sup> and inspection record templates. IMCs of schools are advised to invite professionals with health care and social work qualifications, as well as

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<sup>4</sup> Examples include boarding service (such as personal care and nursing care services, meals and boarding activities provided to boarders), environment of the boarding section (such as lighting, ventilation, and the layout of furniture/facilities), and relevant records (such as medication records, nursing records and records regarding the use of physical restraint or seclusion).

parents, in inspecting the boarding sections. Boarding sections are required to maintain relevant inspection records for future submission to EDB upon request.

### **(III) Care and Support Providing for Boarders**

11. Both the school and boarding sections of a special school are crucial to supporting students' growth. The special school management are required to formulate effective measures to promote communication and collaboration between the school and boarding sections. The daily operation of a boarding section must, taking into account boarders' needs, cover matters in various aspects as daily care, emotional and behavioural support, learning support, social development and transition arrangement, to provide them with safe environment and appropriate support, and promote their personal and social development.

#### Daily Care

12. The boarding section is required to adopt a humanistic attitude and make good use of the "Positive Behaviour Support" approach<sup>5</sup> to provide boarders with appropriate care in their daily life, with a view to addressing their physical, emotional and social needs, and improving their quality of life.

13. The boarding section is required to provide boarders with their required daily care services according to their age, health condition and self-care ability, and adhering to the principles of protecting personal privacy, safeguarding students' dignity and meeting their developmental needs. As regards boarders' required personal care services, the boarding section should lay down specific and appropriate individual care plans for them. In collaboration with school personnel, such information should be incorporated into the individualised education programmes devised for individual boarders by the school and be

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<sup>5</sup> "Positive Behaviour Support" is an evidence-based approach to understand students' physical and psychological needs through functional behaviour analysis. Then, they are coached to develop the respective skills and behaviour, or appropriate environmental support will be provided for them, to help them satisfy their needs and enhance their overall quality of life. For more strategies and examples of "Positive Behaviour Support", please refer to Appendix 2 to Annex 1 "Guideline on the Use of Physical Restraint or Seclusion to Handle Students with Special Educational Needs Having Serious Emotional and Behavioural Problems" of this Guide or browse through the following hyperlink:  
[https://sense.edb.gov.hk/uploads/page/special-education/common-administrative-issues/Restraint\\_Guideline\\_E.pdf](https://sense.edb.gov.hk/uploads/page/special-education/common-administrative-issues/Restraint_Guideline_E.pdf)

reviewed regularly. Relevant information may include a boarder's needs for support (for example, life skills training) and needs for special nursing care (such as to be fed, to give medicine and to use a ventilator).

#### *Communication with parents*

14. According to Regulation 57 of the Education Regulations, schools are required to ensure that boarders are medically examined by a medical practitioner before being admitted, and maintain written examination reports prepared by the medical practitioners. Schools are required to remind parents to make relevant arrangements in good time.

15. When arranging admission of students to boarding sections, special schools should maintain sufficient communication with parents to understand their children's special needs (such as the needs of special nursing care or special diet) and matters that require special attention (such as living habits specific to culture and customs, concerns arising from religious beliefs, and food or drug allergy). In addition, parents should be clearly explained the rules and care arrangements of the boarding section as well as the responsibilities they need to fulfill, with a view to encouraging their collaboration with the schools and boarding sections. Schools should also discuss with parents in advance arrangements in the event of an emergency or accident that necessitates hospital treatment. As for prior-arranged appointments for treatment or follow-up consultation, schools are required to remind parents that it is their responsibility to accompany their children for such appointments. Boarding section staff would liaise with parents and coordinate relevant arrangements for students to attend medical appointments. Upon students' admission to the boarding section, the school should also share with parents regularly their children's adaptation to living therein, including effective methods in rendering care and handling behavioural and emotional problems with a view to supporting the growth and development of boarders collectively.



### *Daily schedule of boarders*

16. Boarding sections are required to, taking into consideration schools' development and professional advice, formulate appropriate daily schedule (e.g. arrangements for meals, after-school learning support and training, extended learning activities and rest time) according to boarders' needs on different occasions (e.g. school days and non-school days). When arranging recreational activities for boarders, efforts should be made to identify their needs, preferences and habits, and make suitable arrangements according to their abilities and interests. Boarders should be allowed to choose their preferred recreational activities whenever practicable. Boarding sections are required to review and adjust the daily schedule of boarders in a timely manner, and let relevant staff, boarders and parents know these routines (such as by displaying the boarders' daily schedule in a prominent place), to ensure that boarding section staff and boarders can follow the daily schedule for regular activities and rest, while parents can provide corresponding support according to the daily schedule.

### *Arrangements for travelling between the school and boarding sections*

17. As partners in taking care of boarders, school personnel and boarding section staff should maintain close communication and collaboration to ensure the safety of boarders and a smooth transition of support between the school and boarding sections. Special schools are required to formulate clear guidelines for the staff concerned to follow, explaining the procedures and corresponding handover arrangements (including manpower arrangement) for boarders travelling between the school and boarding sections on school days. For matters requiring special attention (such as boarders sustaining injuries or having emotional and behavioural issues), school personnel and boarding section staff should make use of their regular communication mechanism (e.g. log books of the boarding section) to enhance mutual mastery and understanding of the needs of individual boarders and document relevant information in respective records.

### *Arrangements for travelling between home and the boarding section*

18. Special schools are required to clearly explain to parents the procedures and corresponding handover arrangements for boarders travelling between their

homes and the boarding section at different times. For matters requiring special attention (such as boarders sustaining injuries or having emotional and behavioural issues), boarding section staff and parents should make use of routine communication channels (e.g. home-school e-platform) to enhance mutual mastery and understanding of the needs of individual boarders. Relevant information must be documented in respective records by boarding section staff. Both boarding section staff and parents should maintain close communication to stay informed about the situations of boarders (including their physical and psychological conditions) in the boarding section and at homes, thereby facilitating the provision of appropriate care for them.

#### *Living care and nursing care services*

19. Boarding sections are required to, based on the health conditions and self-care abilities of individual boarders, provide them with suitable training or assistance, take care of their daily living and help them enhance their self-care abilities. Living care services, such as bathing, hair washing, hair cutting, nail clipping, dental and oral care, and clothes and diapers changing, must also be provided according to boarders' individual needs. To safeguard the dignity and privacy of boarders during personal living care or nursing procedures, appropriate steps, such as providing covers (e.g. partitions and curtains) and safety facilities, must be taken.

20. Special schools are required to formulate daily care and special nursing care procedures and guidelines, so that relevant staff can provide necessary nursing care services according to boarders' needs, and properly maintain records of personal health and nursing care for boarders (e.g. medical examination reports, special nursing care and special dietary needs). For boarders with chronic or long-term illnesses, and severe physical limitations requiring medical technology support (e.g. urinary catheters, feeding tubes or ventilators), the Hospital Authority (HA) will provide the boarders having medical complexity with community support services. Advanced practice nurses who are experienced and specialised in paediatrics, appointed by the HA, will conduct regular visits to these boarders, with the purpose of formulating care plans,

providing the school and boarding sections with updates on the medical condition of individual boarders, and arranging health talks for school and boarding section staff. Boarding sections must follow the instructions and professional advice provided by medical practitioners/advanced practice nurses/allied health professionals (e.g. dietitians), and comply with the nursing/healthcare guidelines issued by the Department of Health (DH)/HA, in order to ensure the provision of special nursing care for respective boarders by appropriate staff. Special schools are required to formulate a mechanism setting out, inter alia, the arrangements for daily care and nursing care services, staff deployment for performing or reviewing related tasks, as well as record-keeping arrangements. The staff concerned should follow this mechanism and be reminded to re-read it on a regular basis (e.g. at the beginning of each school year). In the event of personnel changes, schools must require the support staff new to the post to ensure reading the relevant information to familiarise themselves with the various measures for taking care of boarders.

21. Special schools are required to formulate implementation procedures to manage and assist boarders in the proper use of medicine, including storing, preparing and giving medicine, and the maintenance of medicine records. The records must also indicate the personnel responsible for carrying out related tasks. For details, please refer to the Guidelines on Drug Management in Residential Care Homes jointly compiled by the Social Welfare Department (SWD), DH and HA (if applicable).

#### *Meal Arrangements*

22. Special schools should refer to EDB Circular No. 17/2009 “Meal Arrangements in Schools” and the “Guidelines on Meal Arrangements in Schools” to formulate a healthy eating policy, taking into account nutritional standards in meal arrangements and adopting food safety measures.

23. Special schools are required to conform to the hygiene standards in relation to the choice, preparation and storage of food as set out by the DH in Chapter 3 of the “Guidelines on Prevention of Communicable Diseases in

Schools/Kindergartens/Kindergartens-cum-Child Care Centres/Child Care Centres”.

24. Boarding sections are equipped with kitchen accommodation and have cooks in their staff establishment to provide meals for boarders. Special schools are required to formulate a mechanism to provide boarders with appropriate meal arrangements and to pay attention to various risk factors for taking precautionary measures to safeguard their health. Specific measures include but are not limited to:

- (i) catering for the special dietary needs of individual boarders based on religious grounds or food allergies;
- (ii) catering for individual students with special dietary needs and requiring special dining arrangements due to illness, health conditions or physical impairments (e.g. chewing/swallowing difficulties). School specialist staff, including nurses, speech therapists and occupational therapists, are required to provide professional advice or consult other medical practitioners regarding the dietary needs and dining arrangements for individual students with special needs (e.g. provision of minced or pureed food for specific boarders, foods to be avoided or consumed in larger quantities, whether certain food is not suitable to consume due to health reasons and dining utensils and containers to use);
- (iii) ensuring proper meal distribution process, such as segregating/arranging separate seats for boarders with special dietary needs during mealtimes, displaying reminders about their special dietary needs and respective arrangements on their dining tables, and arranging for specialist staff to follow up on their special dietary needs; and
- (iv) incorporating the special dietary needs and relevant arrangements into the individual care plans of these boarders for their parents’ information, discussing these plans with parents when necessary, and conducting regular reviews to cater for the health conditions and developmental needs of these students, ensuring that they receive comprehensive care.

## Emotional and Behavioural Support

25. Boarding sections provide boarders with appropriate daily care, which include addressing their emotional and behavioural needs. In cases where boarders exhibit serious emotional and behavioural problems, boarding section staff should apply their professional knowledge, skills and experience to analyse and understand the reasons behind those behaviours of boarders, and assess the support needs of the boarders in order to lay down appropriate intervention plans. Boarding sections should make optimal use of Positive Behaviour Support strategies by adopting planned and proactive preventive measures, using targeted support to train students in mastering and developing appropriate skills and behaviour that can satisfy their physical and psychological needs while replacing inappropriate behaviour, thereby enhancing their overall self-regulation skills and abilities. Boarding sections may also include the ways to handle emergency situations and relevant safety measures as needed in the intervention plan, so as to plan in advance the handling of critical and unexpected situations which may happen to students. In the event of such situations, boarding sections should first adopt de-escalation strategies. Physical restraint or seclusion should only be administered as the last resort to ensure the safety of the students involved and others. If it becomes necessary to use physical restraint or seclusion to handle boarders with serious emotional and behavioural problems, schools are required to convene a multi-disciplinary case conference to discuss the details and arrangements of using physical restraint or seclusion, and obtain consent from the parents. Detailed records (including observation records during the administration and incident reports) should be maintained for any instances of physical restraint or seclusion. For points-to-note on handling boarders with severe emotional and behavioural problems (including the use of physical restraint and seclusion), please refer to Annex 1. Schools should lay down school-based policies and guidelines on the use of physical restraint or seclusion on students in accordance with the above guidelines, and provide relevant training to the school personnel involved.

## Learning Support

26. The special school management should adopt appropriate measures to promote communication and cross-disciplinary collaboration between the boarding and school sections, for example, boarding section staff to observe students' behavior in class while school personnel to observe students' daily life in the boarding section. This would enable the school to appropriately design and provide after-school learning support and training, and arrange extended learning activities (such as independent living skills and household training) for boarders, with a view to facilitating their development and addressing their developmental needs. Extended learning activities may be arranged by boarding section staff through different forms of collaboration with specialist staff (e.g. therapists and educational psychologists), school personnel (e.g. teachers and school social workers), auxiliary staff (e.g. teacher assistants), parents and carers, with a view to facilitating students' learning in the boarding section. Regarding team collaboration, reference can be made to Chapter 4.5 of the Curriculum Guide for Special Schools (2024). The results of professional exchange between the boarding and school sections regarding students' learning and assessment should be duly applied to various aspects, including daily care, emotional and behavioural support, social development and transitional arrangement, with a view to enhancing service quality through collaborative review of and reflection on students' learning progress and situation. For recommendations on how boarding section staff can assist teachers in assessment, please refer to Chapter 5.5 of the Curriculum Guide for Special Schools (2024).

27. Communication abilities are of great importance for the learning of students with special educational needs. Boarding section staff should, according to the abilities and needs of the students, guide and assist boarders (particularly those with intellectual disability/autism spectrum disorder) to engage in practicable and effective communication. For example, images or picture cards may be used to understand and help them express their needs. Social stories may be employed to let boarders get familiarised as far as possible the daily schedule in the boarding section, appropriate social behavior and the ways to regulate personal emotions. For recommendations on different modes

of communication, please refer to Chapter 4.3 of the Curriculum Guide for Special Schools (2024).

28. Boarding sections may assist boarders in developing their social lives by creating a homely atmosphere and organising a variety of social and recreational activities (e.g. interest groups, birthday parties and celebratory events). If conditions permit, boarding sections may also engage boarders in daily living activities (e.g. sweeping, cleaning or cooking) as appropriate according to their abilities.

#### Social Development

29. Special schools should, in light of boarders' developmental needs for physical and psychological well-being and growth at different stages, arrange or approach suitable groups or organisations to provide individualised or group activities (including leisure, recreational and cultural activities) for boarders with content and format that could cater their developmental needs, so as to promote boarders' personal and social development.

30. Boarding sections are required to, depending on the activities' situation, deploy suitable personnel to take care of boarders and make available proper facilities for the sake of boarders' safety. At the same time, schools should encourage family members of boarders or their carers to participate and assist to conduct various activities so as to strengthen home-school co-operation and parent-child relationship.

#### Transition Arrangement

31. In addition to the assistance of school section in well-equipping students for adult life, the boarding section should also, as early as possible, provide students with appropriate transitional arrangement and help them adapt to adult life after leaving school. When compared with other school leavers, boarders need to cope with more changes in such areas as living environment and interpersonal relationship once they leave their schools, no matter whether they return to their own home or transfer to another organisation for continued

residential services. Special schools are required to formulate plans early for their boarders to support their adaptation and transition after leaving school. This includes arranging necessary adaptation training for them, and providing their family members, carers and related organisations with information on how to care for their daily living needs (such as self-care ability, special dietary needs, medical support needs and favourite leisure activities), to help their families, carers and related organisations have a more comprehensive understanding of the needs of boarders and acquire the skills for taking care of them, so that the boarders can adapt to the new environment as soon as possible.

32. Special schools should, as early as possible, establish communication channels with organisations that provide post-school services for boarders and agree on the transition arrangement. The school should actively complement the welfare plans and follow-up services formulated for individual boarders by these organisations. In tandem, schools should collaborate with these service organisations to help parents understand the resources and services available in the community, allowing them to gradually establish connections with local support networks.

33. As boarders spend most of their time living in the boarding section, their parents have relatively fewer opportunities to stay and communicate with them. The parenting and caring skills of some parents may have gone rusty. Where possible, special schools may provide opportunities for family members or carers to practice practical skills that assist boarders in adapting to changes, preparing them for transitioning from school to living at home.

34. Special schools should make early arrangements for students (including boarders) to transit to vocational training, rehabilitation training, residential service or community support services, etc., that they need after leaving school. This could facilitate social workers from the relevant service organisations to take over and follow up on the cases of these school leavers. At present, while school leavers are waiting for the services, special schools would continue to keep track of their adaptations to adult life, usually for two years. During the said period,



schools should, where necessary, refer students to the District Support Centres for Persons with Disabilities, home-based support services or Integrated Family Service Centres, etc., under SWD and (if appropriate) maintain liaison with the social workers following up on the cases of school leavers, so that timely assistance and support can be provided for these school leavers and their families. For school leavers' possible pathways, opportunities and outcomes, please refer to Chapter 7 of the Curriculum Guide for Special Schools (2024).

#### **(IV) Safety Measures**

35. Schools are responsible for the safety of boarders. Special schools are required to lay down effective measures, such as the adoption of a duty roster and the conduct of inspections, to ensure adequate staff to take care of boarders during both daytime and nighttime<sup>6</sup>. In the event of an emergency, the carers must put the safety of boarders as the top priority, shout for help immediately and seek assistance, and report to supervisors as soon as possible without delay.

#### **Installation of Closed-Circuit Television (CCTV) Systems**

36. To ensure the proper protection for boarders and boarding section staff, schools' IMCs must, in compliance with the Personal Data (Privacy) Ordinance and the relevant guidelines<sup>7</sup> of the Office of the Privacy Commissioner for Personal Data, Hong Kong, install CCTV systems (including CCTVs with real-time monitoring and recording functions) in the boarding sections, and formulate school-based policies and mechanism for the monitoring and review of CCTV video footage. Specific arrangements include but are not limited to:

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<sup>6</sup> Special schools should, depending on their specific circumstances (the school time of the school section, the timetable for activities and rest of the boarding section, the number of boarders staying in the boarding section during weekends and holidays, etc.), deploy suitable manpower to cover different shifts. On any day with boarders staying in the boarding section, schools are required to arrange at least two staff members on duty in the boarding section for the night shift. At least one of them should be a specialist, at the rank of either a social worker or a nurse. Depending on operational needs, schools may alternatively opt to arrange two non-specialist staff members on duty in the boarding section and an additional specialist staff (i.e. staff in the rank of social worker or nurse) on site (whether or not on duty). Besides, special schools should lay down contingency procedures to let staff members on duty clearly understand the arrangement of substitute and support staff as well as the contact means to cope with various contingencies with a view to ensuring adequate staff members in the boarding section to cater for the boarders.

<sup>7</sup> Such as "Guidance on CCTV Surveillance and Use of Drones" and "Guidance on Preparing Personal Information Collection Statement and Privacy Policy Statement".

- (i) defining the purpose of collecting personal data by means of CCTVs;  
[Schools' IMCs are required to take note that relevant personal data shall not be used for any other purpose without the prescribed consent of the data subject<sup>8</sup>.]
- (ii) determining the location and area for CCTV installation as well as the scope and duration of recording;  
[Schools' IMCs are required to take note that CCTV surveillance systems should not be installed in places where people have a reasonable expectation of privacy (e.g. washrooms and bathrooms). Schools should also ensure that the angle and the field of view of CCTV cameras are adjusted appropriately to prevent unnecessary encroachment on personal privacy.]
- (iii) informing boarders, staff, parents/guardians and members of the public about the arrangement of CCTV systems;  
[Schools' IMCs are required to note that they should explicitly inform relevant parties (including but not limited to boarding section staff, boarders and parents) that they are subject to CCTV surveillance. An effective way is to prominently display notices<sup>9</sup> at the entrance of the monitored area and put up notices in monitored area to give an alert to people<sup>10</sup>. Furthermore, schools should consider providing a written "Personal Information Collection Statement"<sup>9</sup> to boarders, their parents/guardians, staff and other relevant parties, and make the "Privacy Policy Statement"<sup>9</sup> readily available (e.g. on the school website or in written form). For boarders who are minors, schools should explain the "Personal Information Collection Statement" in an appropriate manner that suits their age and intellect.]

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<sup>8</sup> Except for the exemptions listed under Part 8 of the Personal Data (Privacy) Ordinance.

<sup>9</sup> Respective specimens are available at [Annex 2](#).

<sup>10</sup> To comply with section 3 of the Data Protection Principle 1 of the Personal Data (Privacy) Ordinance, the notices should contain the specific purpose of surveillance, the classes of persons to whom the data may be transferred, and the person to whom matters relating to personal data privacy issues can be raised, including the name or job title, and the address of the individual who is responsible for handling data access and/or correction requests.

- (iv) making arrangements for security of CCTVs and storage, transfer and disposal of the recorded data;  
[Schools' IMCs are required to clearly define the retention period<sup>11</sup> of CCTV footage and specify the access right of staff to view the recordings and take effective measures to prevent vandalism and unauthorised access to the CCTV system. If a third-party contractor is engaged to provide or repair the CCTVs, schools are required to adopt contractual or other means to ensure the contractor's compliance with the requirements under the Personal Data (Privacy) Ordinance.]
- (v) formulating school-based policies and mechanism for the monitoring and viewing of CCTV footage; and  
[Schools' IMCs are required to clearly specify the staff responsible for real-time monitoring and their respective time slots, the staff responsible for viewing CCTV footage, the procedures and time for extracting the footage, the detailed requirements for the staff in charge to maintain clear records as well as the requirements for supervising staff to review the related work. Boarding sections are required to maintain records of the relevant school-based policies and mechanism, as well as records of real-time monitoring and viewing of CCTV footage. Schools are required to submit these records to EDB upon request. EDB officers will conduct spot-checks of the footage of the CCTV system installed in the boarding sections as necessary during inspections or investigations into complaints.]
- (vi) formulating school-based policies for handling requests regarding data access and/or correction.  
[Schools' IMCs should formulate school-based policies and procedures in writing for handling requests regarding data access and/or correction<sup>12</sup>.]

### Notification of Serious Accidents

37. Special schools should make reference to Section 3.4.2 in Chapter 3 of the School Administration Guide to formulate school-based policies and guidelines

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<sup>11</sup> To comply with Data Protection Principle 2 of the Personal Data (Privacy) Ordinance, the personal data collected should be deleted from the CCTV as soon as practicable once the purpose of collection is fulfilled.

<sup>12</sup> Please refer to the "Proper Handling of Data Access Request and Charging of Data Access Request Fee by Data Users" issued by the Office of the Privacy Commissioner for Personal Data, Hong Kong.

on handling serious/life-threatening accidents of the schools (including boarding sections), and maintain relevant records. If there are serious/life-threatening accidents involving boarders in the boarding sections of aided special schools, in addition to informing the respective Senior School Development Officer (SSDO) immediately, special schools are also required to submit a “Report on Serious/Life-threatening Accidents involving Boarders in Boarding Sections of Aided Special Schools” (Annex 3) to the respective SSDO within 3 calendar days (including public holidays) after the accident. If there are specific issues pending investigation or clarification, schools should simply complete the Report with the information available at the time, and submit it without having to wait for the conclusion of the investigation, so as to avoid causing delays in follow-up actions. Examples of serious/life-threatening accidents in boarding sections include:

- (i) severe injury or possible death/death of boarders
- (ii) boarders requiring immediate/emergency treatment in hospital
- (iii) missing of boarders requiring police assistance
- (iv) serious medical/medication incident

### Protecting Children from Maltreatment

38. Schools bear the responsibility of protecting boarders from any forms of maltreatment. Special schools are required to provide staff with clear working guidelines and appropriate training to enhance their awareness, knowledge and skills in identifying, preventing, and handling suspected cases of child maltreatment. Schools are required to remind all staff members that if wounds and injuries are found on a boarder’s body or there are reasons to believe that the respective student has been harmed, they have to notify the principal and the warden immediately to activate the school-based contingency mechanism. To safeguard students’ safety and best interests, the suspected case of child maltreatment should be handled in accordance with EDB Circular No. 1/2020 “Handling Suspected Cases of Child Maltreatment and Domestic Violence” and Section 3.8.9 in Chapter 3 of the School Administration Guide, as well as the principles and procedures set out in “Protecting Children from Maltreatment –

Procedural Guide for Multi-disciplinary Co-operation (Revised 2020)” published by SWD.

### Prevention of Communicable Diseases

39. Boarding sections should maintain good indoor ventilation and environmental hygiene at all times, while staff and boarders should always observe personal hygiene. The special school management should refer to Section 3.5.4 in Chapter 3 of the School Administration Guide and its Appendix 5 “Health Protection Measures for Prevention of Communicable Diseases in Schools”, as well as relevant guidelines on prevention of communicable diseases issued by the Centre for Health Protection or EDB to formulate school-based policies and guidelines as well as a mechanism for implementing relevant measures, so that boarding sections can adopt appropriate precautionary measures against communicable diseases.

### **(V) School Supervision and Accountability**

40. The daily operation of boarding sections must, taking into account boarders’ needs, cover matters in various aspects. The special school management is required to incorporate fundamental elements and requirements into school-based policies and relevant guidelines, setting out, inter alia, the arrangements for various measures, staff deployment for performing or reviewing related tasks and record-keeping arrangements, for compliance by the staff concerned with a view to ensuring the effective operation of boarding sections to provide appropriate services for boarders.

41. To complement operation and needs, boarding sections are required to maintain various records, including but not limited to:

- (i) records of inspections to boarding section by school’s IMC (see paragraph 10 above)
- (ii) records of personal health and nursing care for boarders (e.g. medical examination reports, special nursing care and special dietary needs) (see paragraph 20 above)

- (iii) records of preparing and giving medicine to boarders (see paragraph 21 above)
- (iv) records of using physical restraint or seclusion (if applicable) (see paragraph 25 above)
- (v) records of spot-checks of CCTV footage (see paragraph 36 above)
- (vi) records of special incidents (including reports on serious/life-threatening accidents involving boarders) (see paragraph 37 above)

Boarding section staff should be aware of the location of these records, handle related matters in accordance with existing guidelines, and update relevant records in a timely manner.

42. Under the enhanced School Development and Accountability framework, special schools (including boarding sections) are required to monitor and evaluate the effectiveness of their provision of education and support for students (including boarders) every school year through the “Planning-Implementation-Evaluation” cycle to inform future planning, thereby promoting continuous school development and increasing the transparency and accountability of school-based management. External School Review (ESR) serves as an ongoing measure that complements school self-evaluation (SSE). EDB will continue to conduct ESR according to the established mechanism, with the aim of validating the effectiveness of the SSE.

43. Special schools (including boarding sections) should have a comprehensive understanding of the performance of students (including boarders) so as to formulate specific annual work plans with appropriate targets and success criteria set, for providing education and support in accordance with students’ learning, development and individual needs. Ongoing SSE should be conducted to ensure the effective operation of both the school section and the boarding section, with a view to creating a safe environment and rendering appropriate support for all students (including boarders).

44. Besides, to ensure optimal use of boarding places, special schools are required to review the boarding needs of individual boarders every school year and make appropriate arrangement upon the growth and development of boarders. For example, schools are required to lay down post-boarding plans with their family members or carers for boarders going to leave school, including referring them to appropriate welfare services with a view to facilitating their early adaptation to the new life after leaving school and receiving the necessary support.

**Guideline on the Use of Physical Restraint or Seclusion  
to Handle Students with Special Educational Needs Having  
Serious Emotional and Behavioural Problems**

**I. Foreword**

This guideline aims at reminding schools (including ordinary and special schools<sup>1</sup>) about matters requiring attention when applying physical restraint or seclusion to handle serious emotional and behavioural problems displayed by students with special educational needs (SEN).

**II. Definitions of physical restraint and seclusion**

- 2.1 Physical restraint refers to the use of the body or a device (e.g. a restraint belt, straitjacket, restraint chair or safety chair) to restrict a person's body movement. It is employed to manage the person's agitated and confused behaviour, preventing harm to the person and others, and thereby ensuring everyone's safety.
- 2.2 Seclusion is the restriction of a person to activities within a designated room or area, using barriers or another person to prevent them from leaving that area. The purpose is to contain seriously disturbing emotional and behavioral problems that may pose a risk of harm to others.
- 2.3 "Protective" and "medical" restraints do not fall within the scope of this Guideline. Please refer to Appendix 1 for relevant points to note.

**III. Key definition of serious emotional and behavioural problems**

- 3.1 Serious emotional and behavioural problems that may require the use of restraint or seclusion generally refer to dangerous or violent behaviour exhibited by a student with SEN, which are very likely to cause or have

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<sup>1</sup> If a boarding section is attached to a special school, the boarding section should also follow all suggestions provided by this Guideline.



already caused harm to the personal safety of the student or others. These behaviours typically manifest in the following ways:

Aggressive behaviour towards others	Such as attacking others through direct physical contact, e.g. punching, hitting, slapping, pushing, kicking, gripping, scratching, biting, hair pulling, throttling, and assaulting others with hard objects
Self-injurious behaviour	Such as head banging, pinching, biting, poking, punching, slapping oneself, anal picking, pulling off one's own nails, banging oneself on hard objects, banging one's body and teeth against other objects, and lifting heavy objects to the point of danger

3.2 The following behaviours are generally not regarded as emotional and behavioural problems that require the use of physical restraint or seclusion:

Inappropriate behaviour	Such as disturbing others, grabbing toys from others, pushing food away during meals, picky eating and refusing to drink water
Repulsive behaviour	Such as screaming, using foul language, regurgitating food, vocal stimming, spitting and playing with saliva
Repetitive behaviour	Such as repetitive body swaying, palm flipping, finger snapping or tapping, finger sucking and pacing

#### **IV. Preventing Emotional and Behavioural Problems**

4.1 The EDB recommends school personnel and staff of the boarding section to make optimal use of positive behaviour support strategies for enhancing self-regulation and social adaptive ability in all students (including those with SEN) as well as reducing their chance of displaying behavioural problems.

4.2 Positive behaviour support strategies adopt planned and proactive preventive measures, using targeted support to train students in mastering and developing appropriate skills and behaviour that can satisfy their biological and psychological needs while replacing inappropriate

behaviour, instead of arranging remedial intervention or remedies only after problem behaviour occurs. Some key strategies and examples of positive behaviour support can be found in [Appendix 2](#).

## **V. Handling the general emotional and behavioural problems of students with SEN**

- 5.1 The emotional and behavioural problems of students are often caused by a multiple factors interacting with each other. Restricted by their capacities or conditions, such as intellectual disability, autism spectrum disorder and attention deficit/hyperactivity disorder, students with SEN, especially those with severe or multiple disabilities, often lag behind their counterparts in developing certain skills, including self-expression, self-management, behavioural regulation and emotional regulation. As a result, they may encounter difficulties in responding to their surroundings, making them more prone to developing emotional and behavioural problems. Teachers and other professional staff in schools (including boarding section staff in special schools) are required to apply their professional knowledge, skills and experience to analyse and understand the reasons behind the students' behaviour, and assess their support needs in order to lay down appropriate intervention plans.
- 5.2 All interventions practiced by schools should aim to promote active behavioural improvements in students and should consider the interests of both individual and overall student groups. In everyday teaching and behaviour intervention, teachers, school social workers/guidance personnel, school-based speech therapists, school-based educational psychologists and other specialist staff (if available) such as nurses, occupational therapists, should use different strategies to help students develop their ability to express their biological and psychological needs, and master skills to regulate their emotion and display all kinds of social adaptive behaviours.

## **VI. Handling the severe emotional and behavioural problems of students with SEN**

- 6.1 In the case of any student exhibiting serious emotional and behavioural problems, the school should convene a multi-disciplinary case conference, inviting educational psychologists, teachers, school social workers, specialist staff, external professionals (such as a medical practitioner familiar with the student's mental condition<sup>2</sup> and so on to formulate a comprehensive and thorough individual behaviour intervention and management plan that aims to enhance the student's overall self-regulation skills and abilities through intensive behavioural support and training. Depending on the needs of the student, the plan may also include emergency procedures and safety contingency measures to preplan for handling crises and sudden incidents, ensuring the safety of the student and others during emergencies. Schools should explain to parents in detail the aims and applicable situations of the plans and measures, soliciting their consensus in the training and care of their children.
- 6.2 If the school or boarding staff, based on the premise of safeguarding the safety of the student and others, plans to use physical restraint or seclusion as a contingency measure when a student exhibits serious emotional and behavioural problems, the school is required to carefully consider the procedures for using physical restraint or seclusion. They should analyse and assess the potential positive effects and negative impacts on the student and relevant individuals, and determine the circumstances under which the use of physical restraint or seclusion is justified. In addition, the school should set up a multi-disciplinary team consisting of school personnel (including educational psychologists, teachers, school social workers, nurses and boarding section staff) and external professionals (such as a medical practitioner familiar with the student's mental condition. The team should engage in discussions and arrive at a collective decision with the recommendations documented in writing. Schools are required to

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<sup>2</sup> This refers to medical practitioners in public hospitals or private practices. If the medical practitioner concerned cannot attend the multi-disciplinary case conference, the school may seek written advice from the medical practitioner regarding the student's individual behaviour intervention and management plan. If written advice from the medical practitioner is not available, members of the school's multi-disciplinary team can still discuss the case among themselves and develop an intervention and management plan for the student.

explain to parents in detail the objectives and functions of the individual behaviour intervention and management plan, including the use of the formulated methods with physical restraint or seclusion during emergency as safety contingency and management measures. The written consent of the parents should be obtained before administering the plans with the use of physical restraint or seclusion during specified circumstances. The relevant template can be found in [Appendix 3](#)). Besides, schools should attempt to explain to the students who have adequate comprehension ability their individual behaviour intervention and management plan with a view to promoting their growth through participating in their own behaviour management plan, and learning more self-regulatory measures.

- 6.3 According to the “School Administration Guide”, when handling unexpected incidents such as serious emotional and behavioural problems of students which are very likely to threaten the safety of themselves or other students, schools should give foremost consideration to safeguard the safety of the students when making professional judgement and decision. In this connection, even if the intervention plans of the students concerned do not include a recommendation on the use of physical restraint or seclusion, schools should still exercise their professional judgment and deploy reasonable means to curtail the behaviour of students concerned in order to ensure their own and other persons’ safety.

## **VII. The principles, procedures and points to note in using physical restraint or seclusion**

### **General principles**

- 7.1 Schools should strive to minimise the use of physical restraint or seclusion when addressing serious emotional and behavioural problems exhibited by students. Schools should first seek to calm the student's emotions, and only consider using physical restraint or seclusion when all other alternatives have been exhausted or during emergencies where the safety of the student and/or others is at risk.

- 7.2 For students who are already known to their school for exhibiting serious emotional and behavioural problems, an “implementation plan for the use of physical restraint or seclusion” can be formulated in advance for individual students. Schools are required to thoroughly discuss the likely positive effects and negative impacts of using physical restraint or seclusion in a multi-disciplinary case conference before making a decision after which the written consent of the parents should be obtained before they are used in specific circumstances to protect the safety of students or other persons. The implementation plan should include a specific period of implementation (e.g. six months), and must be reviewed at least once per school term. Based on changes in the student’s condition, a reassessment should be conducted to determine the ongoing necessity of using physical restraint or seclusion, as well as the need to modify the procedures and/or adjust the duration.
- 7.3 Schools should restrict the use of physical restraint or seclusion to a minimum level and strive to minimise the duration of its use. Physical restraint or seclusion should not be regarded as routine practices, nor should they be employed as a punitive measure or for the sake of work convenience.
- 7.4 When applying physical restraint or seclusion, it is important to respect the students’ feeling, dignity and privacy in order to avoid inflicting bodily or psychological harm on them. Appropriate precautions should be taken to ensure their safety.

### **Procedures to be observed**

- 7.5 All device and premises used for physical restraint or seclusion are required to foster the safety needs of students and comply with humanity. The suitability of the device and premises are required to be reviewed annually.
- 7.6 When administering physical restraint or seclusion, school personnel should always remain calm and be rational. An appropriate teacher or specialist staff (e.g. school social worker, nurse or boarding section staff) is required to be assigned to continuously observe the responses of the

student from a close distance, especially on whether he/she is safe or having any discomfort. School personnel is required to maintain a reasonable proximity to the student to ensure that they can observe the student's condition clearly, hear the student's speech, and communicate with the student.

- 7.7 School personnel is required to explain to the students calmly and succinctly that the physical restraint or seclusion will be removed when the safety of themselves and other persons is no longer jeopardised.
- 7.8 When it is observed that the student is calming down, school personnel is required to continue to provide reassurance and emotional support, and discontinue the physical restraint or seclusion as soon as it is safe to do so. Follow-up counselling and guidance should be provided thereafter.
- 7.9 School should inform parents before deploying physical restraint or seclusion if the circumstances allow. If parents cannot be reached under emergency situation, schools should inform parents in the first instance afterwards about the related incident.

### **Safe use of physical restraint and seclusion**

- 7.10 The use of physical restraint or seclusion should be restricted to emergency and sudden circumstances for the purpose of ensuring safety of students or others, and should only be administered by school personnel who have received relevant training. Schools are required to ensure that physical restraint or seclusion is administered by the appropriate personnel, and should not be taken as a usual practice for teaching and managing students' behaviour.
- 7.11 The age, body build, gender, level of disability, psychological state, medical history of the students and their likely reaction to the physical restraint or seclusion, etc. must be holistically considered in formulating measures for applying physical restraint or seclusion.

- 7.12 The use of bandages, nylon ropes, fabric strips or similar items as physical restraints is prohibited in schools. Relevant professionals (e.g. occupational therapists) should be consulted regarding the type and form of restraints to be used. If the procurement of restraints is deemed necessary, they should be obtained from authorised suppliers. Schools should follow the instructions provided by suppliers as well as the guidance of professionals and exercise caution when applying restraints.
- 7.13 If seclusion is deemed necessary, schools are required to ensure the provision of a safe environment, which has:
- a cushioned floor
  - sufficient space for the student to stretch
  - good ventilation and adequate lighting
  - no equipment or objects that may cause injury to the student (such as power sockets or exposed electrical wires)
  - no walls or objects that the student can climb onto
- 7.14 If the seclusion area is a room, there must be an unbreakable view panel on the door. The door must be readily openable without the need for a key, allowing immediate escape of both students and school personnel in case of an emergency.
- 7.15 All personal belongings that may cause injury to the student must be removed before applying restraint or seclusion. During the period of seclusion, the student should be kept as far away as possible from any triggers that may provoke strong emotional reactions.
- 7.16 School personnel may come into bodily contact with students when they deploy different physical restraint or seclusion measures. They may also need to use breakaway strategies to resolve a crisis by disengaging themselves from being held or attacked by students. School personnel is required to remember to use intervention that is reasonable and sensible, proportionate to the degree<sup>3</sup> necessary to handle the situation, in order to

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<sup>3</sup> The minimum amount of force should be used if it has to be used by school personnel so as to prevent any injury and protect safety. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force use should be no more than is needed to achieve the desired result.

protect the safety of all individuals. The following measures<sup>4</sup> should not be used:

- **physical restraint which obstructs breathing or talking such as covering the students' mouth or nose;**
- **measures that would impose high risk of inflicting bodily harm or causing asphyxia to students, such as pressing the neck, chest or joints, bashing the nose, strongly encircling the chest from the back, pulling elbow or taking students to the ground into the prone position.**

7.17 When using any restraint or seclusion measures, the school personnel is required to ensure that during an emergency or outbreak of fire, the physical restraint could be quickly removed or the student could be arranged to swiftly leave the place of seclusion.

7.18 The safety of students must be ensured when applying physical restraint or seclusion. To this end, school personnel or boarding section staff are required to continuously observe from aside the student under physical restraint or seclusion. They are required to check<sup>5</sup> and record<sup>6</sup> the student's condition at least once every 15 minutes throughout the period of physical restraint or seclusion. Schools or boarding sections may consider establishing a mechanism where another member of the specialist staff can conduct spot-checks to ensure that staff applying physical restraint or seclusion comply with the correct procedures, and to countersign the relevant records. If the student expresses any discomfort or shows any concrete signs of discomfort, such as cold sweating, trembling limbs, poor pallor, nausea, vomiting, shortness of breath, difficulty breathing,

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(Extracted from the 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies', Department for Education, U.K. (July 2013))

<sup>4</sup> The EDB will continuously review the efficacy of the strategies supporting students with SEN, and make reference to the results of professional studies, opinions and real cases to timely update the recommended measures so as to protect the interests of the students and to provide guidance for the school personnel.

<sup>5</sup> It is not recommended to rely solely on electronic technology, such as camcorders or closed-circuit television, as a substitute for physical checks conducted by school personnel every 15 minutes to monitor the student's condition.

<sup>6</sup> The relevant records are required to cover the items listed in [Appendix 4](#).



confusion, limpness, palpitation or seizure, the physical restraint or seclusion must be discontinued immediately. When applying physical restraint, attention must be given to ensure that it is not too tight, as this can impede blood circulation in the limbs, resulting in abnormal colour, temperature or movement in the restrained limbs or causing discomfort to the student. If necessary, the student should be taken to the hospital as soon as possible, and the parents should be informed.

7.19 School personnel or boarding section staff are required to exercise professional judgement and assess whether the safety of the student and others is no longer at risk. In such case, the physical restraint or seclusion must be discontinued immediately.

7.20 Each period of physical restraint or seclusion must not exceed a duration of two hours<sup>7</sup>, during which the needs of the student regarding eating and toileting should also be attended to.

7.21 Specialist staff in the school or boarding section (such as school social workers or nurses) are required to observe and record<sup>8</sup> the general health, mental and emotional conditions of the student at least once every 30 minutes for a period of two hours after the discontinuation of physical restraint or seclusion. This observation and recording should continue until it is ensured that the student has returned to a normal state.

### **Follow up after deploying physical restraint or seclusion**

7.22 Schools should follow the recommended follow-up in para. 3.4.2 of the School Administration Guide on ‘Handling accidents and medical emergency’ should the incident, unfortunately, result in human injury.

7.23 Schools are required to provide appropriate aftermath follow-up, intervention and education for the students.

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<sup>7</sup> If the student is still unable to control their emotions or behavior after two hours of restraint or seclusion, the school may need to consider seeking emergency medical help or other professional assistance.

<sup>8</sup> Refer to the record template in [Appendix 4](#)

7.24 Schools should prepare a written report following the use of physical restraint or seclusion. If schools or boarding sections have not formulated an implementation plan for the use of physical restraint or seclusion to address serious emotional and behavioural problems of students, but have resorted to physical restraint or seclusion during an emergency as described in paragraph 6.3 of this Guideline, the post-incident report should contain more detailed information. Suggested items to be incorporated in the report may include:

- Name, class and sex of the student
- Date, time and location of the incident
- A brief account of the incident
- Names of witnesses of staff of the school/ boarding section
- Intervention attempted (including but not limited to methods employed to relieve students' emotions, curb their misbehaviour and apply physical restraint or seclusion)
- Reason(s) for using physical restraint or seclusion
- Duration of applying physical restraint or seclusion
- Psychological and bodily responses of the student, such as emotional state and the condition of limbs or muscles (including any signs of discomfort such as tightness, swelling, numbness)
- Outcome of the incident
- Immediate post-incident action
- Time when parents was contacted and their initial response
- Any injury or damage to property
- Post-incident support to the student and follow-up services

7.25 Schools may use the templates at Appendix 5<sup>9</sup> and Appendix 6<sup>10</sup> to record the incident(s), or design their own report format for the school or the boarding section by referencing these Appendices.

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<sup>9</sup> Applicable to cases where an "implementation plan for the use of physical restraint or seclusion" has been formulated to address serious emotional and behavioural problems of students.

<sup>10</sup> Applicable to cases where an "implementation plan for the use of physical restraint or seclusion" to address serious emotional and behavioural problems of students has not yet been formulated, but physical restraint or seclusion has been used during an emergency as described in paragraph 6.3 of this Guideline.

7.26 All written records should be promptly prepared and filed once physical restraint or seclusion has been discontinued to allow for subsequent review by officers of the Education Bureau during inspections. The name of the student who underwent physical restraint or seclusion should be entered in the relevant log book on the day of discontinuation for the principal/warden's information and necessary follow-up actions to be taken.

### **Review the individual behaviour intervention and management plan**

7.27 After using physical restraint or seclusion, a timely counselling for the student, review and modification of the individual behaviour intervention and management plan is called for to strengthen the preventive measures and to optimise the intervention plan, hence reducing the chance of the need to use physical restraint or seclusion again when the student displays another serious emotional or behavioural meltdown.

7.28 Review the behaviour intervention and management plan of a student at least once per each school term, and discuss with parents if there is a continuous need to use physical restraint or seclusion as a management and safety measure.

### **Formulation of school policy and monitoring mechanism**

7.29 Schools should formulate school-based policies and guidelines regarding the use of physical restraint or seclusion on students in accordance with this Guideline. Professional training should be provided to the relevant school personnel, covering topics such as relieving students' emotions, measures for curbing inappropriate behaviour, physical intervention techniques, safe application of physical restraint, and key aspects of record keeping. Meanwhile, a monitoring mechanism should be established, with the principal taking responsibility for monitoring the use of physical restraint or seclusion in the school and the boarding section (if any) in accordance with the school-based guidelines.

- 7.30 The principal or their appointed personnel, such as wardens, nursing officers and designated teachers, are required to conduct spot-checks at least once a week to inspect the condition and observation records of each student who has undergone physical restraint or seclusion. This practice ensures continuous monitoring of staff compliance with this Guideline regarding the correct application of physical restraint or seclusion.
- 7.31 Schools should regularly review with school personnel cases of whom physical restraint or seclusion have been administered, as well as listen to the views of other stakeholders, so that teachers and guidance personnel could deliberate how to strengthen the related aspects in teaching, learning and guidance work with a view to helping students improve their emotional and behaviour management. School should modify or improve the measures in applying physical restraint or seclusion, where needed, so that when facing similar cases in future, schools can manage them more effectively.

### **Other**

- 7.32 For frequently asked questions and answers regarding the use of physical restraint or seclusion, please refer to [Appendix 1](#).

(Updated in August 2024)

**FAQs**

**1 What are “protective” and “medical” restraints? Why are their applications not included within the scope of this Guideline? What should school personnel or boarding section staff pay attention to when applying “protective” and “medical” restraints?**

“Protective” and “medical” restraints refer to physical restraints that are recommended by school-based or external healthcare professionals for individual students based on their specific needs. Examples include supporting students with seizures who struggle to sit upright by ensuring they sit steadily in a “safety chair”; using “straps/restraint belts” to assist students with muscular dystrophy in wrist movement; using a “children walking harness” to aid students with unsteady gait in walking; and using weighted vests, body socks, blankets or hand-held bean bags as tactile or sensory aids. These “protective” and “medical” restraints serve therapeutic, protective or training purposes, and are necessary for health and therapeutic reasons to enhance students’ engagement in learning or daily functioning. They are different in nature and purpose from the physical restraint or seclusion used to address serious emotional and behavioural problems of students. As “protective” and “medical” restraints are used based on the recommendations of healthcare professionals, their application does not fall within the scope of this Guideline.

These types of physical restraints are intended for addressing students’ health and care needs. Schools should document the relevant reports and recommendations made by healthcare professionals (such as medical practitioners, physiotherapists or occupational therapists), and include information on special care needs in the students’ Individualised Education Programme. Schools should ensure that school personnel and boarding section staff follow the procedures instructed by healthcare professionals regarding the application of physical restraints, and maintain good communication with parents to keep them informed of the detailed arrangements.

**2 Can safety restraints be used on students who pose safety threats to themselves or others on a school bus?**

For protection or safety purposes, schools may consider using safety restraint equipment/devices, such as H-type straps, safety belts or vests, while the vehicle is in motion to ensure the safety of the students and others on board. School personnel should seek parental consensus regarding such measures and document the details in the students' Individualised Education Programme or Individual Behaviour Intervention and Management Plan.

**3 Does the definition of “physical restraint” cover temporarily touching or grasping a student’s hands, wrists, arms, shoulders or back with limited force, without the aid of any object or mechanical device, in order to guide a misbehaving student to a safe place and prevent actions that could potentially cause bodily harm to themselves or others, or result in property damage?**

These brief physical restriction with limited force are referred to as “physical escorts”. “Physical escort” is not considered as “physical restraint”. However, if the situation requires more than limited force to forcibly relocate a student from a classroom or other area in the school, it may constitute or become a form of “physical restraint”. In such cases, school personnel or boarding section staff should ensure that the measures taken to restrict a student’s movement are necessary and reasonable, adhering to the principles and procedures outlined in this Guideline.

**4 Is “time out” a form of “seclusion”? What are the differences between the two?**

“Time out” is a behavioural management strategy aimed at providing a temporary break and a calming space to help students regulate their emotions, reflect on their behaviour and learn to exercise self-control. When students are displaying inappropriate behaviour or emotions and on

the verge of losing self-control, they may be asked to take a “time out” away from overwhelming social or environmental stimuli, so that they can calm down and regain stability. “Time out” normally lasts for a short period (around a few minutes) and serves as an opportunity for students to calm down and engage in self-reflection.

Comparatively, “seclusion” is a more extreme approach implemented for a longer duration. It is primarily used when the serious emotional and behavioural problems of students pose a potential danger or threat to themselves or others. In such an emergency situation, secluding the student within a designated area to contain their overwhelming emotions and disruptive behaviour will serve to ensure the safety of both the student and others.

- 5 When a student who relies on a wheelchair, walking aid, forearm crutches/walking stick or other auxiliary walking aids exhibits serious emotional and behavioural problems that pose potential danger or threats to themselves or others, would temporarily removing or taking away these aids by school personnel or boarding section staff to restrict the student’s movement be considered as “physical restraint”?**

In such cases, the temporary removal or taking away of a student’s auxiliary aids would be regarded as “physical restraint” applied to the student. School personnel or boarding section staff should adhere to the principles and procedures stipulated in this Guideline to ensure that the restriction of the student’s movement is necessary and reasonable.

- 6 How should schools handle a repeated situation where a student, who has calmed down after seclusion, becomes agitated again upon returning to the classroom and needs to be re-secluded?**

In such cases, the school should convene a multi-disciplinary team conference to assess the reasons behind the student’s recurring agitation and make adjustments to their Individual Behaviour Intervention and

Management Plan regarding the use of seclusion. A progressive approach may be employed when arranging for the student to re-enter the classroom and re-integrate into the class after each seclusion. For example, school personnel can discuss with the student the expected behaviour and potential challenges, and set clear behavioural goals and support plans before the student returns to the classroom. If necessary, the student can first be individually engaged in relaxing or educational activities, so that they are in a better state to face the classroom environment. Upon the student's return, teachers should flexibly adjust their expectations, closely observe the student's reactions, and provide necessary support and assistance to facilitate their re-integration into the class environment.



**Some Positive Behaviour Support Strategies and Examples**

**I. Teach students appropriate social adaptive skills to prevent problem behaviours**

Before the occurrence of problem behaviours, teachers should teach students appropriate social adaptive skills, hence facilitating them to develop abilities to express their biological and psychological needs and self-regulate, as well as adopt different means for reinforcing positive behaviours of students, such as:

- Arrange structured learning environment with appropriate learning activities and clearly set the scene for behaviours expected, thus engaging students in the learning activities;
- Recognise students' positive attitude, efforts exerted and minute progress, hence raising their self-esteem and self-confidence as well as helping them to establish good and enthusiastic learning habits;
- Inform in advance the change of learning environment, schedule or mode of activity for students with autism spectrum disorder so as to reduce their emotional and behavioural problems due to anxiety in facing change;
- Pay close attention to the emotion and behaviour of students in class and adjust the schedule or contents of the activities timely and flexibly so as to reduce behavioural problems and anxiety arising from difficulties encountered in learning;
- Teach students appropriate communication skills to express biological or psychological needs e.g. how to express messages like 'need a break', 'not feeling well', 'saying no';
- Continuously enhance students' social, emotional regulation, problem solving and social adaptive skills to build up their ability in self-regulation;

- Teach students skills in pursuing leisure and play activities to prevent them from behaving inappropriately out of boredom;
- Teach students relaxation skills so that they can deploy suitable relaxation methods to ease their distress when they face stress and adjustment problem;
- For students who have volatile emotion, especially those who are on the verge of puberty, teachers may try to engage them with physical activities or simple exercises e.g. jogging, rope skipping, so as to help them ventilate their energy and emotion.

## **II. Handling problem behaviours**

Teachers are required to fully understand the needs of the students and reasons behind their behaviour before handling their inappropriate behaviour. Teachers should help students master appropriate skills and establish correct behaviour to replace the problem behaviour. Suppressing problem behaviour without recourse to other intervention often results in students displaying alternative inappropriate behaviour when they fail to satisfy their needs or achieve their goals.

Each student's problematic behaviour and its causes come in all shapes and sizes, as do their needs, learning ability and modes of behaviour. Therefore, teachers are required to conduct thorough case analysis and lay down appropriate plans to manage the problem behaviours. The following is an introduction of two behaviour analysis and initial intervention measures:

### **a. Functional behaviour analysis and intervention**

- Functional behaviour analysis makes use of observation and information collection to analyse the functions served by specific behaviour problems or the messages they convey. For example, a student who is head banging may convey:
  - A cry for help;
  - A wish to obtain something;
  - An avoidance of a learning activity he/she finds difficult;
  - Resistance of an activity he/she dislikes; or
  - A need for self-stimulation
- After identifying the purposes of the problem behaviour which satisfy some needs or goals, teachers can teach students some positive replacement behaviour (i.e. substitute behaviour that can meet the function) in order to reduce or remove the inappropriate behaviour.

## **b. Antecedent–Behaviour–Consequence Modification**

- Use a systematic method to analyse the relationship between specific behaviour (B) and particular incident or environment, including the relationship between the antecedents (A) and consequences (C), i.e. the A-B-C relationship, to deduce the reason for the occurrence of specific behaviour in particular environment;
- By intervening the antecedents (i.e. change of the arrangement in the environment), the triggers of problem behaviour can be removed so as to change the behaviour of the student. This method can often reduce or repress the problem behavior. For example:
  - Provide advance notice (time table), formulate schedule and rules (routine), post critical reminders on emotional regulation, display visual reminders on desirable behaviours, give choices and opportunities to participate, establish relationship, provide immediate help during the initial stage of distress of students.
- Intervention may also be effected by changing the consequences of the concerned behaviour to let the student know that the inappropriate behaviour cannot help him/her satisfy his/her needs or fulfill his/her objectives so as to break the vicious cycle of the problem behaviour. For example:
  - *Behaviour rehearsal*: When the inappropriate behaviour occurs, stop all learning activities. Request the student to repeatedly practice the proper behaviour for several times, such as in correcting the behaviour of a student who banged the door, the correct behaviour rehearsal is to require the student to close the door gently;
  - *Ignorance*: Remove the attention or reinforcement given to the student contingent upon his/her minor inappropriate behaviour;
  - *Time-out*: When a student's behaviour becomes unacceptable to the teacher and other students (e.g. grabbing food from others at mealtimes or repeatedly snatching the mouse from the teacher during computer-based instruction), the student should be directed to a safe and quiet corner of the classroom or to another room to keep them away from the original environmental stimuli. The student remains in the designated place for a short period (usually for five to ten minutes), during which they can regulate their emotions, reflect on their behaviour, and learn to exercise self-control. When the student's condition has stabilised and no further misbehaviour is observed, they may be permitted to return to the classroom.

- *Response cost:* In general, positive management measures including positive reinforcement should be used as far as possible. Immediate reward should be given to students when they perform appropriate behaviour so as to increase or strengthen specific positive behaviour whilst avoid using punishment or punitive methods such as removing something they like. If repeated attempts at positive approaches remain ineffective, only then should students be made to face consequences for their behaviour. For instance, if a student refuses to complete a worksheet in class, they may be required to finish the worksheet during recess as a means of compensating for the lost learning time in class.

### **III. Review the effectiveness of the intervention**

Schools should regularly review the effectiveness of the support for students and make adjustment accordingly. The advice of professionals, such as educational psychologists or medical practitioners familiar with the student's mental condition, can be sought when needed to enhance the effectiveness of the support plans.

Template

*(Schools may draw up an implementation plan using this template or another format that is required to include all the essential information in this template)*

**Implementation Plan for the Use of Physical Restraint/Seclusion  
to Address Students’ Serious Emotional and Behavioural Problems  
During Emergencies<sup>1</sup>**

Name of student: \_\_\_\_\_ (Class: \_\_\_\_\_) Sex: M/F

**(I) Serious emotional and behavioural problems that require the administration of physical restraint or seclusion**

1. Specific details of problematic behaviour(s) (including the intensity, frequency, consequences and impacts)

2. Confirmation of the necessity to administer physical restraint or seclusion (both of the following conditions must be met)

- The problematic behaviour poses a threat to or has already endangered the personal safety of the student or others
- Various intervention and management methods have been attempted but proven ineffective (details to be provided in the table below)

Method	Person-in-charge (Please indicate with a ✓)						Effectiveness
	Teacher	Therapist	School social worker	Parent	Nurse	Boarding section staff	

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<sup>1</sup> This implementation plan is only a part of the individual behaviour intervention and management plan. In cases where a student frequently exhibits serious emotional and behavioural problems, it is advisable for school personnel and boarding section staff to form a multi-disciplinary team, so as to conduct a holistic analysis of the reasons behind the student’s behaviour and the needs reflected therein. A comprehensive and specific intervention and management plan should then be formulated, covering various levels of intervention and remedial measures, including establishing a preventive environment, configuring and adapting workflow, arranging positive behavioural support, providing training on social and emotional regulation skills and sensory integration, and addressing medical needs.

## (II) Means of physical restraint or seclusion to be used

1. Type(s) of physical restraint/place of seclusion that may be used when necessary:
- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Bodily restraint                                | <input type="checkbox"/> Safety belt    | <input type="checkbox"/> Soft strip/soft fabric | <input type="checkbox"/> Gloves/mittens  |
| <input type="checkbox"/> Anti-slip trousers<br>/Anti-slip restraint belt | <input type="checkbox"/> Hand restraint | <input type="checkbox"/> Straitjacket           | <input type="checkbox"/> Wrist restraint |
| <input type="checkbox"/> Seclusion (Place: _____)                        | <input type="checkbox"/> Others (_____) |   |  |

*(Please attach an image of the restraint/a photo of the place of seclusion.)*

2. Specific details of scenarios where physical restraint/seclusion will be administered:

[Example:

The student engages in continuous self-punching/banging that poses a risk of severe bodily injury (e.g. bruises or abrasions).]

3. Implementation procedures (methods that help relieve emotions and curb inappropriate behaviour, as well as alternative approaches that are less restrictive, should be included):

[Example:

When a student engages in self-punching, initial efforts must be made to help him/her to calm down or divert his/her attention (e.g. playing music, providing his/her favourite items, wiping his/her face with a damp towel, letting him/her hold a throw pillow, or allowing him/her to sit in the “quiet time corner”).



If the student fails to calm down and persists in self-punching, leading to or likely to cause serious bodily harm, the on-site teacher will use “restraint mittens” to restrain the student’s hands (parents should be informed beforehand if circumstances permit).



A nurse, the on-site teacher or specialist staff is required to monitor the administration of physical restraint (i.e. observing the student’s reactions such as facial expressions, respiration and blood circulation, while continuing to help the student calm down), and conduct regular checks on the student every 15 minutes subsequently.



Parallel to using physical restraints, other calming techniques may also be used. These may include playing music, wiping the student’s face with a damp towel, or telling the student that “I understand that you are feeling unhappy. Put your hands in place and teacher will remove the mittens for you.

4. Administrator (e.g. school social workers, nurses or specialist staff):

\_\_\_\_\_

5. Proposed date of administration:

From \_\_\_\_\_ to \_\_\_\_\_

6. Date of review (at least once per school term):

\_\_\_\_\_

7. Points to follow/note<sup>#</sup>:

- All personal items that could potentially cause injury to the student must be removed before administering physical restraint or seclusion.
- Check the student's condition at least every 15 minutes to ensure their safety during the administration of physical restraint or seclusion stated above.
- Each period of physical restraint or seclusion should not exceed a duration of two hours, during which the needs of the student regarding eating and toileting must be attended to.
- Specialist staff in the school or boarding section (such as school social workers or nurses) are required to observe and record the general physical, mental and emotional conditions of the student at least every 30 minutes for a period of two hours after the discontinuation of physical restraint or seclusion, ensuring that the student has returned to a normal state.
- Physical restraint or seclusion must be discontinued immediately if it is confirmed upon assessment that the safety of the student and others is no longer at risk.
- Others:

\_\_\_\_\_

# Add, delete or modify if necessary

8. Staff engaged in the formulation of this implementation plan (please refer to paragraph 6.2 of the Guideline)

(Additions, deletions or modifications can be made to the following according to school-based needs)

Name of Occupational Therapist: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Nurse Representative: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Guidance and Discipline Team Representative: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Educational Psychologist: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Warden: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(III) Opinion of a medical practitioner familiar with the student's mental condition (if applicable):**

- Agree** to the plan stated in Section (II) regarding the use of restraint/seclusion to address the student's serious emotional and behavioural problems
- Disagree** to the plan stated in Section (II)

Remarks: \_\_\_\_\_

Name of medical practitioner: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(IV) \*Parent/guardian's will:**

(\*Delete as appropriate)

I, \_\_\_\_\_, am the \*parent/guardian of \_\_\_\_\_ (name of student). After clear explanation by the school personnel regarding the reasons for the need to use restraint/seclusion to address my child's serious emotional and behavioural problems, the specific details, and the support strategies that have been tried and their effectiveness, as outlined in Sections (I) and (II), I hereby **\*agree/disagree** to the plan stated in Section (II) regarding the use of restraint/seclusion by school personnel/boarding section staff to address my child's serious emotional and behavioural problems for the purpose of ensuring the safety of my child and/or others.

Name of parent/guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Relationship with student/boarder: \_\_\_\_\_ Date: \_\_\_\_\_

**(V) Principal's endorsement:**

Name of Principal: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Template**

*(Schools may produce an observation record using this template or another format that is required to include all the essential information in this template.)*

**Record of Observations During the Administration of  
Physical Restraint or Seclusion**

Friendly reminders:

👍 All personal devices and items that could potentially cause injury to the student must be removed before administering seclusion.

👍 Initial efforts should be made to help the student calm down before administering physical restraint or seclusion.

1. Date of administration: \_\_\_\_\_ Time: From \_\_\_\_\_ to \_\_\_\_\_

2. Type(s) of physical restraint/place of seclusion used:

Bodily restraint       Safety belt       Soft strip/soft fabric       Gloves/mittens  
 Anti-slip trousers       Hand restraint       Straitjacket       Wrist restraint  
     / Anti-slip restraint belt  
 Seclusion (Place: \_\_\_\_\_)       Others ( \_\_\_\_\_ )

3. Record of observations during the administration of physical restraint or seclusion  
 When administering physical restraint or seclusion, check the student's condition<sup>Note 1</sup> at least every 15 minutes and record the observations in the table below.

Time <sup>Note 2</sup>	Actual time	Code <sup>Note 3</sup>	Remarks	Endorsed by <sup>Note 4</sup>
0				
15'				
30'				
45'				
60'				
75'				
90'				
105'				
120'				

**Notes:**

1. Items for checking:
  - a) Check if the student is in a conscious state.
  - b) Check for signs of discomfort, e.g. cold sweating, trembling limbs, poor pallor, nausea, vomiting, shortness of breath, difficulty breathing, confusion, limpness, palpitation or seizure.
  - c) If restraint is being used, check if it is too tight, impeding blood circulation in the limbs, resulting in abnormal colour, temperature or movement in the

restrained limbs, or causing discomfort to the student. Also check for any dislocation or loosening of the restraints. A fingertip oximeter may be used to measure the student's heart rate and blood oxygen level (an acceptable level should be higher than 95%).

d) Check if the student has needs regarding eating and toileting.

2. Each period of physical restraint or seclusion **should not exceed a duration of two hours.**
3. Codes:
  - N – Student's condition checked and all items verified as normal
  - P – Student showed signs of discomfort (**Immediate follow-up actions required, including notifying the school staff qualified in first aid and cardiopulmonary resuscitation to examine the student, to be followed by proper documentation.**)
  - S – Physical restraint or seclusion suspended
  - X – Physical restraint or seclusion discontinued
4. Endorsement: Arrange for another member of the specialist staff to conduct spot-checks to ensure that the physical restraint or seclusion was administered according to the correct procedures, and then countersign in the space provided.

Name of recording staff: \_\_\_\_\_ Post: \_\_\_\_\_ Signature: \_\_\_\_\_

4. Record of observations after discontinuation of physical restraint or seclusion (to be completed by specialist staff in the school or the boarding section)  
The general physical, mental and emotional conditions of the student should be observed and recorded using the following table at least every 30 minutes for a period of two hours after the discontinuation of physical restraint or seclusion to ensure that the student has returned to a normal state.

Time	Code*	Remarks
0		
30'		
60'		
90'		
120'		

- \* Code:
  - N – The student's general physical, mental and emotional conditions are normal
  - P – The student's general physical, mental and emotional conditions are problematic (**Immediate follow-up actions required, to be followed by proper documentation**)

Name of specialist staff in the school/boarding section: \_\_\_\_\_

Signature: \_\_\_\_\_

Template
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*(Schools may produce an incident report using this template or another format that is required to include all the essential information in this template)*

**Incident Report on Administering Physical Restraint or Seclusion**

(Applicable to cases where an “implementation plan for the use of physical restraint or seclusion” (Implementation Plan) **has been** formulated in advance to address the student’s serious emotional and behavioural problems.)

Name of student: \_\_\_\_\_ Class: \_\_\_\_\_ Sex: M/ F

1. Record of incidents:

The student displayed serious emotional and behavioural problems as described in the Implementation Plan during the period(s) specified below. School personnel or boarding section staff have addressed the serious emotional and behavioural problems by administering physical restraint or seclusion in accordance with the procedures set out in the Implementation Plan.

Date	Time	Location	Reasons for the application	Administrator	Remarks (e.g.: the student’s response, any injuries sustained, or damage caused to property)
			e.g.: During Physical Education lesson, the student lost emotional control due to the noisy environment and kept banging his/her head against the wall.		

2. Contact with parents:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Name of School Personnel: \_\_\_\_\_ Signature: \_\_\_\_\_

**Template**

*(Schools may produce an incident report using this template or another format that is required to include all the essential information in this template.)*

**Incident Report on Administering Physical Restraint or Seclusion**

(Applicable to cases where an “implementation plan for the use of physical restraint or seclusion” **has not been** formulated to address the student’s serious emotional and behavioural problems.)

**(I) General information of the incident and the handling process**

Name of student: \_\_\_\_\_ Class: \_\_\_\_\_ Sex: M/F

Date: \_\_\_\_\_ Time: From \_\_\_\_\_ to \_\_\_\_\_ Location: \_\_\_\_\_

1. Brief account of the incident:

\_\_\_\_\_

2. Staff witness(es) in the school/boarding section: \_\_\_\_\_

3. Interventions made in the incident (including but not limited to relieving emotions, curbing inappropriate behaviour and other means of physical restraint or seclusion):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Reason(s) for using physical restraint or seclusion: (Please put a ✓ in the appropriate box(es), multiple selections are possible)

The student’s self-injurious/aggressive/disruptive/disturbing behaviour posed a threat or already endangered the personal safety of the student or others.

Various forms of intervention have been attempted but proven ineffective.

Others:

\_\_\_\_\_

5. Duration of administering physical restraint or seclusion: \_\_\_\_\_

6. Response of the student:  Calm  Agitated  Unsettled

Others (Please specify: \_\_\_\_\_)

7. Outcome of the incident: \_\_\_\_\_

8.  No injury sustained.  
 Injury sustained. (Please state the condition and course of the injury: \_\_\_\_\_)  
 No damaged caused.  
 Damaged caused. (Please state the condition and course of the damage: \_\_\_\_\_)

**(II) Post-incident follow-up**

9. Immediate post-incident actions taken:

\_\_\_\_\_  
\_\_\_\_\_

10. Contact with parents: *(Two teachers or specialist staff are required to be responsible for contacting parents on every occasion)*

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Name of school personnel (1): \_\_\_\_\_ Name of school personnel (2): \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent's initial response: \_\_\_\_\_

11. Post-incident support to student and follow-up actions taken:

\_\_\_\_\_  
\_\_\_\_\_

Name of personnel completing this form: \_\_\_\_\_ Post: \_\_\_\_\_

(Staff member administering the restraint or seclusion)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(III) Parent/guardian's reply**

(\*Delete as appropriate)

I, \_\_\_\_\_, am the \*parent/guardian of \_\_\_\_\_ (name of student). After clear explanation by the \*school personnel/nurse regarding the reasons for the need to use restraint or seclusion on \_\_\_\_\_ (date) to address my child's serious emotional and behavioural problems, the specific details, and other support strategies that have been tried and their effectiveness, I hereby **acknowledge** that the school has administered restraint or seclusion to address my child's serious emotional and behavioural problems **during an emergency** as described in item (I) above for the purpose of ensuring the safety of my child and/or others.

Signature: \_\_\_\_\_ Relationship with student: \_\_\_\_\_ Date: \_\_\_\_\_

## Reference:

- Social Welfare Department (2020) *Code of Practice For Residential Care Homes (Persons with Disabilities) ~ 11.7 Avoid Using Restraint*
- The Council for Children with Behavioural Disorders (2009) *Position summary on the use of physical restraint procedures in school settings*
- American Association on Intellectual and Developmental Disorders and the Arc (2015) *Joint Position Statement of the AAIDD and the Arc on Behavioral Supports*
- Victoria state government, Australia (2017) *Policy on restraint of students*
- Ministry of Education, New Zealand Government (2017) *Guidelines for Registered Schools in New Zealand on the use of physical restraint*
- Department for Education, UK (2013) *Use of reasonable force – Advice for headteachers, staff and governing bodies*
- U.S. Department of Education (2012) *Restraint and Seclusion: Resource Document*
- Illinois State Board of Education (2022) *Permanent Regulations for the Use of Isolated Time Out, Time Out and Physical Restraint – Revised Guidance and Frequently Asked Questions*
- British Columbia Ministry of Education (2015) *Provincial guidelines –Physical restraint and seclusion in school settings*
- The Office for Standards in Education, Children’s Services and Skills, U.K. (2018) *Positive environments where children can flourish – A guide for inspectors about physical intervention and restrictions of liberty*

**Specimen notice, “Personal Data Collection Statement” and “Privacy Policy Statement” in relation to closed-circuit television**

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*[This specimen notice is solely for reference of EDB-subsented boarding section of special schools. Schools should, based on school context, provide notice alerting respective persons that they are subject to CCTV surveillance with a view to complying with the requirements of the Personal Data (Privacy) Ordinance.]*

**CCTV in operation**

For the purpose of ..... *[please specify the respective purpose in accordance with school context e.g. letting boarders and boarding section staff have appropriate protection]*, Closed Circuit Television (CCTV) cameras are in operation on these premises *[may specify the name of premises in accordance with school context]*.

For enquiries, please call ..... *[please provide the title, name and post of responsible person]* at ..... *[please provide the contact phone number]*.

..... *[please specify the name of the school]*School



*[This specimen statement is solely for reference of EDB-subsented boarding section of special schools, where CCTV systems are equipped with recording function. Schools should, based on school context, provide the “Personal Information Collection Statement” to respective persons (e.g. through written notice or posting it in prominent locations) with a view to complying with the requirements of the Personal Data (Privacy) Ordinance.]*

..... *[please fill in the issuance date]*

To: ..... *[please fill in relevant stakeholders in accordance with school context as appropriate]*

### **Personal Information Collection Statement in relation to the use of closed-circuit television systems**

For the purpose of ..... *[please specify the respective purpose in accordance with school context e.g. letting boarders and boarding section staff have appropriate protection]*, Closed Circuit Television (CCTV) systems with recording function are in operation on ..... *[please specify the name of premises in accordance with school context]* to collect ..... *[please specify the collected personal data in accordance with school context e.g. data of individual video images]*. ..... *[please specify in accordance with school context whether it is obligatory or voluntary for the individual to supply his personal data. For instance, when entering the premises being covered by the CCTV systems, your personal data will be automatically captured by CCTV systems.]* ..... *[please specify the respective arrangement in accordance with school context e.g. no CCTV systems are installed in places where people have a reason to expect privacy (such as washrooms and bathrooms). The angle of the CCTV cameras and their field of view are also duly adjusted to avoid unnecessary intrusion into privacy of individuals.]*

..... *[please specify in accordance with school context the classes of persons to whom personal data collected from the data subjects may be transferred or disclosed. For instance, the Incorporated Management Committee of this school has assigned responsible persons to real-time monitor and review the footage, and officers of the Education Bureau would, where necessary, conduct sample checks on the footage from CCTV systems during visits to boarding section of this school or when conducting complaint investigation. Besides, should a third party, such as Government department(s) and organisation(s), with right granted by respective legislation, request for personal data collected by CCTV systems of this school, the respective data may be transferred or disclosed.]*

..... *[please specify in accordance with school context the right of data subjects to access to and correct their personal data held by data user. For instance, you have the right to request access to the video images of you held by this school, and request correction should there be incorrect video images of you.]*

For enquiries, please call ..... *[please provide the title, name and post of responsible person]* at ..... *[please provide the contact phone number]*.

..... *[please specify the name of the school]* School

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### Reply Slip

Dear ..... *[please specify addressees in accordance with school context as appropriate, e.g. name of the school, the title, name and post of the responsible person],*

I understand the Personal Information Collection Statement in relation to the use of closed-circuit television systems of ..... *[name of school]* School.

Signature : \_\_\_\_\_  
Name : \_\_\_\_\_  
Date : \_\_\_\_\_

*[please delete or supplement in accordance with school context]*

*[This specimen statement is solely for reference of EDB-subsided boarding section of special schools, where CCTV systems are equipped with recording function. Schools should, based on school context, provide the 'Privacy Policy Statement' with a view to complying with the requirements of the Personal Data (Privacy) Ordinance.]*

### **Privacy Policy Statement in relation to the use of closed-circuit television systems**

To .....*[please specify the respective purpose in accordance with school context e.g. let boarders and boarding section staff have appropriate protection]*, Closed Circuit Television (CCTV) systems with recording function are in operation on .....*[please specify the name of premises in accordance with school context]* to collect .....*[please specify the collected personal data in accordance with school context e.g. data of individual video images]* that would be kept for .....*[please specify the period of retaining personal data in accordance with school context.]*. .....*[please specify the privacy policy in accordance with school context, e.g. to comply with the Personal Data (Privacy) Ordinance and relevant guidelines from the Office of the Privacy Commissioner for Personal Data, Hong Kong.]*

For enquiries, please call .....*[please provide the title, name and post of responsible person]* at .....*[please provide the contact phone number]*.

..... *[please specify the name of the school]* School

**Report on Serious/Life-threatening Accidents Involving Boarders in Boarding Sections of Aided Special Schools**

[This report is required to submit to the respective Senior School Development Officer within 3 calendar days (including public holidays) after the accident]

(1) General information:

Name of school: \_\_\_\_\_

Name of boarding section warden: \_\_\_\_\_ Contact tel. no.: \_\_\_\_\_

Name of boarder involved: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_

Location of accident: \_\_\_\_\_

Date of accident: \_\_\_\_\_ Time of accident: \_\_\_\_\_

Activity undertaken at time of accident: \_\_\_\_\_

\*\*\*\*\*

(2) Notification: (Please put a ✓ in the appropriate box(es))

Parent/guardian of boarder involved has been notified.

Name and relationship: \_\_\_\_\_ Date and time of notification: \_\_\_\_\_

Name and post of staff making notification: \_\_\_\_\_

[If the parent/guardian of the boarder has not been notified, please state the reason(s):

\_\_\_\_\_]

Respective Senior School Development Officer has been notified.

Name and post title: \_\_\_\_\_ Date and time of notification: \_\_\_\_\_

Name and post of staff making notification: \_\_\_\_\_

Subject to compliance with the Personal Data (Privacy) Ordinance, the following person(s) has/have been notified of the accident. (Please put a ✓ in the appropriate box(es) if applicable)

	Name	Relationship with boarder	Date and time of notification	Name and post of staff member making notification
<input type="checkbox"/> Relative of boarder involved				
<input type="checkbox"/> Staff involved				
<input type="checkbox"/> Social worker involved				
<input type="checkbox"/> Other person(s) involved (e.g. emergency contact given by boarder's parent(s) in advance)				

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(3) Details/occurrence of accident and handling on the spot:

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(Please put a ✓ in the appropriate box(es))

Boarder involved sent to hospital.

Time of sending boarder to hospital: \_\_\_\_\_

Name of hospital: \_\_\_\_\_

Name and post of accompanying staff: \_\_\_\_\_

Accident reported to the police.

Reporting date and time: \_\_\_\_\_

Reference no.: \_\_\_\_\_

\*\*\*\*\*

(4) Follow-up action(s) taken by the boarding section (such as making relevant treatment arrangements, conducting multi-disciplinary case conferences, adopting measures to protect other boarders, and responding to concerns/enquiries of external parties (e.g. concern groups, District Councils, Legislative Council)):

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(5) Suggestion(s) or measure(s) to be taken to prevent the recurrence of similar incident(s):

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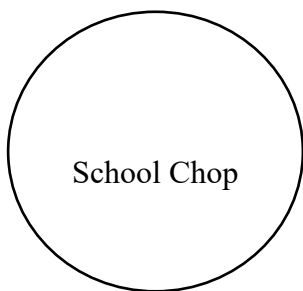
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Signature of School Head : \_\_\_\_\_

Name of School Head : \_\_\_\_\_

Date : \_\_\_\_\_