

National Security: Specific Measures for Schools

“National Security: Specific Measures for Schools” are drawn up for schools’ (except international schools as well as other private primary schools, secondary schools and kindergartens solely offering non-local curricula)¹ reference and actions. The measures are to facilitate schools’ reviewing of the existing practices and launching of national security education. In devising relevant plans and measures, schools may, having regard to their school-based needs, make necessary enrichment to the recommended measures or adopt other appropriate strategies in order to properly arrange school management and administration work and promote collaboration among different stakeholders. The objective is to create a peaceful and orderly school environment and atmosphere, deepen students’ understanding of the country’s development and national security, enhance students’ sense of national identity, and nurture students as good law-abiding citizens.

Planning and Management

- School Sponsoring Bodies (SSBs)² should lead the Incorporated Management Committees/ Management Committees/ School Management Committees of their sponsored schools (hereafter collectively referred to as “school governance authority”) in formulating specific measures related to safeguarding national security and national security education in areas such as school administration, management of school premises, resource deployment, staff management and training, communication with stakeholders, learning and teaching, student guidance and discipline, student associations and activities, etc. Letters or circulars should be issued to their sponsored schools to elucidate the points to note in different areas. SSBs

¹ The management systems, curricula, and arrangements for learning and teaching of international schools as well as other private primary schools, secondary schools and kindergartens solely offering non-local curricula differ considerably from schools offering local curricula. Specifically, their operation mode, management framework, curriculum scope and quality assurance mechanisms, arrangements for learning and teaching, etc. are largely different from those of local schools. Nonetheless, as a principle, international schools as well as other private primary schools, secondary schools and kindergartens solely offering non-local curricula also have the responsibility to help their students (regardless of their ethnicity and nationality) acquire a correct and objective understanding and apprehension of the concept of national security and the National Security Law, as well as the duty to cultivate a law-abiding spirit among their students. These schools should, in accordance with the fundamental principles set out in in EDBC No. 3/2021, and by making reference to the guidelines herein and the specific measures and templates attached, devise relevant strategies and measures in light of their school-based circumstances and needs, with a view to maintaining a safe and orderly learning environment and promoting students’ effective learning and healthy development.

² As regards kindergartens and kindergarten-cum-child care centres, such reference is applicable to the school operators if they do not have a sponsoring body.

may refer to [Appendix 1](#) for the areas of work and key points to be included when giving such directives.

- In implementing measures related to safeguarding national security and national security education, schools should harness collective wisdom to review their work in all areas and take appropriate follow-up actions as soon as possible. The review findings, necessary follow-up actions, work plans and annual reports should be submitted to the school governance authority. Necessary follow-up actions and work plans, once approved by the school governance authority, should be taken forward. The work plan and annual report endorsed by the school governance authority should be submitted to the Education Bureau (EDB). Please refer to [Appendix 2](#) for the templates of the review report of current situation, work plan and annual report. The recommended implementation timeline and details for report submission are provided at [Appendix 3](#) for schools' follow-up actions.

Supervision Framework [This section applies to primary and secondary schools (including special schools) and serves as reference for kindergartens]

- Schools should, in light of their own context, form a relevant working group or assign a dedicated person to take charge of the liaison and coordination work, and adopt a whole school approach in formulating and implementing measures related to safeguarding national security and national security education.
- Such working group or dedicated person should keep monitoring the implementation of relevant measures and report the progress to the school governance authority on a regular basis.
- Since the implementation of national security education covers various areas, schools should duly assign staff from different areas of work to engage in relevant tasks/ to set up the working group. An example showing the members is provided below:

School Level	Primary	Secondary
School management	School Supervisor/ Principal/ Vice Principal(s)	
Related functional teams and coordinators	Crisis Management Team, Teachers' Professional Development Team, Academic Affairs Team, Student Pastoral Care Team (e.g. Guidance Team, Discipline Team, Extra-curricular Activities Team and Life-planning Team) and Primary School Curriculum Leader (applicable to primary schools)	
Relevant key learning areas/ subjects and curriculum areas	General Studies Life-wide Learning Moral, Civic and National Education [Other subject panels/ teams deemed appropriate by the school]	Personal, Social and Humanities Education Science Education Technology Education Liberal Studies (applicable to senior secondary level) Life-wide Learning Moral, Civic and National Education [Other subject panels/ teams deemed appropriate by the school]
Specialists	Social Worker(s)/ Educational Psychologist(s) (if applicable)	

- The functions of the working group or dedicated person should include the following:
 - review the school's current situation, assist the school in planning and implementing strategies related to safeguarding national security and national security education, including planning, implementation and monitoring of the curriculum (including design/ production of teaching resources, staff training, etc.), as well as coordinating the work of different subject panels and teams to implement relevant measures as soon as possible and conduct timely reviews;
 - assist in organising professional development activities related to national security or make arrangements for teaching and non-teaching staff to participate in such

activities so as to promote a better understanding of the legislative background, spirit, provisions and significance of the National Security Law among staff of all levels as well as to facilitate effective implementation of related measures for national security education;

- enhance communication and collaboration among different stakeholders so as to strengthen students' virtue cultivation and the related work on guidance and discipline; enhance students' information literacy and help them develop abilities in searching, assessing and using information (including information on social media platforms); help students understand the country's history and development, the importance of national security, the national flag, national emblem and national anthem, as well as the constitutional order established for the Hong Kong Special Administrative Region (HKSAR) under the Constitution and the Basic Law, their national identity, the spirit of the rule of law and other related issues, so as to motivate students to fulfill their obligations as a national and Hong Kong resident in a positive and responsible manner;
- establish/ strengthen the monitoring mechanism for regular review of learning and teaching resources (including their content and quality) in various key learning areas/ subjects and inter-disciplinary teams; timely review and monitor the performance of teaching and non-teaching staff and external services hired such as activity instructors, various learning and teaching activities/ training materials (including books and self-compiled teaching materials, etc.), services provided by external service provider(s);
- formulate specific strategies and contingency measures to prevent and deal with political or illegal activities permeating the school and other unexpected situations in order to maintain a safe and orderly environment facilitating students' effective learning and healthy development; and
- continuously monitor the implementation and effectiveness of relevant measures, and report the work progress and submit an annual report to the school governance authority on a regular basis.

Crisis Management

- Schools should, having regard to their own context and their crisis management mechanisms, formulate specific strategies and contingency measures to deal with acts and activities that involve elements endangering national security. This includes handling of emergencies in a timely manner and reporting the incidents to the EDB as soon as possible. If necessary, schools are advised to seek advice from their own existing channels and/or consider seeking assistance from the Police Community Relations Officer/ School Liaison Officer of the police district concerned.

Staff Training and Conduct

- School management and teaching staff should take the initiative to avail themselves of the documents issued by the EDB, and browse the “Safeguarding National Security in Hong Kong” website maintained by the Information Services Department (<https://www.isd.gov.hk/nationalsecurity/eng/>), or other information released by relevant bureaux/ departments, in order to gain a better understanding of the National Security Law, enhance their awareness of law-abidingness and obtain the latest information about the said law.
- Schools should remind teachers to constantly uphold professional ethics and bear in mind that their words and deeds have far-reaching influence on students. To handle issues involving the conduct and ethics of their staff, schools may refer to the basic principles set out in Appendix 4.

Creating a Peaceful and Orderly School Environment and Atmosphere

- Schools should ensure that the display of words or objects within the campus (including school buildings, classrooms and bulletin boards, etc.), such as books (including library collections), publications and leaflets does not involve contents that endanger national security. Schools should also prohibit anyone from bringing objects to schools in contravention of the rules.

- Schools should forbid any outsider(s) from entering the school campus to conduct activities involving political propaganda.
- Schools should watch out for political propaganda or disturbances caused to teachers and students in the vicinity, such as the chanting of slogans, distribution of leaflets and setting up of street counters, etc. Schools should dissuade their staff and students from joining those activities. If necessary or suspected illegal acts are involved, schools should consider seeking assistance from the Police Community Relations Officer/ School Liaison Officer of the police district concerned. In case of a grave/ emergency situation, schools should report to the Police immediately.
- If an individual/ external organisation has formed a group in the name of the school or named the group in such a way that may misleadingly suggest a connection between the group and the school, and the group makes known its political views and stance or even solicits the support of teachers and students or encourages them to express/ support their political views by signature or other forms of activities (such as class boycotts, forming of human chains, etc.), the school should dissuade teachers and students from joining such activities and publicly and unequivocally state that the group and its political declaration and stance have nothing to do with the school and do not represent the views of the school or its teachers and students. This is to prevent parents, students or members of the public from wrongly interpreting that the assertions or actions of the group are endorsed or tacitly approved by the school. A sample statement is provided for schools' reference at [Appendix 5](#).

Organising Learning Activities for Students

- Schools should enrich students' understanding of the history and development of the country and enhance their sense of national identity according to their cognitive development and ability through the school curriculum and diversified life-wide learning activities, such as visits to local amenities (e.g. the Hong Kong Museum of History and the Basic Law Library), participation in Mainland exchange programmes and interflow activities between sister schools, etc.

- Schools should seek to provide opportunities for students to show respect for the national flag, national emblem and national anthem, and understand their history and the spirit they represent by raising the national flag and regional flag, and playing and singing the national anthem on important, festive and special occasions, such as the New Year's Day (January 1), HKSAR Establishment Day (July 1), National Day (October 1), National Constitution Day (December 4), National Security Education Day (April 15), first day of a school year, open day, graduation ceremony, swimming gala/ sports day, school anniversary celebrations and Chinese Culture Day, etc.
- Schools should ensure that all on-campus activities and activities organised in the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or parent-teacher associations for students, activities engaging outside instructors, etc.) do not involve any acts and activities that endanger national security.

Learning and Teaching

Primary and Secondary Schools

- Schools should establish/ strengthen monitoring mechanisms for regularly reviewing the content and quality of learning and teaching (including classroom teaching and teaching resources; learning and teaching resources include school-based teaching materials and assignments (such as worksheets); tests and examination papers; textbooks, reading materials and supplementary exercises and video teaching clips, etc. procured from outsider(s)/ ordered for students; and supplementary learning materials compiled by outsourced service providers for the schools). This is to ensure that the content and quality of the learning and teaching resources selected or compiled align with the curriculum aims, goals and coverage prescribed for different key learning stages by the Curriculum Development Council and suit students' abilities and learning needs.
- Teachers should adopt appropriate sources (such as from authoritative institutions/ official and verified sources) when selecting materials and guiding students in their study. In addition to

the selection of teaching materials, the assignments/ reference materials, tests and examination papers, etc. prepared by teachers should also follow this principle.

- National security is of great importance. Teachers should not treat it as if it is a controversial issue for discussion as usual. While teachers can help students understand events from different perspectives, just in the same way when handling issues that can be explained by a sharp distinction between right and wrong or well-defined legal principles, they should give objective facts and rationales, such as historical background, moral standards and legal principles, and clearly point out that safeguarding national security is the responsibility of all nationals and that as far as national security is concerned, there is no room for debate or compromise. They should also cultivate students' sense of responsibility to safeguard national security. To meet teaching needs, it is a general practice for teachers to archive work plans/ selected and self-compiled teaching materials/ student results, etc. Schools may continue with their internal monitoring mechanism, instructing that school-based learning and teaching materials related to Constitution, Basic Law and national security education be archived and imposing a requirement for retention which should be no less than two school years, so that such resource materials for the relevant key stages of learning can be made available to the school management or the EDB for inspection on a need basis³.
- If there is a need to hold discussion sessions/ activities for sharing of experience/ thoughts among students, teachers should properly lay down rules that must be obeyed by students. For example, no abusive language should be used when expressing opinions; no activity should be exploited for political propaganda or making a political statement; and no hatred or violence should be promoted or expressed. This is to encourage students to conduct discussions in an objective, rational and respectful manner. Teachers should not allow their own political stance to affect their teaching, or even mislead students and infuse in them negative or wrong values.

Kindergartens

- As for kindergartens, they can help students learn about traditional festivals, music and arts, and develop an affection for the Chinese customs through story-telling, role-playing, drawing,

³ If the school-based curriculum is designed for a key stage, schools should archive the full set of curriculum materials for 3 years to facilitate scrutiny of the curriculum design and its progressive development holistically.

singing, dancing and other activities, as well as reading of picture books or books about Chinese history, Chinese culture, and moral education. This will gradually build up students' identity as a Chinese and thus lay the foundation for national security education.

Student Guidance, Discipline and Support [This section applies to primary and secondary schools (including special schools) and serves as reference for kindergartens]

- School personnel should remind students to accord priority to personal safety at all times and, with due regard to the well-being of themselves and the care of their family members, refrain from participating in risky or illegal activities. Likewise, they should not initiate or participate in unauthorised activities in school as this may hinder their own learning as well as other students' learning, or even disrupt the school's daily operation.
- For formulating and implementing measures for guidance and discipline services, schools should refer to Chapters 3.6 and 3.7 of the School Administration Guide and the basic principles set out in the Guidelines on Student Discipline.
- Desirable discipline work should recognise students' efforts, while any punishment given should be educational. Positive behaviour, attitude and values demonstrated by students should be acknowledged with commendation and recognition. Take raising the national flag as well as playing and singing the national anthem as an example: after the ceremony, appreciation with explicit reinforcement of students' positive behaviour may be shown for the flag raiser's dedicated performance or students' positive display of respect and good manners.
- In dealing with students' breach of rules, teachers should stop students' improper acts at once and point out the severity of the problem to help them grasp the correct concept of right and wrong. Communication with parents should be maintained to help students discern right from wrong and correct their mistakes through home-school cooperation. Schools should regularly review the breach of rules by students and devise appropriate guidance and discipline strategies that are specific to the root cause. For example, if individual students have breached the law under the undue influence of others, teachers should teach students of the affected class/ level how to stand firm against such influence through the related curriculum and

guidance activities or seeking assistance from external services.

- At the student level, schools may consider adopting the following methods to prudently and timely address serious breaches of rules:
 - Teachers should stop the improper behaviour of the student concerned immediately to contain the influence of his/ her acts. The case should be reported to the Discipline and Guidance Masters/ Principal, provided that the safety of the teacher and student concerned has been assured.
 - Depending on the severity of the incident, guidance and discipline teachers may have an interview with the student concerned immediately or after school. They should first stabilise the emotions of the student and then find out with patience the incident and factors associated (e.g. rebelliousness/ inclination to challenge authority, peer pressure/ instigation, low self-esteem/ attention seeking by imitating others, etc.). They should, in particular, find out whether the incident has involved other students or external organisations/ outsiders.
 - Guidance and discipline teachers may take an analytical look at the incident with the student concerned to draw his/ her awareness towards the adverse effect and consequences that it may have on himself/ herself, other students and the school by means of reflection. A positive approach should be adopted to guide the student for improvement. If other students have been involved, separate interviews should be conducted to learn more about the incident and seek remedy.
 - Guidance and discipline teachers may draw the attention of the student concerned to the relevant part of the school regulations and handle the incident in accordance with the school's reward and penalty system. While the student should be made responsible for the consequences he/ she has caused, counselling service should be made available as a follow-up service. During the period, the school should keep close contact with the parents, provide them with updates about the actions being taken, so as to establish mutual trust and partnership.

- In the event that the student concerned refuses to correct his/ her behaviour after repeated advice, appropriate punishment should be imposed. A personalised follow-up plan specific to the causes of his/ her behavior should be drawn up to offer guidance and counselling in the long run. The objective is to rectify the student's improper behaviour as early as possible and help him/ her develop positive values, a sense of empathy and respect for others, as well as law-abidingness.
- If external organisations/ outsiders are involved, the school should record all information collected during the interview, including the date, time, venue, persons, organisations involved, etc. If necessary or suspected illegal acts are involved, the school may seek advice/ help from the Police Community Relations Officer/ School Liaison Officer of the police district concerned. In case of a grave/ emergency situation, the school should report to the Police immediately.
- For examples of incidents involving political propaganda in schools and the suggested ways of handling, please refer to Appendix 6.

Home-school Cooperation

- Schools should organise more home-school cooperation and parent education activities (e.g. activities promoting moral, civic and national education) to enhance the cultivation of positive values and healthy lifestyles among students.
- Schools may review the existing parent-child and parent education activities, and consider the inclusion of elements about Chinese culture. Schools may also conduct seminars for parents to assist them in helping children understand the spirit of the enactment of the National Security Law in a rational and positive manner and develop correct values.
- Schools may organise more workshops for parents to provide opportunities for them to practise in small groups the skills for helping children analyse and understand issues around them from multiple perspectives and discern right from wrong.
- Schools may also organise tea gatherings or learning circles for parents to share among one

another their relevant experiences and insights, including ways to establish good parent-child communication, deal with parent-child conflicts, and help children release negative emotions that stem from social disputes, etc.

**Reference Notes for School Sponsoring Bodies⁴
in Giving Directives to Sponsored Schools
in respect of the Implementation of the National Security Law**

Following the implementation of the National Security Law, School Sponsoring Bodies (SSBs) are obligated to give directives to the Incorporated Management Committees/ Management Committees/ School Management Committees of their sponsored schools, requesting schools to formulate effective measures in accordance with the Education Ordinance, the Education Regulations, guidelines issued by the Education Bureau (EDB), the school vision and mission and specific school circumstances to safeguard national security, promote national security education and handle related matters in different aspects, including school administration, staff management and training, learning and teaching, student guidance, discipline and support, as well as home-school cooperation. SSBs should remind their sponsored schools of the following major principles and strategic points:

Major Principles

- The Hong Kong Special Administrative Region (HKSAR) is an inalienable part of the People’s Republic of China. Safeguarding national security is the constitutional duty of the HKSAR. This is also the common responsibility of all Hong Kong residents.
- Helping students understand the latest development of the country and enhance their sense of national identity is integral to the aims and goals of school curriculum, and is the inherent responsibility of schools.
- National security concerns every member of the public. Schools should explain to students the concepts related to national security, as well as the legislative background, provisions and significance, etc. of the National Security Law to ensure that students have accurate information, a clear understanding and correct interpretation of the National Security Law, recognise the importance of national security and have a correct understanding of the constitutional status of the HKSAR and the fundamental principles of the “One Country, Two Systems” policy.
- Schools are required to remind their staff and students to abide by the law. They should

⁴ As regards kindergartens and kindergarten-cum-child care centres, such reference is applicable to the school operators if they do not have a sponsoring body.

also step up efforts in preventing and stopping any teaching or other on-campus activities undertaken by any parties that are in breach of the Basic Law, the National Security Law and all laws applicable to Hong Kong so that the schools' normal operation and students' learning are not affected. They should strive to develop students into good law-abiding nationals and citizens who respect the spirit of the rule of law and shoulder the responsibility of safeguarding national security.

Strategic Points

Area of work	Key points
School administration	<ul style="list-style-type: none"> • Through different channels such as internal circulars / guidelines, meetings, etc., enable school staff to understand and familiarise themselves with the legislative background, provisions, significance, etc. of the National Security Law, as well as relevant information disseminated by the Government. • By making reference to the guidelines issued/ updated by the EDB from time to time, devise, in light of individual school circumstances, specific strategies and contingency measures on how to handle students' breaches of rules as well as matters relating to teachers' professional ethics, in order to create a peaceful and orderly school environment and atmosphere, foster students' positive values, and maintain a school campus free of political interference.
Staff management and training	<ul style="list-style-type: none"> • Handle appointment matters in accordance with the Employment Ordinance, the Education Ordinance, the Education Regulations, other relevant laws and employment contracts, as well as the Codes of Aid (applicable to aided schools) and relevant guidelines issued by the EDB, including EDB Circular No. 3/2020 on Measures for Strengthening the Protection of Students: Appointment of Teaching and Non-teaching Staff in Schools. • Clearly convey to all staff the school's requirements and expectations in respect of their job performance and conduct. School personnel are required to be law-abiding and shoulder the co-responsibility of

Area of work	Key points
	<p>creating a peaceful and orderly environment and atmosphere in school.</p> <ul style="list-style-type: none"> • Timely and duly follow up on matters relating to the job performance and conduct of school staff in accordance with the school-based staff management and appraisal system. • Ensure their staff receive appropriate training on national security education, such as training programmes organised by the EDB and hence acquire a correct understanding of the National Security Law and enhance their knowledge of national security. • Remind teachers of the need for upholding professional ethics at all times and the profound impact of their words and deeds on students. • For non-teaching staff (including specialist staff such as school social workers, educational psychologists, speech therapists, coaches, instructors of interest classes, etc.) whose services are hired with school resources including government grants and other funding sources, schools are also required to ensure that their job performance and conduct comply with relevant requirements, including those for prevention of and stopping activities that are in breach of the Basic Law, the National Security Law and other laws.
Learning and teaching	<ul style="list-style-type: none"> • Upon implementation of the National Security Law, primary and secondary schools are required to review and enrich the curriculum contents of relevant key learning areas (KLAs)/ subjects, Moral, Civic and National Education, Constitution and Basic Law education, etc., with a view to promoting among students a clear understanding of the importance of national security, as well as the legislative background, provisions, significance, etc. of the National Security Law. This helps consolidate students' understanding of the country's development, Chinese culture, the Constitution and the Basic Law, thereby enhancing their sense of national identity and law-abidingness, and

Area of work	Key points
	<p>their awareness of the need and responsibility to safeguard national security.</p> <ul style="list-style-type: none"> • Make it clear to teachers that they should not promote personal political views or twisted values to students, make seditious remarks, incorporate into teaching/ learning materials content or information that is biased/ unsubstantiated/ inconsistent with the aims and goals of the curriculum, or even directly or indirectly instigate or tacitly support students to participate in political activities outside schools, etc. All these are unacceptable acts in breach of professional ethics. • Establish/ strengthen the school-based monitoring mechanism for regular review of the content and quality of learning and teaching resources in various KLAs/ subjects and across different subjects, so as to ensure that the design of school-based curriculum and the learning and teaching resources (including textbooks, self-compiled teaching materials and question papers for tests and examinations) selected or developed are in line with the aims, goals and contents prescribed by the Curriculum Development Council for different key stages and appropriate to students' abilities and learning needs in terms of content and quality. To meet the teaching needs, it is a general practice for teachers to archive their work plans, selected or self-compiled teaching materials, student results, etc. Primary and secondary schools may continue with their internal monitoring mechanism, instructing that the school-based learning and teaching materials related to Constitution and Basic Law education and national security education be archived and imposing a requirement for retention which should be no less than two school years so that such materials for relevant key stages of learning can be made available to SSBs, school management or the EDB for inspection on a need basis⁵.

⁵ If the school-based curriculum is designed for a key stage, schools should archive the full set of curriculum materials for 3 years to facilitate scrutiny of the curriculum design and its progressive development holistically.

Area of work	Key points
Student guidance, discipline and support	<ul style="list-style-type: none"> • In accordance with the school-based guidance and discipline policy, schools should explain clearly to students their requirements for students' behaviour so as to help students develop a sense of responsibility, commitment and law-abidingness. • In case individual students are found to have breached the rules, schools should adopt an appropriate guidance and discipline approach to help them improve. If the case is serious and the student concerned refuses to heed advice after repeated persuasion, the school should impose appropriate punishment and make referral to professionals for follow-up actions when necessary.
Home-school cooperation	<ul style="list-style-type: none"> • Maintain close communication with parents and enhance home-school cooperation by soliciting parents' support, understanding and collaboration, so as to guide and nurture the next generation with love and care, promote students' effective learning and healthy development, and help them become good nationals and citizens who observe rules and laws.

**Review Report of Current Situation, Work Plan and Annual Report
on Measures for Safeguarding National Security and National Security Education**

(1) Review Report of Current Situation ^{Note 1}

[Template for school's reference and deployment]

Area	Measure(s)	Current Situation (Please describe briefly)	Please Specify: Under planning/ Partially implemented/ Fully implemented
School administration	<p><u>Example (primary and secondary schools, and kindergartens):</u></p> <p>Through staff meetings/ talks or seminars/ school circulars/ other channels <i>[please specify]</i>, enable staff to understand and familiarise themselves with the legislative background, provisions, significance, etc. of the National Security Law, as well as relevant information disseminated by the Government.</p>	<p>National security is a vague concept among some of our school staff.</p> <p>In the [1st, 2nd, etc.] staff meeting in the 20XX/XX school year, all school personnel were clearly reminded to read carefully the EDBC No. 3/2021 and act in accordance with the guidelines attached to it.</p> <p>[X] teachers were nominated to attend seminars on the Basic Law or the National Security Law organised by the Education Bureau (EDB) in this school year.</p>	Partially implemented

Area	Measure(s)	Current Situation (Please describe briefly)	Please Specify: Under planning/ Partially implemented/ Fully implemented
	Arrangement on raising the national flag as well as playing and singing the national anthem	The school has an established mechanism on raising the national flag as well as playing and singing the national anthem on designated dates or ceremonies. Students are very familiar with and accustomed to the arrangements, and are able to show proper etiquette. This will be an ongoing measure to strengthen students' understanding of the country's development and national security, enhance their sense of national identity, and nurture them into good law-abiding citizens.	Fully implemented (an ongoing measure)
	Mechanism on school premises management	The school-based guidelines on management of school premises have not covered the handling of acts and activities that endanger national security. In response to the guidelines issued by the EDB, our school has revised the mechanism for campus patrol this school year to remind staff on duty on how situations where words or objects endangering national security were found in campus (including school buildings, classrooms, bulletin boards, etc.) should be handled. However, the review and revision of the mechanism for hiring out of school premises and library collection has yet to be implemented.	Partially implemented
	The mechanism and procedures for organising school activities	The prevailing mechanism and procedures for organising school activities have not covered the handling of acts and activities that endanger national security. Our school has planned to review and make necessary amendments in the 2021/22 school year.	Under planning

Area	Measure(s)	Current Situation (Please describe briefly)	Please Specify: Under planning/ Partially implemented/ Fully implemented
	<p><u>Example (primary and secondary schools):</u></p> <p>Form a relevant working group or assign a dedicated person to take charge of the planning and coordination work in formulating and implementing measures related to safeguarding national security and national security education.</p>	<p>A working group on safeguarding national security and national security education was formed in [month] 20XX. It will assist the school in planning and coordinating in a whole school approach the strategies and measures to promote the safeguarding of national security and national security education.</p>	<p>Fully implemented</p>
Staff management			
Staff training			
Learning and teaching			
Student guidance, discipline and support			
Home-school cooperation			
Others			

(2) Work Plan ^{Note 1}

[Template for school's reference and deployment]

To: Chief School Development Officer ()/ Joint Office for Kindergartens and Child Care Centres

School Year

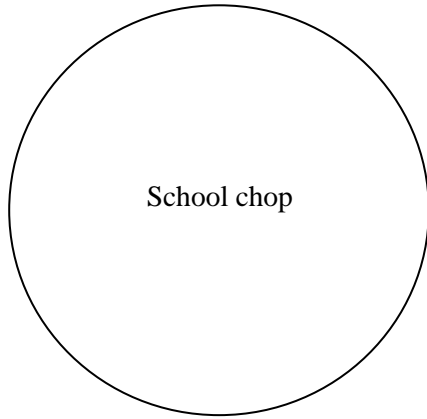
Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education

School Name: _____

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
School administration	<u>Example (primary and secondary schools):</u> (1) Form a working group on safeguarding national security and national security education: <ul style="list-style-type: none">– to plan and formulate the related policy;– to coordinate the implementation of related measures among subject panels and functional teams as soon as possible;– to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related	Teacher questionnaire/ observation	20XX/XX whole school year

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
	<p>work on guidance and discipline; and</p> <ul style="list-style-type: none"> – to formulate strategies and contingency measures to prevent political activities from permeating the school. <p>(2) Refine the mechanism and procedures for management of school premises (including the hiring out of school facilities and regular review of the library collection) to ensure the school activities will not involve acts or activities that endanger national security.</p> <p>(3) Refine the school’s mechanism and procedures for organising activities to ensure that activities to be held under the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or parent-teacher associations for students, activities engaging outside instructors, etc.) do not involve acts and activities that endanger national security.</p>	<p>Observation/ event evaluation</p> <p>Observation/ event evaluation</p>	<p>September to October 20XX</p> <p>September to October 20XX</p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
	<p><u>Example (kindergartens):</u></p> <p>Since there is a small number of teachers (X persons) in our school, it is difficult</p>	<p>Teacher questionnaire/ observation</p>	<p>20XX/XX whole school year</p>	<p>.....</p>	<p>.....</p>

Area	Measure(s)	Assessment Method	Implementation Timetable	Person-in-charge	Resources Required
	for us to form a working group on safeguarding national security and national security education. Nevertheless, our staff will make concerted effort to take part in the work concerned.				
Staff management					
Staff training					
Learning and teaching					
Student guidance, discipline and support					
Home-school cooperation					
Others					



Signature of supervisor: _____

Name of supervisor: _____

Date: _____

(3) Annual Report ^{Note 2}

[Template for school's reference and deployment]

To: Chief School Development Officer ()/ Joint Office for Kindergartens and Child Care Centres

School Year

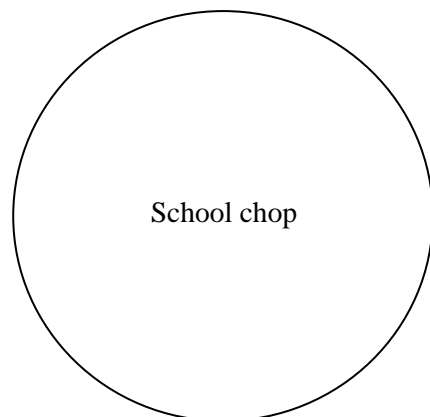
Annual Report on Measures related to Safeguarding National Security and National Security Education

School Name: _____

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School administration	<u>Example (primary and secondary schools):</u> Form a working group on safeguarding national security and national security education to plan and coordinate related measures, as well as formulate strategies and contingency measures to prevent political activities from permeating the school.	A working group on safeguarding national security and national security education was formed in [month] 20XX. Members included	The working group formulated a work plan on various areas, and compiled a school-based procedural manual to list out strategies, guidelines and contingency measures to duly prevent political activities from permeating the school.
	<u>Example (kindergartens):</u> Staff will make concerted effort to	A meeting was held on [dd.mm. 20XX] to	On [dd.mm. 20XX], [event] in which

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	take part in the work related to safeguarding national security and national security education.	discuss the work plan for implementing measures related to safeguarding national security and national security education.	[X] participants took part was held. The participants included..... and they responded that.....
Staff management			
Staff training	<p><u>Example (primary and secondary schools, and kindergartens):</u></p> <p>Encourage teaching and non-teaching staff to take part in professional development activities related to national security to enable school personnel at all levels to understand the content of the National Security Law.</p>	<ul style="list-style-type: none"> • The principal and [number] vice principals attended a seminar on the Basic Law and National Security Law organised by the EDB on [dd.mm. 20XX]. • The principal shared with all staff the main content of the seminar in [month] 20XX. The staff then interact and exchange ideas on how national security education could be carried out in the school. 	<p>Most of the staff participated actively in the internal sharing session. Some of them made a number of suggestions on strategies to carry out national security education in the school.</p>
Learning and teaching			
Student guidance, discipline and support			

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
Home-school cooperation			
Others			



Signature of supervisor: _____

Name of supervisor: _____

Date: _____

Note:

1. **In the 2020/21 school year**, schools should focus on reviewing their current situation in order to take forward some feasible measures as soon as possible, and to plan for the work of the coming school year (i.e. 2021/22). The **review report of the current situation** (including measures that are being planned, or have been fully/ partially implemented) (please refer to the template for part (1) review report of current situation in this Appendix), together with the **work plan for the 2021/22 school year** (please refer to the template for part (2) work plan in this Appendix) should be submitted to their Incorporated Management Committee/ Management Committee/ School Management Committee/ school operator for perusal and endorsement. The endorsed documents should be **submitted to the EDB by the end of August 2021**.
2. **Starting from November 2022**, schools should, in accordance with the stipulations of this set of guidelines, **submit the annual report and work plan** (please refer to the templates for part (2) work plan and part (3) annual report in this Appendix) as endorsed by their Incorporated Management Committee/ Management Committee/ School Management Committee/ school operators **to the EDB by the end of November every year** (e.g. the annual report for the 2021/22 school year and work plan for the 2022/23 school year should be submitted **by the end of November 2022**).

**Measures related to
Safeguarding National Security and National Security Education
Recommended Implementation Timeline**

Schools should refer to the following recommended implementation timeline to plan and implement relevant measures in light of their school-based circumstances:

School year	Areas of work
2020/21	<ul style="list-style-type: none"> • Focus on reviewing the school's current situation, take forward feasible measures such as enabling school personnel and students to understand and reminding them to abide by the National Security Law, setting up a relevant working group or assigning a dedicated person, etc., and work out the plan for the next school year. • The review report of the current situation and work plan for the 2021/22 school year should be submitted to the Education Bureau (EDB) by the end of August 2021.
2021/22	<ul style="list-style-type: none"> • Implement gradually measures related to safeguarding national security and national security education according to the work plan, and enhance curriculum coordination and planning at the school level on relevant key learning areas/ subjects and life-wide learning activities, and enrich the teaching content and learning activities in accordance with the updated curriculum documents/ guidelines issued by the EDB to implement national security education. • Review the implementation of various measures, adjust the implementation strategies as appropriate, and prepare (i) the annual report for the 2021/22 school year and (ii) the work plan for the 2022/23 school year. The annual report for the 2021/22 school year and the work plan for the 2022/23 school year should be submitted to the EDB by November 2022.
2022/23 onwards	<ul style="list-style-type: none"> • Schools should have fully implemented the administrative and educational measures related to safeguarding national security and national security education; enhanced curriculum coordination and planning at the school level, and launched national security education at all key stages of learning. • Schools should continuously review and enhance the implemented measures as appropriate. • Schools are required to submit the annual report of the previous school year and the work plan for the current school year to the EDB by the end of November each year (e.g. the annual report for the 2021/22 school year and the work plan for the 2022/23 school

School year	Areas of work
	year should be submitted by the end of November 2022).

Note: The review report of current situation, work plan and annual plan should be perused and endorsed by the Incorporated Management Committee/ Management Committee/ School Management Committee/ school operator.

Handling the Behaviour and Conduct of School Staff in response to the Implementation of the National Security Law

A school is a place for students' learning and development. School personnel of all levels (including school management and all teaching and non-teaching staff) must make all efforts to maintain a peaceful and orderly school environment and atmosphere, to help students develop correct values and a sense of national identity and to facilitate their learning and healthy development. As an important role model for students, teachers play a vital role in passing on knowledge and nurturing students' character. Similarly, non-teaching staff (including specialist staff) who have much contact with students in their daily work also play a vital role in facilitating the learning and development of students. To safeguard students' well-being, schools must therefore handle the conduct and job performance of teaching and non-teaching staff in a prudent manner.

Professional Ethics of School Staff

2. Teachers are role models for students, and their words and deeds have profound influence on them. Therefore, teachers must uphold professional ethics, show good morals, positive values and attitudes; respect the law and observe the code of conduct acceptable to the society; and strive to uphold the honour, dignity and ethics of the education profession so as to live up to the expectations of the society on teachers' moral standard and values. As for the specialist staff employed by schools (or providers of support services hired through external organisations) including school social workers/ guidance personnel, educational psychologists, speech therapists, occupational therapists, physiotherapists and nurses, etc. their words and deeds should also conform to standards generally acceptable to the society. Teaching and non-teaching professional staff (including specialist staff) in schools must therefore adhere to the code of practice and conduct of their profession, and whether in schools or in private life, observe the law as well as ethics and code of conduct acceptable to the society, so that their behaviour and professional performance live up to the expectations of the society and schools.

Abiding by the National Security Law

3. School personnel of all levels must abide by the National Security Law and all laws applicable to Hong Kong. As a good national, one should shoulder the basic responsibility of

safeguarding national security.

4. A school is a place for students to learn. School personnel of all levels are obligated to prevent any illegal activities from taking place in schools and eliminate any attempt to turn schools into venues for expressing political aspirations. They should make all efforts to maintain a campus free of political interference so that the school's normal operation and students' learning and healthy development are not affected.

5. As the employer, a school should convey to all staff its requirements for job performance and professional ethics. If an employee is found to have committed any act of disrespecting the country, the school should give appropriate advice or warning, and pay attention to this employee's future performance accordingly.

6. As an important role model for students, teachers should abide by the law and should never directly or indirectly assist or induce, or tacitly allow students to engage in illegal activities. Once noticed, any such engagement must be stopped immediately and follow-up actions should be taken seriously.

7. Any staff member who commits an act against the National Security Law or other laws applicable to Hong Kong shall bear the corresponding responsibilities and serious consequences, and schools should not evade such issues. In case of doubt, schools should seek advice from their own existing channels. If necessary or suspected illegal acts are involved, schools may approach the Police Community Relations Officer/ School Liaison Officer of the police district concerned for assistance. In case of a grave/ emergency situation, schools should report to the Police immediately.

Checklist for Handling Misconduct of Staff

8. A school should go through the following checklist when handling misconduct cases of its employees:

- (a) How serious is the misconduct case?
- (b) Who should be assigned to handle the case?
- (c) Does the crisis management team need to be activated?
- (d) Is any line-to-take or press release required for answering media enquiries? (For further details, please refer to Section 4.4.2 – Dealing with the media and public bodies of the School Administration Guide.)

- (e) Has the case been made known to parents? If yes, how would the school respond to parent enquiries?
- (f) Are interview records, written statements and information collected properly kept?
- (g) Do the written statements and interview records contain a detailed account of what has happened? Is information including the date/ time/ place of the misconduct case and specific acts of the accused staff member properly recorded? Have the statements made individually been properly signed and dated?
- (h) Should the school staff with suspected misconduct be suspended from duties?
- (i) Should the Police Community Relations Officer/ School Liaison Officer of the police district concerned be consulted?
- (j) Is the misconduct case of criminal nature?
- (k) Has the misconduct case of criminal nature been reported to the Police/ Hong Kong Independent Commission Against Corruption (ICAC), whichever is appropriate?
- (l) Has an Incorporated Management Committee/ Management Committee meeting been summoned to consider the findings of investigation, any disciplinary actions deemed necessary and/ or the actions required after criminal proceedings or investigation, including but not limited to arrest or apprehension by the Police/ ICAC?
- (m) Has the misconduct case together with any relevant materials, including the investigation reports, details of the court verdict (if available), etc., been filed with the District School Development Section/ Joint Office for Kindergartens and Child Care Centres concerned?

Sample

(For schools' reference)

School Statement

It has come to our knowledge that an organisation known as “[*name of the organisation established in the name of the school*]” has recently emerged to call on our teachers and students to express their support for a particular stance on the political issue of [*e.g. political declaration and/ or activities*] by means of [*form of action/ activity*]. We hereby declare that the remarks, stance and acts of this organisation are not related to our school and do not represent the stance of our school or our teachers/ students. We are very much concerned that the activities that our students are asked by this organisation to join may be illegal. We therefore strongly advise our students to refrain from participating in these activities. Our teachers will also pay extra attention to students and offer proper guidance as necessary. We hope parents can also pay close attention to their children and give them proper advice. It is deeply regrettable that without our consent, the above organisation has disseminated messages, initiated and organised activities in the name of our school, and by so doing aroused the concerns and doubts of our students, their parents and stakeholders of our school.

A school is a place for students to learn. No one should use it for expressing political aspirations, not to mention inciting students to indicate their stance on political issues or even take part in political activities. The entire staff of our school will remain committed and strive to prevent political interference in school. Together, we will safeguard the well-being of our students and help them discern right from wrong by rational thinking.

[Incorporated Management Committee/
Management Committee/
School Management Committee]

Examples of Incidents Involving Political Propaganda in Schools and Suggested Ways of Handling

Scenario/ Example	Suggested Ways of Handling
Wearing garments/ ornaments/ badges/ items that carry political message(s) on campus	<ul style="list-style-type: none"> • School personnel should immediately advise students to stop doing so and explain to them that such actions may cause disputes among students because of differences in political beliefs and worsen peer relationship. Teachers should also emphasise that the campus is not a place for expressing political aspirations. • Depending on the specific contents conveyed and the circumstances, school personnel should remind the students the likelihood that the acts concerned would contravene the National Security Law or other laws applicable to Hong Kong. If necessary or suspected illegal acts are involved, the school may consult the Police Community Relations Officer/ School Liaison Officer of the police district concerned. In case of a grave/ emergency situation, the school should report to the Police immediately (Note). • The school should inform the parents concerned as soon as possible and handle the issue together through home-school cooperation.
Chanting slogans, forming human chains, posting slogans/ publicity materials or singing songs which carry political message(s) within the campus	
Damaging school facilities (e.g. graffiti) for political propaganda or expressing certain political views or demands	
Possessing or displaying items that are allegedly advocating “Hong Kong independence”, promoting/ expressing hatred or violence	<ul style="list-style-type: none"> • School personnel should immediately advise students to stop doing so and remind them the likelihood of contravening the National Security Law or other laws applicable to Hong Kong. If necessary or suspected illegal acts are involved, the school may consult the Police Community Relations Officer/ School

Scenario/ Example	Suggested Ways of Handling
	<p data-bbox="794 219 1390 398">Liaison Officer of the police district concerned. In case of a grave/ emergency situation, the school should report to the Police immediately (Note).</p> <ul data-bbox="735 443 1390 622" style="list-style-type: none"> <li data-bbox="735 443 1390 622">• The school should inform the parents concerned as soon as possible and handle the issue together through home-school cooperation.
<p data-bbox="199 667 708 846">Requesting peers/ others to express their political stance or coercing peers into supporting their own political stance by means of bullying</p>	<ul data-bbox="735 667 1390 1435" style="list-style-type: none"> <li data-bbox="735 667 1390 1032">• School personnel should immediately advise students to stop doing so and make clear to them the school’s stance of “zero tolerance” towards bullying. The school should explain to students that mutual understanding, acceptance and getting along with people holding different views are universal positive values. <li data-bbox="735 1077 1390 1211">• The school should clearly elucidate that the school is not a place for expressing political aspirations. <li data-bbox="735 1256 1390 1435">• The school should inform the parents concerned as soon as possible and handle the issue together through home-school cooperation.
<p data-bbox="199 1485 708 1563">Initiating, organising or participating in class boycotts</p>	<ul data-bbox="735 1485 1390 2047" style="list-style-type: none"> <li data-bbox="735 1485 1390 1709">• School personnel should immediately advise students to stop doing so and make them realise that the school is strongly against all forms of class boycotts as such activities are greatly detrimental to their learning. <li data-bbox="735 1753 1390 1888">• The school should clearly elucidate that the school is not a place for expressing political aspirations. <li data-bbox="735 1933 1390 2047">• The school should inform the parents concerned as soon as possible and handle the issue together through home-school

Scenario/ Example	Suggested Ways of Handling
	cooperation.
Initiating or participating in activities in contravention of the rules outside the campus, including assemblies and processions not brought to the attention of or not approved by the Police	<ul style="list-style-type: none"> • School personnel should immediately advise students to stop doing so and remind students that participation in assemblies and processions which have not been notified to or have been objected by the Police may constitute an offence of unlawful assembly or contravene other laws. In case of a grave/emergency situation, the school should report to the Police immediately (Note). • School personnel should remind students that the school uniform represents the school as well as all its teachers and students. Misbehaving while wearing the school uniform would tarnish the school's reputation. Students should not wear school uniforms when participating in activities which are not organised or approved by the school (including any form of political activity). • The school should inform the parents concerned as soon as possible and handle the issue together through home-school cooperation.

Note: Please make a record of the suspected illegal acts, the people involved and details of the situation. When needed, the school should report and provide the relevant information to the Police for follow-up.