明愛胡振中書院

Caritas Wu Cheng-chung College

危機處理手冊

2024年9月

目錄

一、 總綱

本危機處理手冊屬校本措施，參照教育局學校行政及支援分部教育心理服務組 2023 年 9月頒布的《學校危機處理指引-危機善後介入工作及心理支援應用手冊》制定，並會適時作出檢討。

二、 理念

學校日常運作及學生問題繁複，難免有危機出現。

- 遇上危機，要迅速處理，令校園回復正常運作。
- 預防危機的發生或將可能發生的危機程度降至最低，避免影響校園的正常運作。

三、 學校危機處理小組

根據《學校行政手冊》，學校成立學校危機處理小組，建立有效的危機處理機制，並制定有關程序和應變計劃，處理任何可能出現的危急狀況。此外，當危機事件發生後，學校危機處理小組會協調及運用校內及校外的資源，為受影響的學生及教職員安排適時和適切的心理支援，減低事件對學校及師生所造成的負面影響。

I. 工作目標：

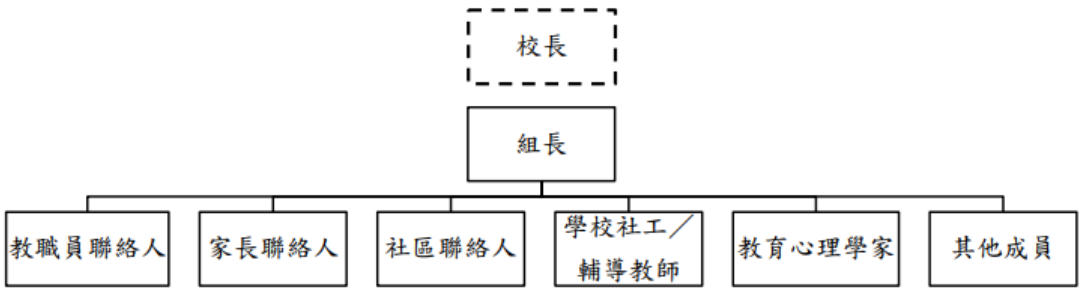
- **確保安全**：確保所有學生及教職員的安全。
- **穩定情況**：儘快穩定學校的情況，使學校回復正常的運作。
- **發放消息**：確保發放的消息一致，以免流言四散，令學生及教職員受不 必要的困擾。
- **識別需要**：識別受影響的學生及教職員，並轉介他們接受適當的輔導及 跟進服務，以避免困擾加深。
- **情緒支援**：提供情緒支援，幫助受困擾的學生及教職員重新適應生活。
- **能力提升**：透過有效的危機應對策略，促進學生及教職員的個人成長。

II. 學校危機處理小組的功能

- 制訂學校危機處理的支援計劃；
- 評估危機事件對學校所帶來的影響；
- 蒐集及發放有關危機事件的最新消息，並按需要作出澄清；
- 協調學校內外的資源，安排適時和適切的介入及支援；
- 為教師、學生及家長提供支援；
- 監察危機處理的進度；
- 檢討危機處理的支援計劃；
- 統籌各項跟進的工作。

四、 學校危機處理小組的架構

學校危機處理小組的組織如下：



五、 學校危機處理小組的分工

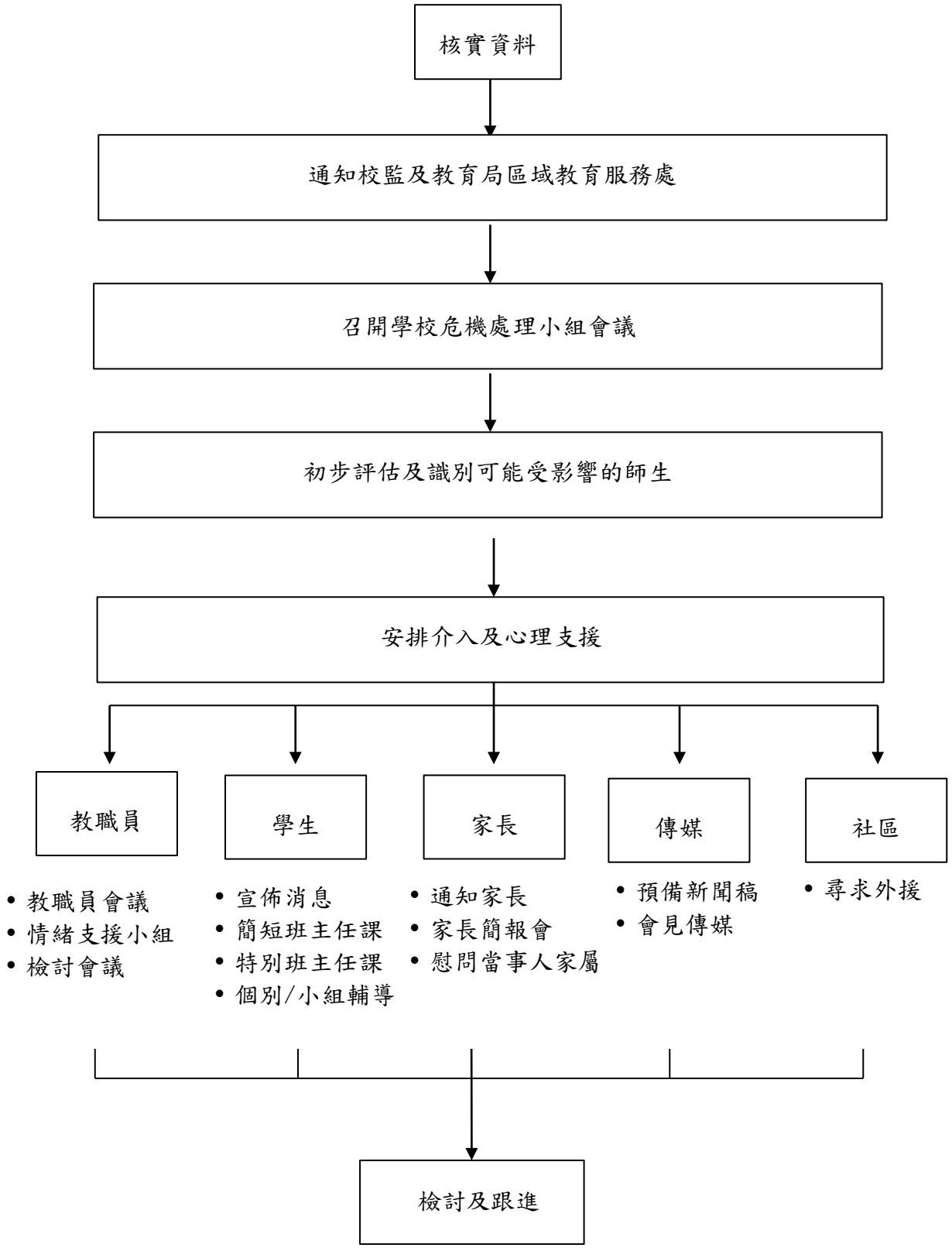
- 學校危機處理小組包括校長、副校長、助理校長、各部主任、駐校社工、校本教育心理學家、學校行政主任及校務處主管。
- 當危機事件發生，應立即召開危機處理小組會議，啟動「危機處理」機制。
- 處理及照顧受影響師生。
- 關注校內其他學生及老師對事件的反應。
- 與外界聯絡

六、 學校危機介入及心理支援工作

危機介入和心理支援工作及負責人一覽表

	工作	負責人	其他協助成員
I.	核實資料	學校危機處理小組組長	熟悉當事人的教師
II.	通知校監及教育局區域教育服務處	校長	
III.	召開學校危機處理小組會議	學校危機處理小組組長	校長、學校危機處理小組成員
IV.	聯絡支援機構	社區聯絡人、學校社工、輔導教師	相關教職員
V.	教職員支援		
	1. 召開教職員會議	教職員聯絡人、校長	學校危機處理小組成員
	2. 進行教職員情緒支援小組	輔導主任、教職員聯絡人	學校社工、 教育心理學家
VI.	學生支援		
	1. 向學生宣布消息	校長、班主任	
	2. 進行簡短班主任課	班主任、教職員聯絡人	學校社工、輔導教師、教育心 理學家
	3. 進行特別班主任課	班主任、教職員聯絡人	學校社工、輔導教師、教育心 理學家
	4. 向有需要的師生提供 進一步/加強支援	學校社工	輔導教師、教育心理學家
VII.	家長支援		
	1. 通知家長	家長聯絡人	學校社工、輔導教師、 班主任
	2. 進行家長簡報會	家長聯絡人	校長、輔導教師、 學校社工
	3. 慰問當事人家屬	家長聯絡人	校長、班主任、學校社工、輔 導教師
VIII.	在學校長假期間處理危機	校長、學校危機處理小組組長、班主任、教職員聯絡人	學校社工、輔導教師、家長聯 絡人、教育心理學家
IX.	參加追思活動和喪禮	班主任、教職員聯絡人	
X.	處理傳媒採訪	學校委任的發言人	學校危機處理小組組長
XI.	危機介入工作檢討		
	1. 召開檢討會議	學校危機處理小組組長	校長、學校危機處理小組成員
XII.	學校跟進安排	校長、輔導主任、教職員聯絡人	學校社工、輔導教師、教育心 理學家

七、 危機介入及支援的流程



八、 特殊事件的處理程序

I. 涉及緊急疏散

A. 火警

i. 如屬小火，可嘗試使用就近的滅火筒救火及通知校務處。
ii. 現場老師應確保學生安全，着令學生迅速及有秩序地離開火場。
iii. 校務處職員知情後，必須馬上通知校長，並按動火警鐘通知全校疏散。
iv. 各授課老師聽到火警鐘聲後，應馬上敦促學生，依照***附件三***：走火警逃生路線走到校外集合處。
v. 校方按火警大小，需要時致電 999 求助。
vi. 照消防員指示行事。

B. 氣體洩漏

i. 若發覺煤氣或不明氣體洩漏，老師應依照***附件二***：實驗室氣體洩漏通報流程。
ii. 馬上通知校務處再轉告校長。
iii. 依照***附件三***：實驗室氣體洩漏逃生路線走到校外集合處。必須致電 999求助。

C. 炸彈恐嚇

i. 即時通知校長，評估情況。
ii. 通知警方，警方會指示校方是否須把學生撤走，以便在校舍內進行搜查。依照***附件三***：走火警逃生路線走到校外集合處。
iii. 在任何情況下，校方任何人員均不應嘗試接觸或自行處理可疑物件。

D. 實驗室爆炸

i. 在安全情況下，老師及實驗室職員應立即疏散實驗室內的學生至安全地點；如情況嚴重，應依照***附件三***：走火警逃生路將全校學生疏散至校外的安全地點。
ii. 如須撤離實驗室，應在情況許可下先將供氣及電力總掣關上。
iii. 迅速致電 999 通知消防處求助，並知會教育局。

II. 實驗室內的意外或受傷

i. 當實驗室發生意外並有人受傷，應按情況向傷者施行急救及盡快通知校長。
ii. 如傷者傷勢嚴重或遇有懷疑，應從速送院救治。最有效的緊急求醫方法是致電 999 召喚救護車。
iii. 任何眼部受傷，均應視作嚴重受傷處理。所有嚴重意外或事故發生後（例如曾把傷者送院救治），學校必須填寫一份詳細報告，送交所屬的區域教育服務處。

III. 校內意外或受傷的處理一般原則

措施施行

輕微不適或受傷	嚴重不適或受傷
例如扭傷、擦傷、瘀傷、輕微割傷、輕微燒傷、輕微昆蟲咬傷等等	頭部受傷、從樓梯墮下、運動意外、實驗室洩漏氣體、中度燒傷、昆蟲咬傷以致全身出紅疹或嘴唇/舌頭腫脹、動物咬傷、內臟創傷、嚴重燒傷、吸入不明氣體導致呼吸困難、大量出血、頭部創傷及出現嘔吐/失去意識/神志混亂/癲癇 (抽筋) 甚至昏迷等徵狀、從高處墮下和近乎溺斃等等，皆屬嚴重意外。
如對學生傷勢有所懷疑，學校應以嚴重意外的方式處理。	

學生感到不適／受傷

輕微不適或受傷的學生，應由班長協助該位同學到校務處，如有需要可聯絡校務處用輪椅運送學生。

校務處通知負責急救的老師及查看病歷紀錄，並通知校長決定需否特殊處理。

- 由急救老師治理後，學生返回課室上課。
- 學校應繼續留意該學生的情況，以及早察覺其傷勢變化。
- 如有需要可通知保險公司。

- 若把學生送回家中，須確保有學生家人負責接送該名學生。
- 填寫早退紙
- 填寫學生意外受傷或不適紀錄
- 如有需要可通知保險公司。

學生**嚴重**受傷或不適，有機會導致學生命危，應立刻通知校務處及校長，同時請有急救老師進行初步檢查生。

- ✓ 如學生為可移動的狀態，可先帶學生到校務處(有輪椅可供使用)，再請多一位急救老師一同為學生進一步檢查及進行治理。
- ✓ 如學生為不可移動的狀態，請疏散在場的其他學生，請多一位急救老師一同為學生進一步檢查及進行治理。

- 如急救老師認同需將學生送院，請先通知校長或副校長並尋求同意，在校長或副校長同意下可請校務處職員或班主任致電家長尋求同意，徵得家長同意後立即致電 999 要求緊急援助或召喚消防救護車派調中心(電話：2735 3355)。
- 建議負責教職員在醫護人員到達前觀察學生的生命體徵，包括脈搏、呼吸道通暢、呼吸頻率、意識及血壓 (如有設備可用)。

- 急救老師繼續處理傷病學生，校務處職員登記學生資料
- 校務處職員將安排老師陪同學送院，通知大門當值工友，將大門打開及指引救護員到傷病者位置
- 老師須於學生家長到達醫院後才能離開及回校向班主任及校長報告

校方的責任：

- **A.** 確保有教師照顧受傷學生，包括陪同學生乘坐救護車前往醫院急救及把學生情況和受傷原因及經過報告醫護人員；確保有職員作人群管理及照顧其他學生；
- **B.** 立即把意外事件通知有關家長，同時須通知學校所屬地區的高級學校發展主任，並提交書面報告，闡述意外詳情；
- **C.** 如事件有機會令到其他學生的心理受到影響，學校應向訓輔主任／訓輔教師／學生輔導人員或學校社工尋求協助；以及
- **D.** 把意外事件通知保險公司。

(A) 急症

如學生在校內感到不適或因病發 (如哮喘或癲癇症發作，心臟不適) 以致不能繼續上課，校方應立即通知其家長或監護人， 並應即時安排有關學生到醫院接受診治。有關公立醫院急症室的收費，請參閱教育局通告第 43/2002 號「急症室收費」。有關召喚救護車及常見醫療緊急事故簡單處理方法的詳情，請參閱消防處的指引。

(B) 急救訓練課程

學校應鼓勵教師（不限於體育科、科學科或負責課外活動的教師等）定期參加急救訓練課程，以確保在救護員到場前，遇事學生得到適當照顧。

(C) 記錄及監察

校長應備存全面的記錄，無論是電子或紙張形式，詳列每次意外及治療受傷學生的情況。記錄應包括損傷事件的起因（即非故意損傷、故意自害、加害、打架等）、損傷途徑、導致損傷事件的物件、事發地點、傷者於損傷事件發生時正從事的活動、傷者的酒精及藥物使用情況等資料。

IV. 校內或校外交通意外處理

- **A.** 若學生遇上交通意外，教職員必須保持鎮定，並且立刻查看學生有否受傷，並予以安慰。
- **B.** 教職員必須通知涉事學生的班主任。
- **C.** 按需要報警及召救護車，並即時向校長報告意外的情況。
- **D.** 在場教職員有責任保持意外現場的一切證據。未得到警務人員的准許下，任何人不得隨意移動或改變車輛的任何部份。
- **E.** 警方到場後，教職員協助肇事的司機按警方指示將車輛停泊路旁，以免阻礙交通。
- **F.** 教職員若有能力，可以記錄肇事司機之姓名、身份證號碼（核對證件）、車輛號碼、聯絡地址及電話等資料，亦要記下警員編號，以便跟進工作。
- **G.** 教職員切記避免與肇事司機爭執或對意外作出任何承諾。
- **H.** 將事故記錄在案，並將副本呈交校方，及有需要時通知保險公司。

V. 傳染病的傳播

(A) 校本特別安排

1) 如接獲衛生防護中心通知，有校內相關人士 (教職員或學生) 被確診或疑似染疫，應立即召開「危機處理委員會」會議，因應當時情況及考慮相關政府部門的意見後，酌情作出特別安排(例如停課)。

2) 停課安排應遵守以下原則：
   a. 以學生的安全為首要考慮因素；
   b. 確保學生可在安全、不受干擾及有秩序的環境下學習；
   c. 提供足夠支援照顧有需要的學生；
   d. 盡量避免對學生的學習造成干擾。

3) 相應措施（亦會參考教育局通告的建議）：

表一 (上課期間發出「停課」通知)			
具體計劃	步驟	負責人	備註
• 啟動機制	• 取得法團校董會同意 • 通知區域教育服務處 / 相關政府部門	• 校長	
• 通知各持份者	• 召開緊急教師會議 • 向學生講解安排 • 發出特別家長函件 • 設緊急查詢熱線	• 校長 • 中央廣播 • 班主任 • 校務處	• 教育局通告 9/2015 附錄3
• 其他通知	• 飯盒供應商(如需要) • 取消活動(如需要)	• 負責主任	
• 啟動學習、溝通平台	• 各科務統籌提供「家中學習材料」 • 資料上傳校網供學生提取學習	• 科務統籌 • 創新及科技發展部	• 各科各級宜盡早存檔教務部適當位置備用
• 各種支援	• 安排對外聯絡人(如需要) • 安排中層管理教師當值，確保校舍開放，妥善照顧未能即時返家的學生 • 保持與班中學生聯絡、支援情緒和回應有關查詢 • 教師應保持與校方聯絡暢通	• 副校長 • 副校長 • 班主任 • 教師	• 「停課」並不表示校方須安排所有學生立即回家 • 持詳細聯絡資料
• 抗疫措施	• 預備「隔離室」(如需要) • 按政府部門建議及要求，徹底清潔校園、課室 • 搜購充足抗疫/防疫物品	• 校務處 • 工友	• 隔離疑似患者，並安排送院救治。
• 適時調整安排	• 適時召開「危機處理委員會」會議，制定後續應急計劃或安排	• 校長	
• 學校查詢	• 如有任何查詢，應聯絡教育局學校發展主任或服務主任	• 校長/副校長	• 持有效的聯絡資料

(B) 教育局公布的停課建議

1) 如出現傳染病傳播，學校應留意教育局不時發出的公布，如教育局強烈建議，學校應按建議作出停課安排。

2) 相應措施：按法團校董會已通過的校本「危機處理」機制，執行應急計劃。

a) 若教育局於上課期間發出「停課」建議，按上述表一安排；

b) 若教育局於非上課時間發出「停課」建議

具體計劃	步驟	負責人	備註
•通知各持份者	• 發出「短訊」，提醒家長、學生留意電台、電視台有關教育局發出有關學校的特別布告 • 發出「短訊」通知教師按「應急計劃」執行工作	• 副校長 • 校務處 • 班主任	• 表一
•啟動學習、溝通平台	• 各科務統籌提供「家中學習材料」 • 資料上傳校網供學生提取學習	• 科務統籌 • 創新及科技發展部	• 各科各級宜盡早存檔教務部適當位置備用
•各種支援	• 安排對外聯絡人(如需要) • 安排中層管理教師當值，確保校舍開放，並妥善照顧可能返抵學校的學生，在適當時候讓學生回家。 • 保持與班中學生聯絡、支援情緒和回應有關查詢 • 教師應保持與校方聯絡暢通	• 副校長 • 副校長 • 班主任 • 教師	• 持詳細聯絡資料
•抗疫措施	• 按政府部門建議/要求，徹底清潔校園、課室 • 搜購充足抗疫/防疫物品	• 校務處 • 工友 • 校務處	
•學校查詢	• 如有任何查詢，應聯絡教育局學校發展主任或服務主任	• 校長 • 副校長	• 持有效的聯絡資料

VI. 食物中毒事件

1. 老師懷疑有學生集體食物中毒，應立即通知校長及副校長。
2. 啟動危機處理委員會。
3. 若了解事件後覺得嚴重，應先召救護車到場照顧學生(之後可根據情況，向食物及環境衛生署投訴，熱線電話：2868 0000 或 離島區環境衛生辦事處：2852 3215)。
4. 通知受影響學生的班主任及其家長有關學生將送到哪一間醫院。
5. 老師應記錄食物來源、病發時間及留下學生食物殘渣，以便將來進行化驗。
6. 安排部份班主任到醫院探望受影響同學。
7. 如同學回校上課後，須密切留意該學生身體狀況，按情況協助學生復課。
8. 危機處理委員會或安排學生膳食的主任應進行檢討。

VII. 熱帶氣旋及持續大雨（參考教育局通告第 5/2022 號）

A. 熱帶氣旋

天氣情況	應採取的行動
當天文台發出**一號**熱帶氣旋警告信號	✧ 除非另行通知，否則所有學校（包括幼稚園）均應照常上課。
當天文台發出**三號**熱帶氣旋警告信號*	✧ 幼稚園、肢體傷殘兒童學校及智障兒童學校均應停課。 ✧ 除非另行通知，否則其他學校應照常上課。
當天文台發出**八號預警 / 八號**或以上熱帶氣旋警告信號*	✧ 所有學校均應停課。
當天文台以**三號**取代八號或以上熱帶氣旋警告信號	✧ 所有幼稚園、肢體傷殘兒童學校及智障兒童學校均應繼續停課。 ✧ 除非事前已公布所有學校須全日停課，否則其他學校應按下列安排恢復上課： ✓ 假如三號熱帶氣旋警告信號在上午 5 時 30 分前發出，上午校及全日制學校應恢復上課。 ✓ 假如三號熱帶氣旋警告信號在上午 10 時 30 分前發出，下午校應恢復上課。
當天文台以**一號**取代三號熱帶氣旋警告信號或**取消所有熱帶氣旋警告信號**	✧ 除非事前已公布所有學校須全日停課，否則學校應恢復上課（在當日的下午或翌日的上午）。

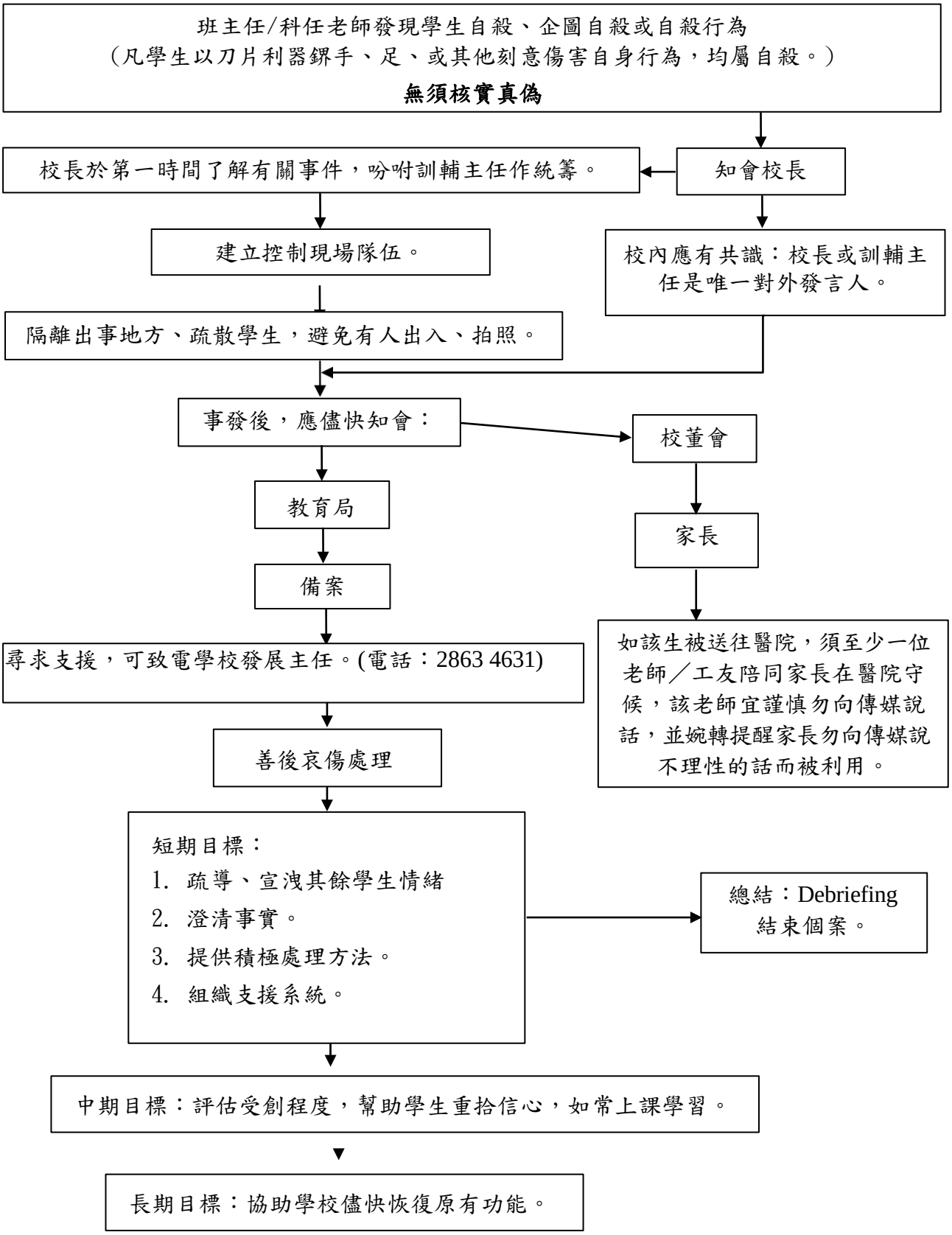
B. 持續大雨

暴雨警告信號	應採取的行動
當天文台發出 黃色暴雨警告信號	✧ 除非另行通知，否則所有學校（包括幼稚園）均應照常上課。
當天文台發出 紅色或黑色暴雨警告信號	✧ 幼稚園、肢體傷殘兒童學校及智障兒童學校均應停課。 ✧ 除非另行通知，否則其他學校應照常上課。
i. 在上午 5 時 30 分至 6 時前發出	✧ 上午校及全日制學校應全日停課 ✧ 未離家上學的學生應留在家中。 ✧ 學校應實施應急措施並安排人手照顧可能返抵學校的學生；同時在安全情況下，方可讓學生回家。
ii. 在上午 6 時至 8 時前發出	✧ 上午校及全日制學校學生無需上課。 ✧ 未離家上學的學生應留在家中。 ✧ 學校必須保持校舍開放，同時安排應急措施，照顧已返抵學校的學生。 ✧ 如學生在上學途中獲悉停課，宜觀察雨勢、道路、斜坡或交通情況，以決定是否繼續前往學校。

	✧ 已返抵學校的學生應留在校內，直至情況安全才回家。 ✧ 家長無需急於到校接子女回家。
iii. 在上午 8 時至 10 時 30 分前發出	✧ 上午校及全日制學校應繼續上課，直至正常放學時間為止；並須在安全情況下，方可讓學生回家。
iv. 在上午 10 時 30 分至 11 時前發出	✧ 下午校停課。 ✧ 未離家上學的下午校學生，應留在家中。 ✧ 上午校及全日制學校應繼續上課，直至正常放學時間為止；並須在安全情況下，方可讓學生回家。
v. 在上午 11 時至下午 1 時前發出	✧ 下午校學生無需上課。 ✧ 未離家上學的下午校學生，應留在家中。 ✧ 下午校必須確保校舍開放，同時安排人手照顧已返抵學校的學生；並須在安全情況下，方可讓學生回家。 ✧ 如學生在上學途中獲悉停課，宜觀察雨勢、道路、斜坡或交通情況，以決定是否繼續前往學校。 ✧ 已返抵學校的學生應留在校內，直至情況安全才回家。 ✧ 家長無需急於到校接子女回家。 ✧ 上午校及全日制學校應繼續上課，直至正常放學時間為止；並須在安全情況下，方可讓學生回家。
vi. 在下午 1 時或以後發出	✧ 所有學校應繼續上課，直至正常放學時間為止；並須在安全情況下，方可讓學生回家。

VIII. 處理學生自殺或自毀

有關學生自殺危機評估及相關資料，參考附件五：學生自殺個案



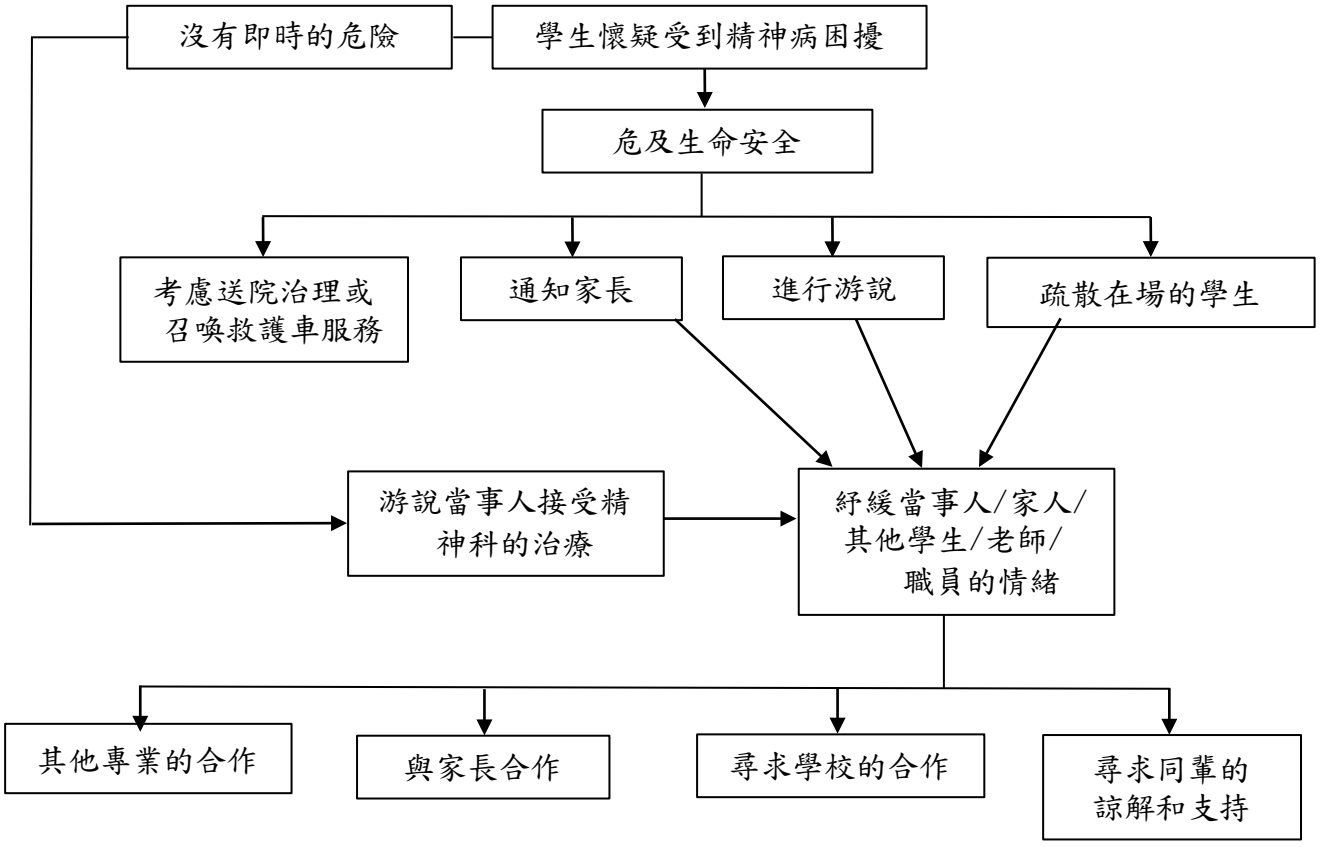
IX. 處理懷疑虐兒個案

A. 老師懷疑有學生被虐待，請立即通知校長、副校長及助理校長。
B. 啟動危機處理委員會運作(立即通知訓輔主任)。
C. 若了解事件後，覺得事件嚴重，通知教育局區域教育服務處，尋求意見。
D. 必要時可向保護家庭及兒童課(FCPSU)諮詢(可不留任何資料)或正式轉介個案保護家庭及兒童課(FCPSU)社工到校後，個案由他們跟進(校方及訓輔主任角色會作支援及日後配合跟進服務)。
E. 處理個案過程中，FCPSU 或警方會諮詢學校有關職員。
F. 訓輔主任出席跨專業個案會議討論學生的福利事宜
G. 如學生繼續回校上課，須密切留意該學生的進展及通知本校社工有關學生的狀況和發展。

參考資料: 教育局通告第 1/2020 號《處理懷疑虐待兒童及家庭暴力個案》

X. 處理精神病個案 精神疾病個案處理流程

參閱校園危機手冊 – 臨危不亂 (香港家庭福利會)
請參考附件六：學校如何幫助有精神健康問題的學生



機密
Confidential

附件一：學校危機處理小組緊急電話聯絡表 (07/09/2024修訂

危機處理委員會		手提電話
➢ 商討應變措施及各項危機應變指引 ➢ 校長視乎事件的嚴重性，決定報警，尋求協助	歐海健校長	9353 8054
	蕭暉民副校長	9803 8069
	陳淑儀老師 (助理校長/學務創新發展部)	9100 3600
	丁加巍老師 (助理校長/學校創新發展部)	9814 1250
	區嘉麗老師 (助理校長/學生創新發展部)	6538 3325
	歐陽子榮老師 (助理校長/創新及科技發展部)	9861 5996
	羅旭光老師 (助理校長/學校創新發展部)	9527 0667
	吳嘉星老師 (訓輔主任)	9268 6290
	梁靈楓老師 (訓輔主任)	6173 5262
	Ms. Noor (訓輔主任)	5529 8816
	張嘉晴小姐 (學校行政主任)	5667 1152
如有需要，可向提供駐校服務的機構要求派員協助	陳偉洛先生 (學校社工)	5105 9019
	何嘉欣姑娘 (學校社工)	9825 4716
	校本教育心理學家 (中華基督教會香港區會 教育心理服務，電話：2397 1037)	

校內持有有效急救證書人員名單

持有有效急救證書教職員名單	姓名(證書有效日期) 吳嘉星(11/05/2026)、Ms. Noor(22/11/2024)、林冠澧(20/7/2026) 楊焯然(03/05/2027)
懂得使用「自動心臟復甦機」(AED) 教職員名單	姓名(證書有效日期) 楊焯然(03/05/2027)

應定期進行演習，讓教職員和學生熟悉這些程序，確保在緊急情況下迅速安全地疏散。

如發生輕微洩漏，應立即採取行動（參閱 A 部分），並於事後向學校報告。

A. 立即採取的行動

1. **偵測並發出警示**：若發現有氣體氣味，立即通知實驗室內所有人員。
2. **關閉瓦斯**： 如果安全的話，關閉氣體供應的總開關。
3. **熄滅火焰**： 確保熄滅所有明火和熱源。避免使用電源開關。
4. **通風**： 在安全的情況下，打開門窗讓氣體排出。

如果氣體洩漏情況嚴重、無法立即處理或情況不確定時，請執行疏散計畫（參閱 B 至 D 部分）。

B. 撤離程序

1. **立即疏散**： 迅速離開實驗室和鄰近區域，關閉事故實驗室的大門以阻止氣體擴散。
2. **使用最近的出口離開**： 使用最近的出口疏散，避免搭乘電梯（請參閱圖 A）。
3. **避免火花**： 請勿使用電話、行動裝置或操作任何電器開關和電器，以免產生火花導致爆炸。
4. **通知其他人**： 通知學校內的所有人員（參閱 C 部分）。 確保所有人都離開事故建築物。
5. **前往集合點**： 一出校門，即移至遠離校舍的指定集合點（請參閱圖 B）。

C. 意外事故通報

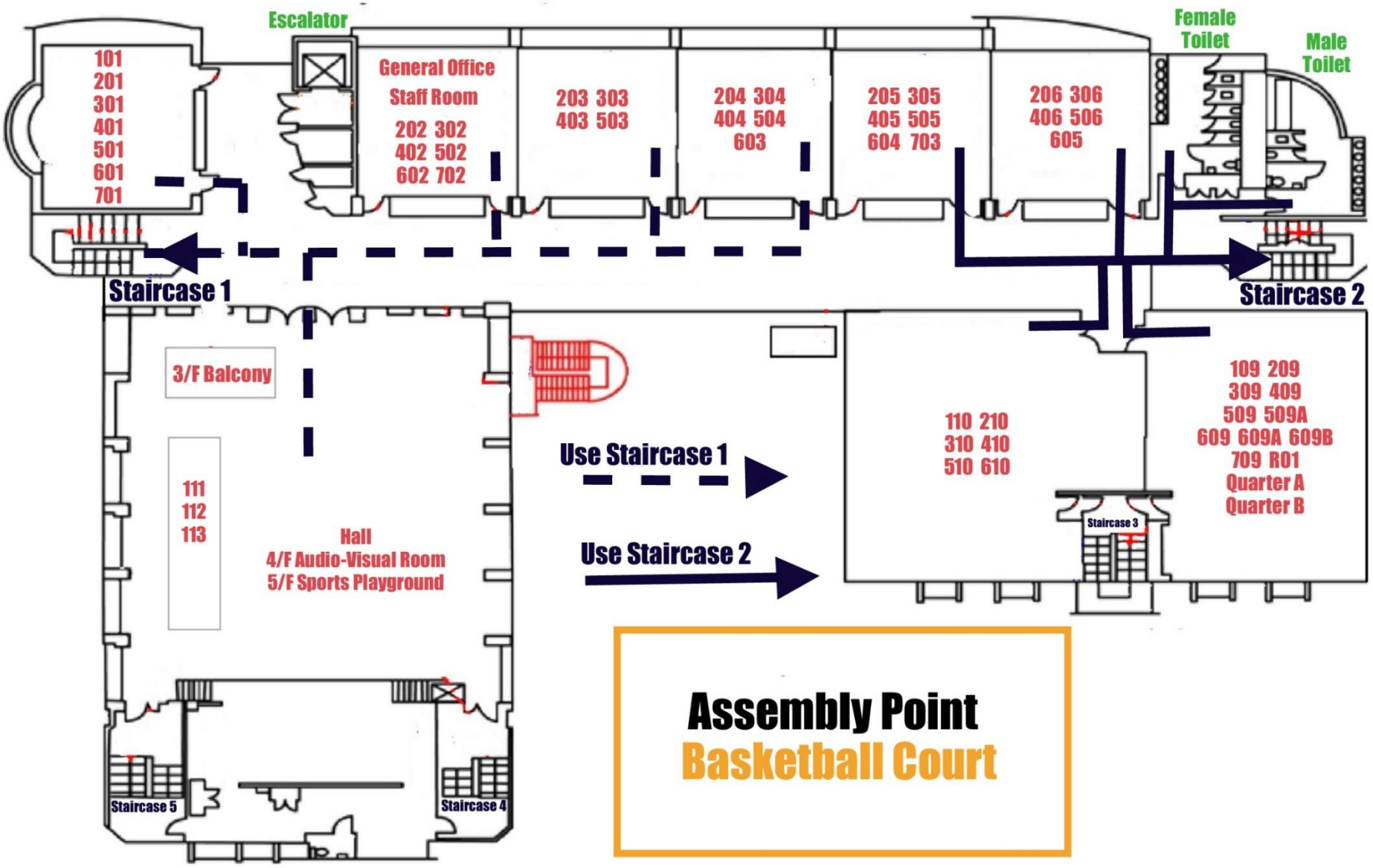
1. 事故實驗室內的教師應立即通知實驗室技術員，並啟動疏散計劃。
2. 通知安排

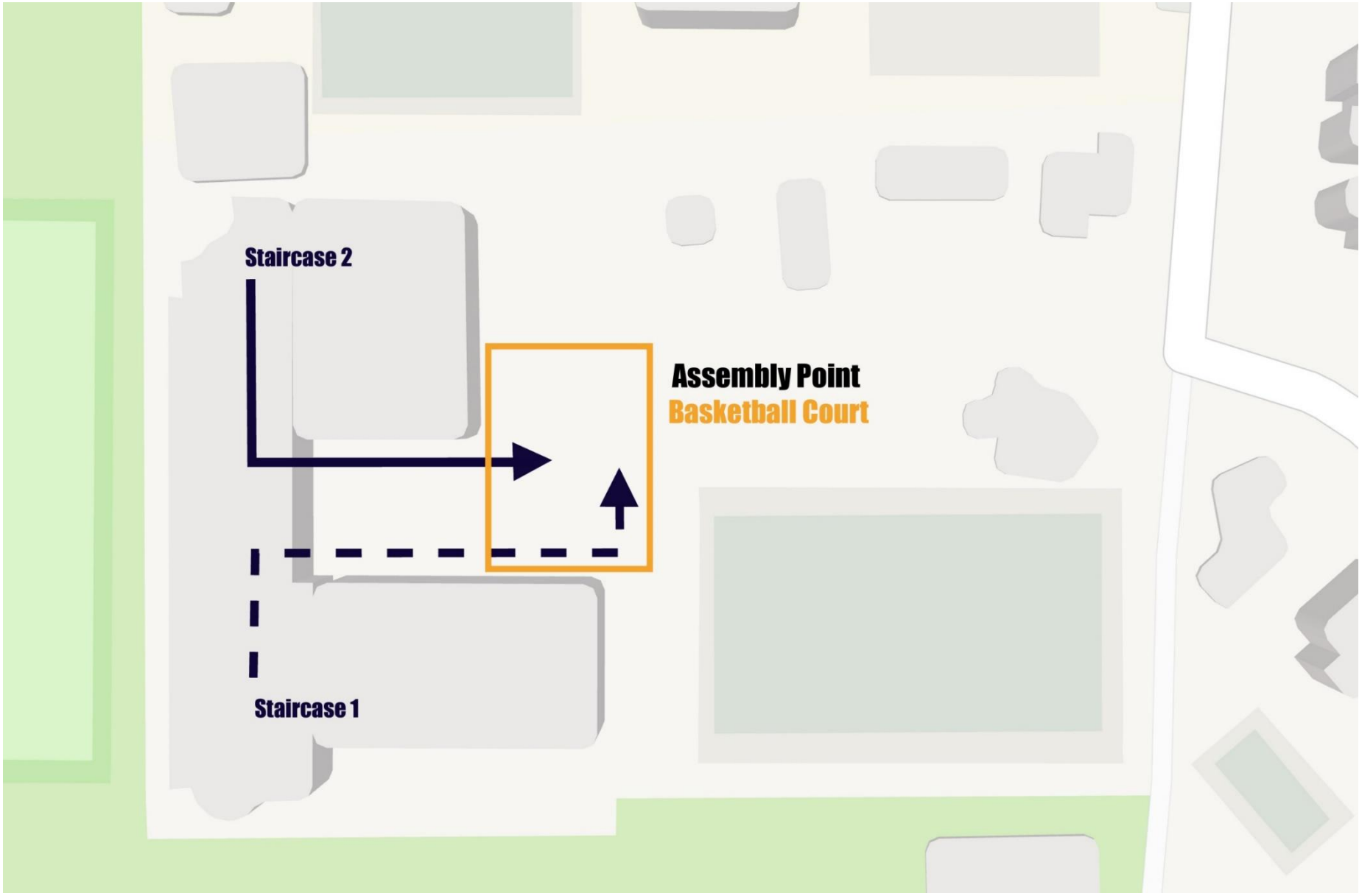
<table>
<tr><th>人員</th><th colspan="2">行動</th></tr>
<tr><td>事故實驗室內的教師</td><td colspan="2">1. 通知實驗室技術員
2. 帶領所有學生撤離
3. 到地下總務處報告事故 4.
4. 帶領所有學生到指定的集合地點</td></tr>
<tr><td rowspan="3">事故實驗室內的實驗室技術員</td><td colspan="2">1. 使用手搖鈴通知學校所有人員
2. 疏散時響手鈴</td></tr>
<tr><td>事故實驗室在六樓</td><td>事故實驗室在五樓</td></tr>
<tr><td>3. 通知 605 室的人員
4. 使用樓梯 2 從 6 樓下到地下
5. 通知各樓層(5 樓至 1 樓)第一個房間的人員
6. 到指定集合地點報到</td><td>3. 通知 506 室的人員
4. 到 6 樓通知實驗室和 605 室的人員
5. 使用樓梯 2 從 6 樓下到地下
6. 通知各樓層(4 樓至 1 樓)第一個房間的人員
7. 到指定集合地點報到</td></tr>
<tr><td>在同一樓層的人員</td><td colspan="2">1. 逐個房間通知同一樓層的所有人員，包括每個房間，即使該房間看似空無一人
2. 帶領所有學生疏散（參見附件三）
3. 到指定的集合點報到</td></tr>
<tr><td>校務處</td><td colspan="2">1. 取得學生名單以點算人數
2. 通知 G/F 的所有人員
3. 到指定集合地點報到
4. 撥 999 通知消防處，並通知氣體供應商派遣緊急人員處理氣體洩漏事故</td></tr>
</table>

D. 撤離後

1. **點算所有人員**： 點算人數，以確保所有人員均已到達。
2. **切勿再次進入**： 留在室外，直到緊急救援人員宣布可以安全返回。向救援人員提供有關事故的資訊。

3. **氣體安全檢查**： 在再次使用氣體之前，讓氣體供應公司檢查所有氣體裝置，包括氣體用具和 LPG 氣瓶，以確保安全。


Escalator
101
201
301
401
501
601
701
General Office
Staff Room
202 302
402 502
602 702
203 303
403 503
204 304
404 504
603
205 305
405 505
604 703
206 306
406 506
605
Female Toilet
Male Toilet
Staircase 1
Staircase 2
3/F Balcony
111
112
113
Hall
4/F Audio-Visual Room
5/F Sports Playground
Use Staircase 1
Use Staircase 2
110 210
310 410
510 610
Staircase 3
109 209
309 409
509 509A
609 609A 609B
709 R01
Quarter A
Quarter B
Staircase 5
Staircase 4
Assembly Point
Basketball Court


Staircase 2
Assembly Point
Basketball Court
Staircase 1

1. 若懷疑學生有自殺傾向，學校應安排學校輔導人員(如學生訓輔教師/學生輔導員/學校社工)及早處理。如有需要，學校應尋求教育/臨床心理學家、精神科醫生、醫護或警務人員的專業支援，確保能採取適當的介入措施。
2. 若學生於校內表現異常的情緒或行為，當輔導人員尚未到場提供協助時，在場人士可嘗試穩定有關學生的情緒，但必須保持冷靜，並小心分析當時的情況。若有學生身體嚴重受傷、命危或需要即時支援，學校應立即啟動其危機處理機制和採取適當行動，包括致電 999 要求緊急援助。
3. 處理涉及自殺行為的個案時，須注意下列應做和不應做的事項：

應	**不應**
a. 對任何自殺的念頭和暗示自殺的說話或行動，均應認真處理； b. 願意聆聽和了解有關的問題； c. 拿走自殺的工具； d. 聯絡家長/監護人，並要求他們盡速前往學校； e. 陪伴學生直至危機完結； f. 確保學生有其信賴的成人/親友在旁為其分憂，並提出解決問題的可行方法； g. 在事後低調處理，避免戲劇性的渲染。	a. 低估任何意圖自殺的個案及其後果的嚴重性； b. 作出挑釁，例如說：「你要尋死的話就去吧！」； c. 與該名學生爭論他應該生存抑或死亡； d. 假定經過一段時間後，學生可以自行應付壓力和傷痛；及 e. 事後對意圖自殺的學生給予過分的安慰。

4. 自殺危機評估　自殺行為的分類：
   a. 自殺念頭：流露任何與自殺行為有關的念頭或幻想。
   b. 自殺威脅：以言語或任何其他方式向人表達自毀的意欲，但在做出直接自殘行為前突然回心轉意。
   c. 自殺姿態：做出可能會傷害到自己的舉動或象徵式的自殺行為，但未至於對生命構成嚴重威脅。有關行為可能意外地造成死傷，但當事人也有機會安然無恙。
   d. 自殺企圖：自殺不遂，但有直接或間接證據顯示當事人或多或少相信其自殺行為會致命。企圖自殺的情況包括當事人因被及時發現和獲救而動搖了尋死決心，或當事人所選擇的自殺方法不足以致命。
   e. 自殺身亡：有意識地以致命的方法（例如從高處跳下、弄傷身體、服毒）結束自己的生命。

備註：可於以下網頁獲得更多與學生精神健康相關之資訊
https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/index.html

資料

1) 教育局 2017 年《學校資源手冊: 識別、支援及轉介有自殺行為的學生》
2) 教育局學校行政及支援分部教育心理服務組 2016 年《學校危機處理指引-危機善後介入工作及心理支援應用手冊》

附件六：學校如何幫助有精神健康問題的學生

有精神健康問題的學生需要醫護專業人員(包括精神科醫生、臨床心理學家或醫務社工)的診治和跟進，學校的角色是在校內支援這些學生，以作出配合。

以下是學校在制定及提供有關的支援措施時需留意的重點，供學校參考。此外，學校亦可參閱《學校行政手冊》第三章內「學校應適切地照顧患有精神病的學生」部分： http://www.edb.gov.hk/tc/sch-admin/regulations/sch-admin-guide/index.html

有關各種精神病的詳細資料，請瀏覽下列醫管局的網址： https://www.smartpatient.ha.org.hk/smart-patient-web/theme-based-module/mental-health/home

A. 及早識別有精神健康問題而需要支援的學生

(i) 學校應設立機制，找出已確診的個案(例如：於每年學期初發出家長通告，請求家長填報有關學生的健康狀況，包括精神狀態等)。

(ii) 為及早識別高危的學生，教師應留意以下的行為表徵，例如：

- 持續一段時間出現行為和/或情緒問題
- 表現畏縮及不能集中
- 長期感到疲乏和倦怠
- 情緒容易失控
- 成績下滑，與該學生一貫的表現不一樣
- 曾有家庭成員出現情緒問題、父母離異、家庭成員逝世等
- 長期或頻密缺課
- 難與朋輩相處、受到朋輩孤立

(iii) 學校需遵守個人資料《(私隱)條例》，家長申報學生的健康狀況，純屬自願性質，要尊重家長的決定，並確保在未得家長同意的情況下，不能將有關資料公開。

B. 主動接觸有精神健康問題的學生

學校宜委任一位有相關知識及技巧的學校同工(例如：學校社工)主動聯絡有關學生和家長，瞭解他們的需要，以及根據學生在學校的適應情況，向老師提供意見、統籌跟進工作，並在有需要時，負責聯絡有關專業人士/部門及作出轉介等。

C. 設立跟進及支援機制

(i) 學校應舉行個案/檢討會議，因應學生在不同階段的需要，進行檢討和調較相應的支援策略。每個階段的長短因人而異，不同的階段包括：

- 病發初期及治療初期，使用的藥物及份量可能仍在調節中
- 自殺高危期(例如在剛復課初期、病情復發、學校有人事變動)
- 康復/穩定期，病情尾聲

(ii) 學校可透過個案會議找出學生的保護因素和高危因素。需要加強的保護因素包括學生本身的強項、家人、朋友、老師的支持和鼓勵等，而需要減少的高危因素則包括缺乏適應技巧、缺乏家庭的支援、與朋輩相處有困難等。

D. 設立機制讓有關的持分者共同參與支援

學校應成立一個跨專業團隊去計劃及評估為學生提供的支援策略，並定期監察、評估及檢討學生的情況和支援成效。團隊的成員包括教職員(例如：訓輔老師、駐校社工、學生輔導人員、班/科系主任)及其他專業人士(例如：教育心理學家、精神科醫生、家庭/醫務社工)。除此之外，學校宜邀請家長及有關學生一同參與。

E. 加強家庭及學校的溝通

(i) 學校與家長應建立緊密及定期的溝通，溝通的過程應針對事件及其解決問題的方法

(ii) 學校需定期讓家長知悉學生的表現，可透過記事簿、日誌、及電郵記錄學生的進展(包括成功的例子、遇到的困難及學生的情緒表現等)。

F. 訂定合適和有效的支援策略

- 學校宜有彈性地，以包容及耐心的態度，協助學生減輕壓力源頭，幫助他們重建自信心及增強適應技巧。學校亦應為有需要的學生訂定合適和有效的支援策略，例如：接受學生在專注和思考方面的困難，給予學生充足時間回應問題和指示如有需要，修改時間表(例如: 學生在復課初期可以有較彈性的上課時段)
- 運用多元化的教導技巧和方式(例如：視覺策略、精簡指示等)
- 於病發初期，盡可能減輕學生的功課壓力
- 按學生的需要提供特別考試安排，如準備一個寧靜的地方作小休及延長考試的時間
- 當學生感到十分緊張和壓迫時，可考慮提供一個安全、寧靜地方稍作休息，減少受到刺激的機會
- 以簡單直接的語氣與學生溝通，聆聽及給予鼓勵，尤其指出他們的進步
- 提醒學生當有人問及他們的病況時，他們有權保障自己的私隱而不回答
- 建議學生在自願和感到安全的情況下，向可信賴的朋友透露自己的病情
- 鼓勵學生接受藥物及行為治療，以加快康復的進展
- 提防早期復發的先兆，按需要向醫生尋求意見
- 假如有精神健康問題的學生思想及言語紊亂、有幻覺及妄想的狀態，不要與學生爭論其幻覺及妄想的真實性，可嘗試鼓勵學生把精神集中在自己喜歡的事情上，以分散注意力
- 留意自殺的先兆，有關自殺的徵兆、自殺危機評估表、學校危機處理電子書等資料可瀏覽教育局網址：https://mentalhealth.edb.gov.hk/tc/index.html
- 遇到緊急情況，例如：當涉及到患病學生本人或其他同學的安危時，學校應向警方求助或召喚救護車

G. 採用「全校參與模式 - 三層支援模式」模式促進精神健康

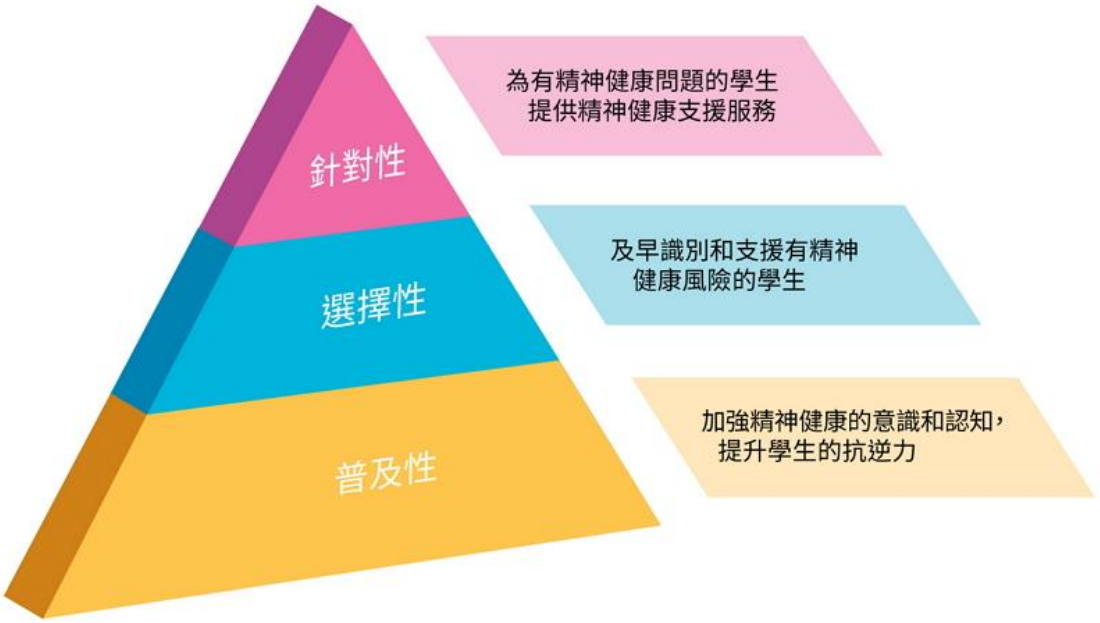
教育局鼓勵學校採用全校參與的模式，透過「普及性」、「選擇性」及「針對性」三個層面，促進學生的精神健康，以及加強支援有精神健康需要的學生。在「普及性」層面，學校的工作主要是提升學生、教師及家長對精神健康的意識和認知，及早識別有需要的學生，並加強學生的抗逆力和精神健康，減低導致學生抗拒求助的負面標籤；「選擇性」層面的工作重點在於加強識別和支援有精神健康風險的學生；「針對性」層面的工作則是確保有精神健康問題的學生（包括有精神病患的學生）能得到適時及適切的精神健康支援服務。

在「普及性」層面，教育局積極推動不同的成長計劃，如小學「成長的天空」、中學「多元智能躍進」、中小學「學生大使—積極人生」計劃等，以歷奇、團隊及解難訓練促進學生的抗逆力，並培養他們以自尊自律、勇於承擔和敢於求變的態度，面對挑戰。在2016/17至2018/19學年，教育局和衞生署合作開展「好心情@學校」計劃，以提高學生對精神健康的認知和了解，以及適應不同環境改變的能力。不少學校憑藉其經驗和心得，繼續在校內推動精神健康的工作。

在「選擇性」層面，就幫助在職教師支援有特殊教育需要的學生，教育局由2007/08學年起提供有系統的基礎、高級及專題課程，這些課程的部分單元涵蓋精神病患。由2017/18學年起，教育局亦為中、小學教師提供「精神健康的專業發展課程」，包括為一般教師提供的三天初

級培訓及為專責教師提供的五天深造培訓，以提高教師對精神健康的關注，並加強他們識別及支援有精神健康需要學生的專業知識和能力。教育局於2021/22學年起將「精神健康的專業發展課程」及有關的培訓要求整合於有系統的「三層課程」內，以加強課程的完整性。此外，每學年我們都舉辦相關講座、研討會和經驗分享會等。另外，教育局亦出版了《識別、支援及轉介有自殺行爲的學生－學校資源手冊》和與醫院管理局（醫管局）協作發展的《認識及幫助有精神病患的學生－教師資源手冊》供教師和學校人員參閱。

在「針對性」層面，由2017/18學年開始，「學習支援津貼」涵蓋有精神病患的學生，以便學校加強照顧這些學生在學習、社交、情緒和行為上的需要。另一方面，食物及衞生局聯同教育局、醫管局及社會福利署於2016/17學年起推出「醫教社同心協作計劃」，以學校為平台，為有精神健康需要的學生提供適切的支援服務。



明愛胡振中書院

Caritas Wu Cheng-chung College

Crisis Management Policy Guidelines

September 2024

Contents

1 Overview

This crisis management manual is a school-based measure developed in reference to the "School Crisis Management: Handbook of aftermath intervention and psychological support" issued by the Education Bureau's Educational Psychology Service (Kowloon 1) Section Special Educational Division in August 2024. It will be reviewed as necessary.

2 Philosophy

With the complexity of daily school operations and student issues, crises are inevitable.

- In the event of a crisis, swift action is required to restore normal operations on campus.
- Preventing crises or minimizing the severity of potential crises is essential to avoid disrupting normal campus operations.

3 School Crisis Management Team

According to the "School Administration Guide," the school establishes a School Crisis Management Team to create an effective crisis management mechanism and to develop relevant procedures and response plans for any potential emergencies. Additionally, when a crisis occurs, the School Crisis Management Team will coordinate and utilize both internal and external resources to arrange timely and appropriate psychological support for affected students and staff, thereby reducing the negative impact of the incident on the school and its members.

I. Objectives:

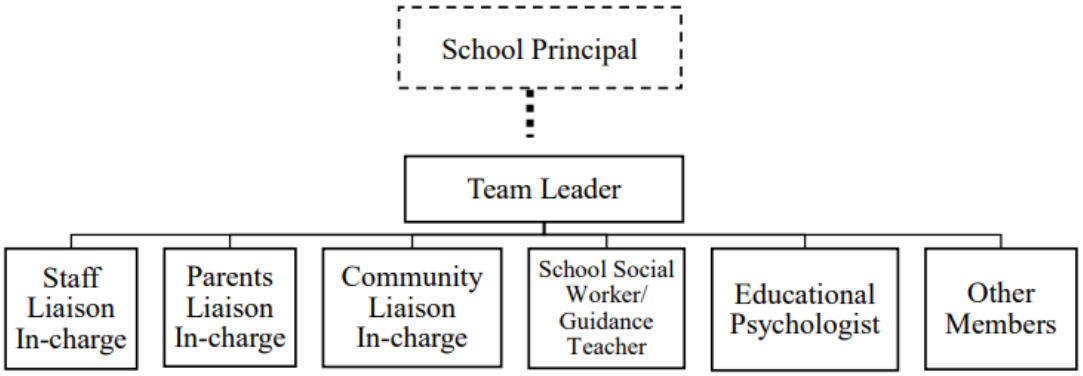
- **Safety:** to ensure the safety of all students and staff
- **Stability**: to re-establish stability of the school routines as soon as possible.
- **Information Dissemination**: to ensure the consistency of information in and outside school and to eliminate the spread of rumours, so as to avoid causing unnecessary distress to students and staff.
- **Identification**: to identify at-risk students and staff for referral to appropriate counselling and follow-up services.
- **Emotional Support:** to provide emotional support to students and staff in distress and help them readjust to their lives.
- **Empowerment:** to enhance the personal growth of students and staff through effective coping with the incident.

II. Functions of the School Crisis Management Team

- Formulate a crisis management support plan;
- Assess the impact of the crisis incident on the school;
- Collect and disseminate updated information of the crisis incident and make clarification when necessary;
- Coordinate internal and external resources, and provide timely and appropriate intervention and support;
- Provide support to teachers, students and parents;
- Monitor the progress of crisis management;
- Evaluate the crisis management support plan;
- Coordinate all the follow-up work.

4 Composition of the School Crisis Management Team

Composition of the SCMT:



5 Division of Responsibilities of the School Crisis Management Team

- The School Crisis Management Team includes the principal, vice-principal, assistant principal, heads of departments, school social worker, school-based educational psychologist, Executive Officer, and head of the school general office.
- When a crisis event occurs, a crisis management team meeting should be convened immediately to activate the "Crisis Management" mechanism.
- Address and care for affected students and staff.
- Monitor the reactions of other students and teachers within the school regarding the event.
- Communicate with external parties.

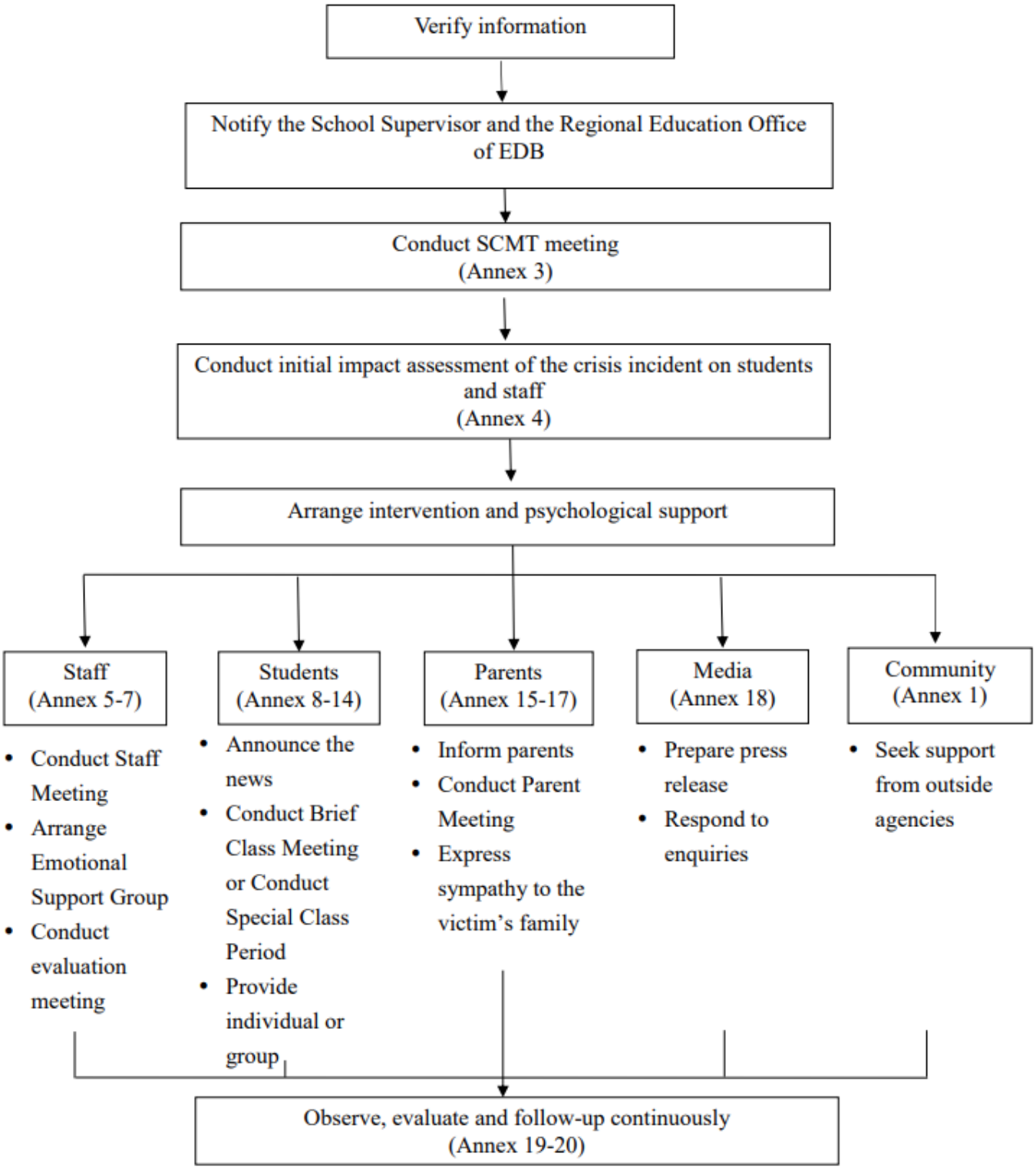
6 Crisis Intervention and Psychological Support Work

Overview of Crisis Intervention and Psychological Support Work and Responsible

	Task	Person in Charge	Other Supporting Members
I.	Verify Information	SCMT leader	Teacher(s) whom the victim(s) is/are close to
II.	Notify the School Supervisor and the Regional Education Office of EDB	Principal	
III.	Conduct SCMT meeting	SCMT leader	School principal, SCMT members
IV.	Liaise with outside agencies for support	Community liaison incharge, school social worker, guidance teachers	Staff concerned
V.	Support to staff		
	1. Conduct Staff Meeting	Staff liaison in-charge, school principal	SCMT members
	2. Conduct Emotional Support Group for Staff	Guidance Master, staff liaison incharge	School social worker, educational psychologist
VI.	Support to students		
	1. Make announcement to students	School principal, class teachers	
	2. Conduct Brief Class Meeting	Class teachers, staff liaison in-charge	School social worker, guidance teachers, educational psychologist

	3. Conduct Special Class Period	Class teachers, staff liaison in-charge	School social worker, guidance teachers, educational psychologist
	4. Provide additional/enhanced support to students and staff in need	School social worker	Guidance teachers, educational psychologist
VII.	Support to parents		
	1. Inform parents	Parent liaison in-charge	School social worker, guidance teachers, class teachers
	2. Conduct Parent Meeting	Parent liaison in-charge	School principal, guidance teachers, school social worker
	3. Express sympathy to the family of the victim	Parent liaison in-charge	School principal, class teacher, school social worker, guidance teachers
VIII.	Handling crisis during long school holidays	School principal, SCMT leader, class teachers, staff liaison in-charge	School social worker, guidance teachers, parent liaison in-charge, educational psychologist
IX.	Participating in memorial activities and funeral	Class teachers, staff liaison in-charge	
X.	Handling the media	Spokesperson delegated by the school	SCMT Leader
XI.	Evaluation of crisis management		
	Conduct an evaluation meeting	SCMT Leader	School principal, SCMT members
XII.	School's follow-up arrangement	School principal, guidance master, staff liaison in-charge	School social worker, guidance teachers, educational psychologist

7 The Flow Chart of Crisis Management/Intervention and Support



8 Procedures for Handling Special Incidents

I. Emergency Evacuation Procedures

A. Fire Alarm

i. If it is a small fire, attempt to use the nearest fire extinguisher to put it out and notify the school office.

ii. Teachers on-site must ensure student safety and instruct students to leave the fire area quickly and in an orderly manner.

iii. Once the school office staff is informed, they must immediately notify the principal and activate the fire alarm to initiate evacuation for the entire school.

iv. Each teaching staff should urge students to follow the evacuation route outlined in Attachment 3 to the designated assembly area outside the school upon hearing the fire alarm.

v. The school will call 999 for assistance if the fire is serious.

vi. Follow the instructions of the firefighters.

B. Gas Leak

i. If a gas or unknown gas leak is detected, teachers should follow the reporting procedure outlined in Attachment 2: Laboratory Gas Leak Reporting Process.

ii. Immediately notify the school office to inform the principal.

iii. Follow the evacuation route in Attachment 3: Laboratory Gas Leak Escape Route to the designated assembly area outside the school. Call 999 for assistance.

C. Bomb Threat

i. Immediately notify the principal and assess the situation.

ii. Notify the police, who will instruct the school on whether students need to be evacuated for a search of the premises. Follow the evacuation route in Attachment 3 to the designated assembly area outside the school.

iii. Under no circumstances should any school personnel attempt to touch or handle suspicious objects.

D. Laboratory Explosion

i. If safe, teachers and laboratory staff should immediately evacuate students from the laboratory to a safe location; if the situation is severe, follow the evacuation route in Attachment 3 to evacuate all students to a safe location outside the school.

ii. If evacuation from the laboratory is necessary, turn off the gas supply and main power switch if conditions allow.

iii. Quickly call 999 to notify the fire department for assistance, and inform the Education Bureau.

II. Accidents or Injuries in the Laboratory

i. In the event of an accident in the laboratory resulting in injury, provide first aid to the injured as appropriate and notify the principal as soon as possible.

ii. If the injured person's condition is serious or there are any concerns, they should be sent to the hospital for treatment immediately. The most effective way to summon emergency medical assistance is to call 999 for an ambulance.

iii. Any eye injury should be treated as a serious injury. After any serious accident or incident occurs (e.g., if the injured person is sent to the hospital), the school must complete a detailed report and submit it to the relevant regional education service office.

III. General Principles for Handling Accidents or Injuries on Campus

Implementation of Measures

Minor Discomfort or Injury	Severe Discomfort or Injury
Examples include sprains, abrasions, bruises, minor cuts, mild burns, mild insect bites, etc.	Includes head injuries, falls from stairs, sports accidents, laboratory gas leaks, moderate burns, insect bites causing widespread rashes or swelling of the lips/tongue, animal bites, internal injuries, severe burns, inhalation of unknown gases leading to breathing difficulties, significant bleeding, head trauma accompanied by vomiting, loss of consciousness, confusion, seizures (convulsions), or even coma, as well as falls from heights and near-drowning incidents.
If there is any doubt regarding a student's injury, the school should treat it as a severe incident.	

Student Discomfort/Injury

Minor Discomfort or Injury in Students

Students with minor discomfort or injury should be assisted by the class leader to the school office. If necessary, the school office can be contacted to arrange wheelchair transport for the student.

The school office should notify the teacher responsible for first aid and check the medical records. They should also inform the principal to determine if special handling is required.◦

- After treatment by the first aid teacher, the student may return to the classroom.
- The school should continue to monitor the student's condition to detect any changes in their injury early.
- If necessary, the insurance company may be notified.

- If the student is sent home, ensure that a family member is responsible for picking up the student.
- Complete the early dismissal form.
- Fill out the record of the student's accident, injury, or discomfort.
- If necessary, the insurance company may be notified.

Severe Injury or Discomfort in Students

If a student is severely injured or unwell, potentially endangering their life, the school office and the principal should be notified immediately. A first aid teacher should also be asked to conduct a preliminary examination of the student.

- ✓ If the student is mobile, they can be taken to the school office (where a wheelchair is available), and another first aid teacher should be called to conduct a further examination and provide treatment.
- ✓ If the student is immobile, evacuate the other students present and ask another first aid teacher to conduct a further examination and provide treatment.◦

- If the first aid teacher determines that the student needs to be sent to the hospital, the principal or vice principal should be notified first to seek approval. With the principal or vice principal's consent, the school office staff or class teacher can call the parents for consent. After obtaining the parents' approval, call 999 for emergency assistance or contact the Fire Services Department's ambulance dispatch center (phone: 2735 3355) immediately.
- It is recommended that the responsible staff observe the student's vital signs before medical personnel arrive, including pulse, airway patency, respiratory rate, consciousness, and blood pressure (if equipment is available).

- The first aid teacher continues to attend to the injured or unwell student while the school office staff registers the student's information.
- The school office staff will arrange for a teacher to accompany the student to the hospital and inform the staff at the main gate to open the gate and guide the ambulance personnel to the location of the injured student.
- The teacher must remain at the hospital until the student's parents arrive, after which they can return to school to report to the class teacher and principal.

Responsibilities of the School:

- **A.** Ensure that a teacher is assigned to care for the injured student, including accompanying the student in the ambulance to the hospital for emergency treatment and reporting the student's condition, the cause of the injury, and the circumstances to the medical personnel. Ensure that staff are available for crowd management and to care for other students.
- **B.** Immediately inform the relevant parents about the incident, and also notify the Senior School Development Officer of the school's district, submitting a written report detailing the incident.
- **C.** If the incident may affect the mental well-being of other students, the school should seek assistance from the guidance counselor, guidance teacher, student counselor, or school social worker.
- **D.** Notify the insurance company about the incident.

(A) Emergency Situations

If a student feels unwell on campus or suffers from a medical episode (such as an asthma attack, seizure, or heart discomfort) that prevents them from continuing class, the school should immediately notify the student's parents or guardians and arrange for the student to be taken to the hospital for treatment. For information regarding public hospital emergency room charges, please refer to the Education Bureau's Circular No. 43/2002 "Emergency Room Charges." Details on calling an ambulance and simple handling methods for common medical emergencies can be found in the Fire Services Department's guidelines.

(B) First Aid Training Courses

The school should encourage teachers (including but not limited to those in physical education, science, or responsible for extracurricular activities) to regularly participate in first aid training courses to ensure that students receive appropriate care before medical personnel arrive.

(C) Record Keeping and Monitoring

The principal should maintain comprehensive records, either electronically or on paper, detailing each incident and the treatment of injured students. Records should include the cause of the injury (i.e., unintentional injury, intentional self-harm, assault, fighting, etc.), the mechanism of injury, the object that led to the injury, the location of the incident, the activity the injured party was engaged in at the time of the incident, and information regarding the injured party's alcohol and drug use.

IV. Handling Traffic Accidents on or off Campus

- **A.** If a student is involved in a traffic accident, staff must remain calm and immediately check if the student is injured, providing comfort as needed.
- **B.** Staff must notify the class teacher of the involved student.
- **C.** Call the police and request an ambulance if necessary, and promptly report the incident to the principal.
- **D.** Staff present are responsible for preserving all evidence at the accident scene. No one may move or alter any part of the vehicle without permission from law enforcement.
- **E.** After the police arrive, staff should assist the driver involved in the accident to park the vehicle at the roadside as instructed by the police to avoid obstructing traffic.
- **F.** If staff are able, they should record the driver's name, identity card number (verify with documentation), vehicle number, contact address, and phone number, as well as the officer's badge number for follow-up purposes.
- **G.** Staff must avoid arguing with the driver or making any commitments regarding the accident.
- **H.** Document the incident and submit a copy to the school, and notify the insurance company if necessary.

V. Transmission of Infectious Diseases

(A) School-Specific Arrangements

1) If notified by the Centre for Health Protection that there are confirmed or suspected cases of infection among relevant individuals (staff or students) on campus, an emergency "Crisis Management Committee" meeting should be convened. Based on the situation and the advice of relevant government departments, special arrangements (such as suspending classes) should be made as deemed appropriate.

2) Class suspension arrangements should adhere to the following principles:
   a. The safety of students should be the top priority.
   b. Ensure that students can learn in a safe, uninterrupted, and orderly environment.
   c. Provide adequate support for students in need.
   d. Minimize disruption to students' learning as much as possible.

3) Corresponding Measures (will also refer to the recommendations of the Education Bureau's circular):

Table 1 (Notification of Class Suspension During Class Hours)

Specific Plan	Steps	Responsible Person	Remarks
• Activation Mechanism	• Obtain consent from the Incorporated Management Committee. • Notify the Regional Education Service Office / relevant government departments.	• Principal	
• Inform Stakeholders	• Convene an Emergency Teacher Meeting • Explain Arrangements to Students • Issue Special Letter to Parents • Set Up an Emergency Inquiry Hotline	• Principal • Central Broadcasting • Class Teacher • School Office	• Refer to Education Bureau Circular 9/2015 Appendix 3.
• Other Notifications	• Lunchbox Suppliers (if needed) • Cancel Activities (if needed)	• Teachers concerned	
• Activate Learning and Communication Platform	• Each subject coordinator provides "home learning materials." • Data uploaded to the school network for students to access learning.	• Subject Coordinator • Department of Innovation and Technology Development	• Each Subject Level should store teaching materials in appropriate locations for backup.
• Various Supports	• Arrange External Contacts (if needed) • Arrange for middle management teachers to be on duty to ensure the school is open and properly care for students who cannot go home immediately. • Keep in touch with students, support emotions, and respond to inquiries. • Teachers should maintain open communication with the school.	• Vice Principal • Class Teacher • Teachers	• "Suspension of classes" does not mean that the school must arrange for all students to go home immediately. • Keep Detailed Contact Information

• Epidemic Prevention Measures	• Prepare Isolation Room (if needed) • Clean the campus and classrooms thoroughly as per government recommendations and requirements. • Purchase sufficient epidemic prevention supplies.	• School Office • Janitor	• Isolate Suspected Cases and arrange for hospital treatment.
• Timely Adjustments	• Convene the "Crisis Management Committee" in a timely manner to develop subsequent emergency plans or arrangements.	• Principal	
• School Inquiries	• If there are any inquiries, please contact the Education Bureau's School Development Officer or Service Officer.	• Principal • Vice Principal	• Maintain Valid Contact Information

(B) Suspension Recommendations Announced by the Education Bureau

1) In the event of an infectious disease outbreak, schools should pay attention to announcements issued by the Education Bureau from time to time. If the Bureau strongly recommends suspension, schools should make arrangements accordingly.
2) Corresponding Measures: Implement the emergency plan according to the school-based "Crisis Management" mechanism approved by the Incorporated Management Committee.
   a) If the Education Bureau issues a "suspension" recommendation during class hours, follow the arrangements outlined in Table 1.
   b) If the Education Bureau issues a "suspension" recommendation outside of class hours

Specific Plan	Steps	Responsible Person	Remarks
• Notify All Stakeholders	• Send a "text message" to remind parents and students to pay attention to radio and television announcements regarding special notices from the Education Bureau about the school. • Send a "text message" to notify teachers to execute tasks according to the "Emergency Plan."	• Vice Principal • School Office • Class Teacher	• Table 1
• Activate Learning and Communication Platform	• Each subject coordinator provides "home learning materials." • Upload materials to the school network for students to access learning.	• Subject Coordinator • Department of Innovation and Technology Development	• Each subject and form should store teaching materials in appropriate locations in the Academic Affairs Office for backup as soon as possible.

• Various Supports	• Arrange External Contacts (if needed) • Arrange for middle management teachers to be on duty to ensure the school is open and properly care for students who cannot go home immediately. • Keep in touch with students, support emotions, and respond to inquiries. • Teachers should maintain open communication with the school.	• Vice Principal • Class Teacher • Teachers	• "Suspension of classes" does not mean that the school must arrange for all students to go home immediately. • Keep Detailed Contact Information
• Epidemic Prevention Measures	• Prepare Isolation Room (if needed) • Clean the campus and classrooms thoroughly as per government recommendations and requirements. • Purchase sufficient epidemic prevention supplies.	• School Office • Janitor	• Isolate Suspected Cases and arrange for hospital treatment.
• School Inquiries	• If there are any inquiries, please contact the Education Bureau's School Development Officer or Service Officer.	• Principal • Vice Principal	• Maintain Valid Contact Information

VI. Food Poisoning Incident

1. If a teacher suspects that students are experiencing a collective food poisoning, they should immediately notify the Principal and Vice Principal.
2. Activate the Crisis Management Committee.
3. If the situation appears serious after assessing the incident, an ambulance should be called to care for the students (afterward, a complaint can be made to the Food and Environmental Hygiene Department as necessary; hotline: 2868 0000 or Islands District Environmental Health Office: 2852 3215).
4. Notify the class teachers of the affected students and their parents regarding which hospital the students will be sent to.
5. Teachers should record the food source, time of onset, and retain food remnants from the students for future testing.
6. Arrange for some class teachers to visit the affected students in the hospital.
7. If the students return to school, closely monitor their physical condition and assist them in resuming classes as needed.
8. The Crisis Management Committee or the person responsible for arranging student meals should conduct a review.

VII. Tropical Cyclones and Continuous Heavy Rain (Refer to Education Bureau Notice No. 5/2022)

A. Tropical Cyclones

Weather conditions	Corresponding measures
When Tropical Cyclone Warning Signal **No. 1** is issued	✧ All schools, including kindergartens, are to operate as usual unless advised otherwise.
When Tropical Cyclone Warning Signal **No. 3** is issued*	✧ Classes of kindergartens, schools for children with physical disability and schools for children with intellectual disability are to be suspended. ✧ Other schools are to operate as usual unless advised otherwise.
When Tropical Cyclone Warning Signal **Pre-No. 8** / **No. 8** or above is issued*	✧ Classes of all schools are to be suspended.
When Tropical Cyclone Warning Signal No. 8 or above is replaced by Signal **No. 3**	✧ Classes of all kindergartens, schools for children with physical disability and schools for children with intellectual disability are to remain suspended. ✧ Unless previous announcement has been made to the effect that classes will be suspended for the entire day, other schools are to resume if Tropical Cyclone Warning Signal 3 has been issued before 5:30 a.m. (for AM and whole-day schools) / 10:30 a.m. (for PM schools).
When Tropical Cyclone Warning Signal No. 3 is replaced by Signal **No. 1** or when **all tropical cyclone signals are cancelled**	✧ All schools are to resume with the next session unless previous announcement has been made to the effect that classes will be suspended for the entire day.

B. Continuous Heavy Rain

Rainstorm Warning Signal	Corresponding measures
When Amber Rainstorm Warning Signal is issued	✧ All schools, including kindergartens, are to operate as usual unless advised otherwise.
When Red or Black Rainstorm Warning Signal is issued	
(i) From 5:30 am onwards and before 6:00 am	✧ Classes of AM and whole-day schools are to be suspended all day. ✧ Students who have not left for school should stay home. ✧ Schools should implement contingency measures and arrange staff to look after the students who might arrive at school and ensure that conditions are safe before allowing students to return home.

Rainstorm Warning Signal	Corresponding measures
(ii) From 6:00 am onwards and before 8:00 am	✧ Students of AM and whole-day schools do not have to attend school that day. ✧ Students who have not left for school should stay home. ✧ Schools are required to keep their premises open and implement contingency measures to look after students who have arrived at school. ✧ If students learn about the class suspension announcement on their way to school, they should decide whether to proceed with their journey to school taking into consideration the rain, road, slope or traffic conditions. ✧ Students who have already arrived at school should remain in school until it is safe for them to return home. ✧ Parents do not need to pick up their children from school immediately.
(iii) From 8:00 am onwards and before 10:30 am	✧ AM and whole-day schools should continue the lessons until the end of normal school hours and ought to ensure that conditions are safe before allowing students to return home.
(iv) From 10:30 am onwards and before 11:00 am	✧ Classes of PM schools are to be suspended. ✧ Students of PM schools who have not left for school should stay home. ✧ AM and whole-day schools should continue the lessons until the end of normal school hours and ought to ensure that conditions are safe before allowing students to return home.
(v) From 11:00 am onwards and before 1:00 pm	✧ Students of PM schools do not have to attend school that day. ✧ Students of PM schools who have not left for school should stay home. ✧ PM schools are required to keep their premises open and arrange staff to look after the students who have arrived at school. They ought to ensure that conditions are safe before allowing students to return home.

VIII. Handling Student Suicide or Self-Harm

For assessment of student suicide crises and related information, refer to Attachment 5: Student Suicide Cases.

If the class teacher/subject teacher discovers a student who has committed suicide, attempted suicide, or engaged in suicidal behavior:
(Any act where a student uses a blade or sharp object to cut their hands, feet, or any other deliberate self-harm is considered suicide.)
There is no need to verify the authenticity.

The Principal should immediately understand the situation and instruct the counseling coordinator to take charge.

Establish a control team on-

Isolate the incident area and evacuate students to prevent anyone from entering or taking photos.

Inform the Principal.

There should be a consensus within the school: The principal or the guidance counselor is the sole spokesperson to the outside.

After the incident, the following should be informed as soon as possible:

Education Bureau

File a report

Seek support by contacting the School Development Officer. (Phone: 2863 4631)

Post-incident grief management

Incorporated Management Committee

Parent

If the student is sent to the hospital, at least one teacher or staff member should accompany the parents to wait at the hospital. The teacher should be cautious not to speak to the media and gently remind the parents not to make irrational statements to the media that could be exploited.

Short-term goals:
1. Facilitate and express the emotions of remaining students.
2. Clarify the facts.
3. Provide proactive handling methods.

Summary: The debriefing concludes the case.

Mid-term goals:
Assess the level of trauma and help students regain confidence, enabling them to resume regular classes and learning.

Long-term goal:
Assist the school in returning to its original functions as soon as possible.

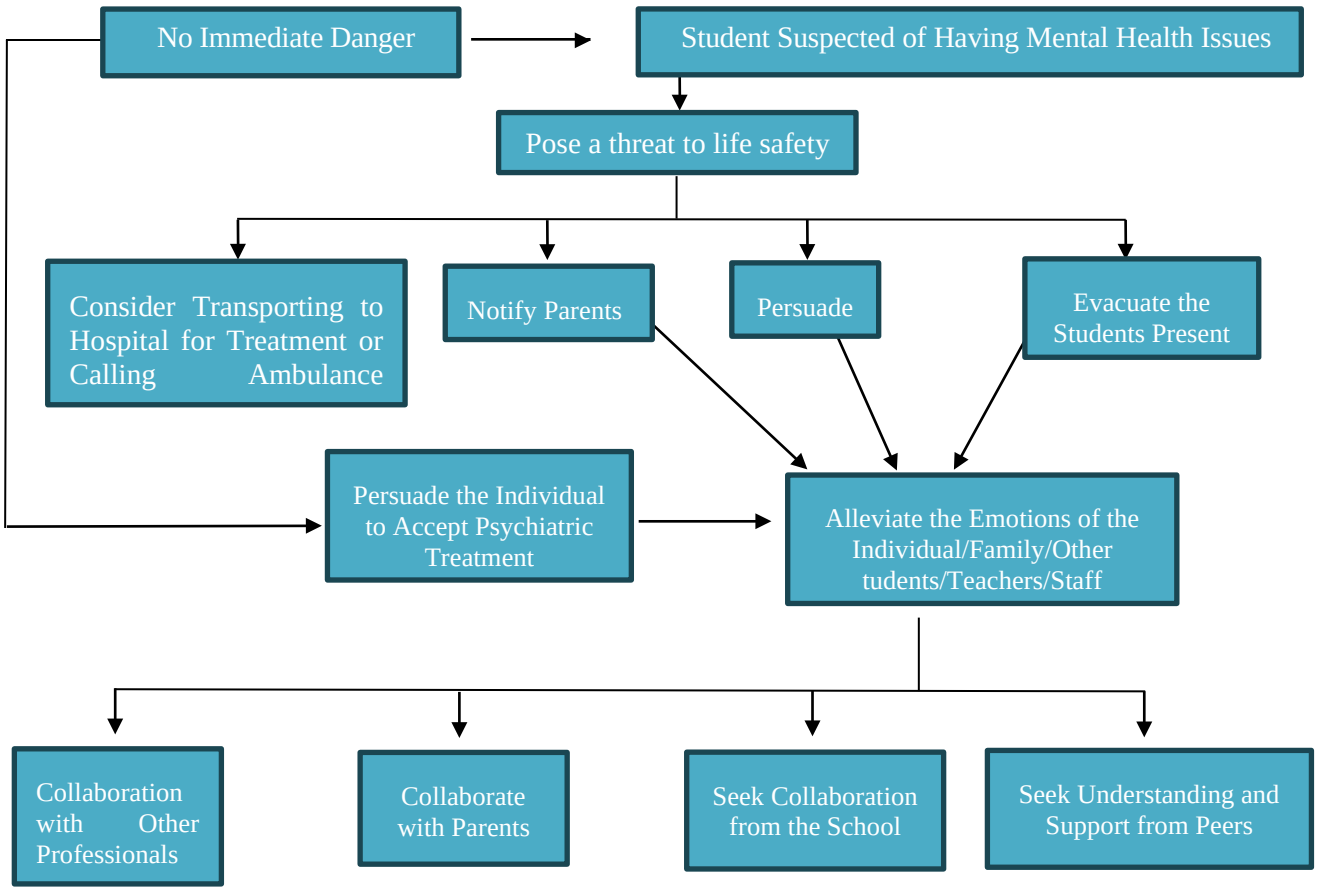
IX. Handling Suspected Child Abuse Cases

A. If a teacher suspects that a student is being abused, they should immediately notify the principal, vice principal, and assistant principal.
B. Activate the crisis management committee (immediately inform the guidance counselor).
C. If, after understanding the incident, it is deemed serious, notify the regional education service office of the Education Bureau for advice.
D. If necessary, consult the Family and Child Protective Services Unit (FCPSU) without providing any information, or formally refer the case to the FCPSU social worker. Once on-site, the case will be followed up by them, with the school and guidance counselor providing support and cooperation for follow-up services.
E. During the case handling process, the FCPSU or police will consult relevant school staff.
F. The guidance counselor will attend interprofessional case meetings to discuss the student's welfare.
G. If the student continues to attend school, closely monitor their progress and inform the school social worker about the student's condition and development.

Reference: Education Bureau Circular No. 1/2020 "Handling Suspected Cases of Child Maltreatment and Domestic Violence"

X. Handling Mental Health Cases: Process for Managing Mental Illness Cases

Refer to the Campus Crisis Manual – "Staying Calm in Crisis" (Hong Kong Family Welfare Society). Please refer to Appendix 6: How Schools Can Help Students with Mental Health Issues.



Appendix 1: Emergency Contact List for the School Crisis Management Team (Revised 07/09/2024)

Confidential

Crisis Management Committee			Tel
➢ Discuss contingency measures and various crisis response guidelines. ➢ The principal decides to call the police and seek assistance based on the severity of the incident.	Principal - AU Hoi Kin		9353 8054
	Vice Principal - SHIU Fai Man		9803 8069
	Ms. CHAN Shuk Yi	Assistant Principal	9100 3600
	Mr. TING Ka Ngai	Assistant Principal	9814 1250
	Ms. AU Ka Lai	Assistant Principal	6538 3325
	Mr. AU YEUNG Tsz Wing	Assistant Principal	9861 5996
	Mr. LO Yuk Kwong	Assistant Principal	9527 0667
	Mr. NG Ka Sing	Master of Student Innovation Development Department	9268 6290
	Mr. LEUNG Ling Fung	Master of Student Innovation Development Department	6173 5262
	Ms. Noor	Mistress of Student Innovation Development Department	5529 8816
	Ms. CHEUNG Ka Ching	Executive Officer	5667 1152
If necessary, you can request personnel assistance from organizations that provide on-campus services.	Mr. CHAN Wai Chung	Social Worker	5105 9019
	Ms. HO Ka Yan	Social Worker	9825 4716
	School-based Educational Psychologist (The Hong Kong Council of the Church of Christ in China, Education Psychology Service; Tel: 2397 1037)		

List of Personnel with a Valid First Aid Certificate on Campus.

List of Staff Holding a Valid First Aid Certificate	**Name (Certificate Validity Date)** Mr. NG Ka Sing (11/05/2026), Mr. Lam Kun Lei (20/7/2026), Ms. Noor (22/11/2024), Anson (03/05/2027)
List of Staff Trained to Use Automated External Defibrillator (AED)	**Name (Certificate Validity Date)** Anson (03/05/2027)

Appendix 2: Emergency Response Plan for Laboratory Accidents (Gas Leak)

Regular drills should be conducted to familiarize staff and students with these procedures, ensuring a swift and safe evacuation in emergencies.

In the event of a minor leak, immediate action should be taken (refer to Section A), and a report should be made to the school afterward.

A. Immediate Actions

1 **Detect and Alert:** If a gas odor is detected, immediately notify all personnel in the laboratory.
2 **Shut Off Gas:** If safe, turn off the main gas supply switch.
3 **Extinguish Flames:** Ensure that all open flames and heat sources are extinguished. Avoid using electrical switches.
4 **Ventilation:** If safe, open doors and windows to allow gas to disperse.

If the gas leak is severe, cannot be handled immediately, or the situation is uncertain, implement the evacuation plan (refer to Sections B to D).

B. Evacuation Procedures

1 **Immediate Evacuation:** Quickly leave the laboratory and adjacent areas, closing the door of the affected laboratory to prevent gas spread.
2 **Use Nearest Exit:** Evacuate using the nearest exit and avoid using elevators (refer to Diagram A).
3 **Avoid Sparks:** Do not use phones, mobile devices, or operate any electrical switches or appliances to prevent sparks that could cause an explosion.
4 **Notify Others:** Inform all personnel within the school (refer to Section C). Ensure everyone leaves the affected building.
5 **Proceed to Assembly Point:** Once outside the school, move to the designated assembly point away from the buildings (refer to Diagram B).

C. Incident Reporting

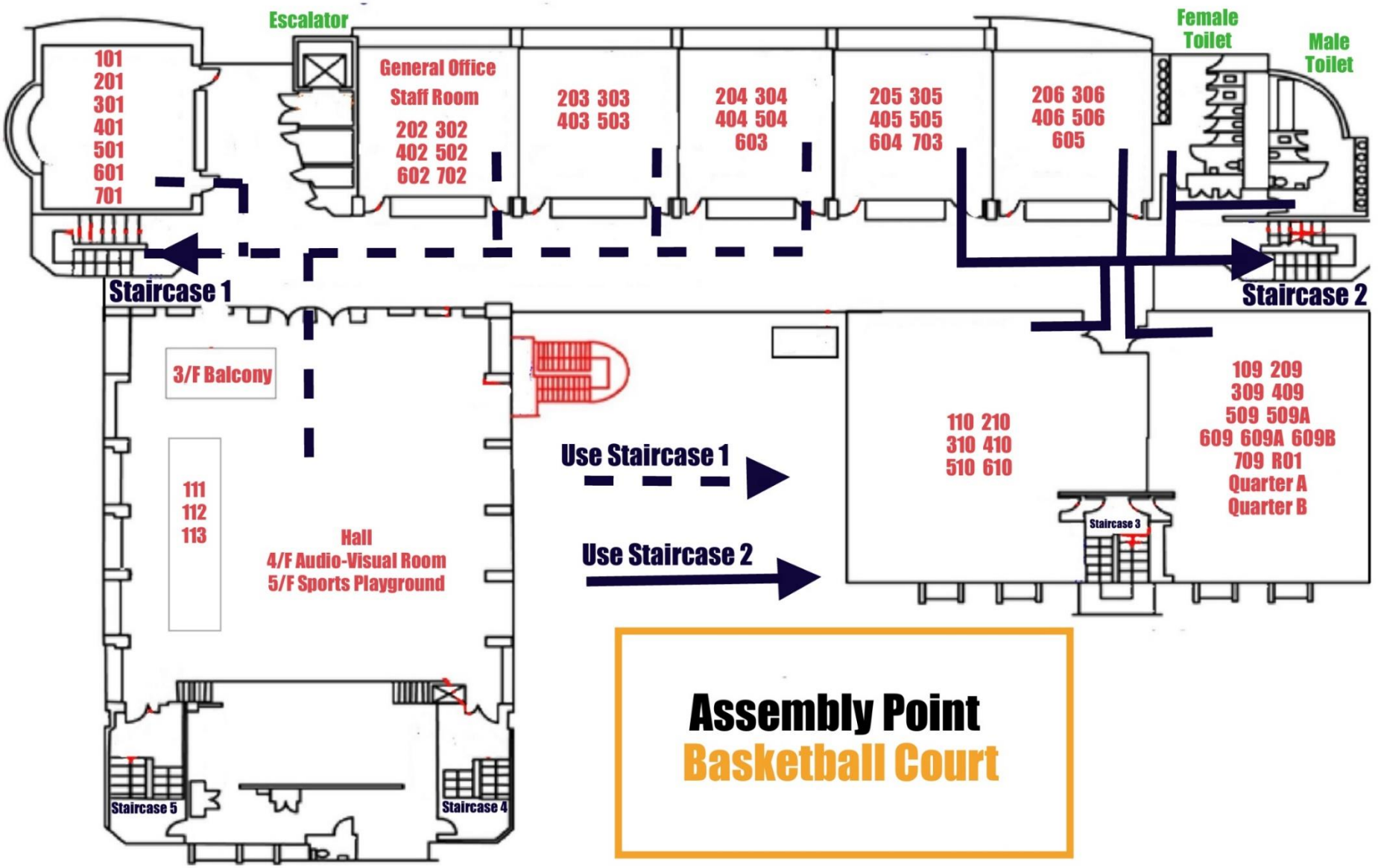
1 The teacher in the affected laboratory should immediately inform the laboratory technician and activate the evacuation plan.
2 Notify arrangements:

<table>
<tr><th>Personnel</th><th colspan="2">Actions</th></tr>
<tr><td>Teachers in the Incident Laboratory</td><td colspan="2">1. Notify the laboratory technician.
2. Lead all students to evacuate.
3. Report the incident to the General Office on the ground floor.
4. Take all students to the designated assembly point.</td></tr>
<tr><td rowspan="3">Laboratory Technicians in the Incident Laboratory</td><td colspan="2">1. Use a hand bell to notify all personnel in the school.
2. Ring the hand bell during evacuation</td></tr>
<tr><th>For the laboratory on the 6th floor</th><th>For the laboratory on the 5th floor</th></tr>
<tr><td>3. Notify personnel in Room 605
4. Use Staircase 2 to go down to the ground floor.
5. Notify personnel in the first room of each floor (5th to 1st).
6. Report to the designated assembly point.</td><td>3. Notify personnel in Room 506
4. Go to the sixth floor to inform the laboratory and personnel in Room 605
5. Use Staircase 2 to go down to the ground floor
6. Notify personnel in the first room of each floor (4th to 1st)
7. Report to the designated assembly point</td></tr>
<tr><td>Personnel on the Same Floor</td><td colspan="2">1. Notify all personnel in each room on the same floor, including every room even if it appears empty.
2. Lead all students to evacuate (see Attachment 3).
3. Report to the designated assembly point.</td></tr>
<tr><td>General Office</td><td colspan="2">1. Obtain the student list to account for numbers.
2. Notify all personnel on the ground floor.
3. Report to the designated assembly point.
4. Dial 999 to notify the fire department and inform the gas supplier to dispatch emergency personnel to handle the gas leak incident.</td></tr>
</table>

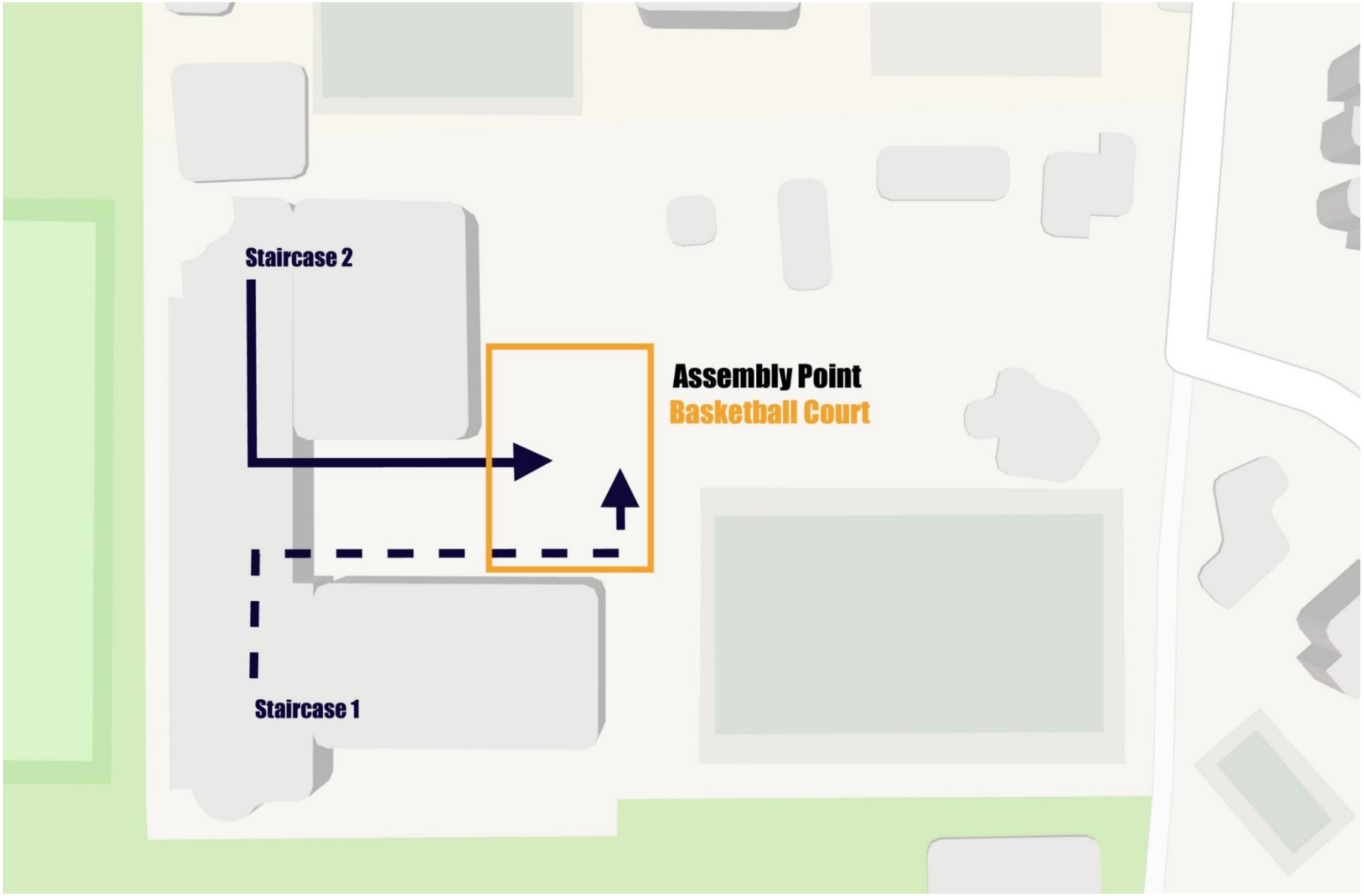
D. After Evacuation

1. **Account for All Personnel**: Count the number of people to ensure everyone has arrived.
2. **Do Not Re-enter**: Stay outside until emergency responders declare it safe to return. Provide responders with information about the incident.
3. **Gas Safety Check**: Before using any gas again, have the gas supply company inspect all gas appliances and LPG cylinders to ensure safety.

Appendix 3: Fire Alarm Escape Route & Laboratory Gas Leak Escape Route



Appendix 4: Laboratory Gas Leak Escape Assembly Point



Appendix 5: Student Suicide Cases

1. If there are suspicions that a student may have suicidal tendencies, the school should arrange for school counseling personnel (such as student guidance teachers, student counselors, or school social workers) to handle the situation promptly. If necessary, the school should seek professional support from educational/clinical psychologists, psychiatrists, medical staff, or law enforcement to ensure appropriate intervention measures can be taken.
2. If a student displays abnormal emotions or behaviors on campus and the counseling personnel have not yet arrived to provide assistance, those present can try to stabilize the student's emotions. However, they must remain calm and carefully assess the situation at that time. If a student is severely injured, in critical condition, or requires immediate support, the school should immediately activate its crisis management mechanism and take appropriate actions, including calling 999 for emergency assistance.
3. When dealing with cases involving suicidal behavior, attention must be paid to the following dos and don'ts:

Should	**Should Not**
a. Treat any thoughts of suicide and any statements or actions suggesting suicide seriously. b. Be willing to listen and understand the related issues. c. Remove any tools that could be used for suicide. d. Contact the parents/guardians and request that they come to the school as soon as possible. e. Stay with the student until the crisis has passed. f. Ensure that the student has a trusted adult/friend nearby to share their burdens and suggest feasible solutions. g. Handle the situation discreetly afterward, avoiding dramatic embellishments.	a. Underestimate the severity of any cases of suicidal intent and their consequences. b. Make provocative statements, such as, "If you want to die, just go ahead!" c. Argue with the student about whether they should live or die. d. Assume that the student can cope with stress and pain on their own after some time. e. Give excessive comfort to the student after the incident.

1. Suicide Crisis Assessment: Classification of Suicidal Behavior:
   a. **Suicidal Thoughts:** Any thoughts or fantasies related to suicidal behavior.
   b. **Suicidal Threats:** Expressing a desire to self-harm through words or any other means, but suddenly changing their mind before taking direct self-harming actions.
   c. **Suicidal Gestures:** Engaging in actions that may harm oneself or symbolic suicidal behavior, but not to the extent of posing a serious threat to life. Such behaviors may accidentally result in injury or death, but the individual also has the chance to remain unharmed.
   d. **Suicide Attempts:** Failing in a suicide attempt, but there is direct or indirect evidence indicating that the individual believes their suicidal actions could be lethal to some extent. Situations of attempted suicide include instances where the individual's resolve to die was shaken due to being discovered and rescued in time, or where the chosen method of suicide was not lethal enough.
   e. **Completed Suicide:** Consciously ending one's life in a lethal manner (e.g., jumping from a height, inflicting bodily harm, poisoning).

Note: You may refer to the following website for more resources.
https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/index.html

References:

1) "A Resouce Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours"
2) "School Crisis Management: Handbook of aftermath intervention and psychological support"

Appendix 6: How Schools Can Help Students with Mental Health Issues

Students with mental health issues require diagnosis and follow-up from healthcare professionals (including psychiatrists, clinical psychologists, or medical social workers). The school's role is to support these students within the school environment to facilitate their care.

Here are key points that schools should pay attention to when formulating and providing relevant support measures for reference. Additionally, schools can refer to the section "Schools should take proper care of students with mental health problems " in Chapter 3 of the "School Administration Guide": https://www.edb.gov.hk/attachment/en/sch-admin/regulations/sch-admin-guide/SAG_E.pdf

For detailed information about various mental illnesses, please visit the following Hospital Authority website:https://www.smartpatient.ha.org.hk/en/smart-patient-web/theme-based-module/mental-health/home

A. Early Identification of Students with Mental Health Issues Needing Support

(i) Schools should establish a mechanism to identify diagnosed cases (for example, issuing a notice to parents at the beginning of each school term requesting them to report their child's health status, including mental health).

(ii) To identify at-risk students early, teachers should be aware of the following behavioral indicators, such as:

- Persistent behavioral and/or emotional issues over a period of time
- Signs of withdrawal and inability to concentrate
- Chronic fatigue and burnout
- Emotional volatility
- Decline in academic performance, inconsistent with the student's usual performance
- Family history of emotional issues, parental divorce, the death of a family member, etc.
- Long-term or frequent absenteeism
- Difficulty interacting with peers and experiencing isolation

(iii) Schools must comply with the Personal Data (Privacy) Ordinance. The reporting of a student's health status by parents is voluntary, and the school should respect the parents' decisions, ensuring that any information cannot be disclosed without parental consent.

B. Proactive Engagement with Students with Mental Health Issues

Schools should appoint a staff member with relevant knowledge and skills (such as a school social worker) to proactively contact the affected students and their parents, understand their needs, provide advice to teachers based on the student's adaptation in school, coordinate follow-up work, and contact relevant professionals/departments for referrals as needed.

C. Establishing Follow-Up and Support Mechanisms

(i) Schools should hold case/review meetings to assess and adjust the corresponding support strategies based on the student's needs at different stages. The duration of each stage varies by individual, and the different stages include:

- Early onset of illness and initial treatment, where medications and dosages may still be adjusted
- High-risk period for suicide (e.g., at the beginning of a return to school, during a relapse, or following personnel changes in the school)
- Recovery/stabilization period, approaching the end of the illness

(ii) Schools can identify the protective factors and risk factors for students through case meetings. Protective factors that need to be strengthened include the student's own strengths, support and encouragement from family, friends, and teachers, while risk factors that need to be reduced include a lack of coping skills, insufficient family support, and difficulties in peer interactions.

D. Establishing Mechanisms for Stakeholder Participation in Support

Schools should form a cross-disciplinary team to plan and evaluate the support strategies provided to students, regularly monitoring, assessing, and reviewing the students' situations and the effectiveness of the support. Team members should include staff (such as guidance counselors, on-site social workers, student counselors, and class/department heads) and other professionals (such as educational psychologists, psychiatrists, and family/medical social workers). Additionally, schools should invite parents and the relevant students to participate.

E. Strengthening Communication Between Home and School

(i) Schools and parents should establish close and regular communication, focusing on specific events and methods for problem-solving.

(ii) Schools need to regularly inform parents about students' performance, using notebooks, journals, and emails to document students' progress (including successes, challenges encountered, and students' emotional expressions).

F. Developing Appropriate and Effective Support Strategies

- Schools should flexibly and patiently assist students in alleviating sources of stress, helping them rebuild confidence and enhance coping skills. Schools should also establish suitable and effective support strategies for students in need, such as recognizing students' difficulties with focus and thinking, providing ample time for students to respond to questions and instructions if necessary, and adjusting schedules (for example, allowing more flexible class times for students at the beginning of their return).
- Utilize diverse teaching techniques and methods (such as visual strategies and simplified instructions).
- Reduce homework pressure as much as possible during the early stages of illness.
- Provide special examination arrangements according to students' needs, such as preparing a quiet place for breaks and extending exam times.
- When students feel extremely anxious and pressured, consider providing a safe, quiet place for them to rest, reducing exposure to stimulating situations.
- Communicate with students in a simple, direct manner, listen, and offer encouragement, especially highlighting their progress.
- Remind students that they have the right to protect their privacy and not answer questions about their condition when asked.
- Suggest that students disclose their condition to trusted friends voluntarily and when they feel safe.
- Encourage students to accept medication and behavioral therapy to expedite recovery.
- Be alert to early signs of relapse and seek medical advice as needed.
- If a student with mental health issues exhibits disorganized thoughts and speech, hallucinations, or delusions, do not argue about the reality of their hallucinations and delusions; instead, encourage the student to focus on things they enjoy to divert their attention.
- Watch for signs of suicide; information about suicide warning signs, crisis assessment tools, and school crisis management e-books can be found on the Education Bureau's website: https://mentalhealth.edb.gov.hk/en/index.html .
- In emergencies, such as when the safety of the affected student or other students is at risk, schools should seek police assistance or call an ambulance.

G. "Whole School Approach - Three-Tier Support Model" to promote mental health

The Education Bureau has been encouraging schools to adopt the Whole School Approach directed at three levels, namely Universal, Selective and Indicated, to promote mental health amongst students and to enhance support for students with mental health needs. At the Universal level, schools should raise the awareness on mental health and enhance mental health literacy of students, teachers and parents, early detect students in need, strengthen students' resilience and mental health as well as reduce the stigma associated with help-seeking behaviour. At the Selective level, schools should put emphasis on enhancing identification and support for at-risk student. At the Indicated level, schools should ensure

students with mental health problems (including those with mental illness) could receive timely and appropriate mental health support services.

At the Universal level, the EDB has been actively promoting diversified development programmes featuring adventure-based, team building and problem-solving training, such as the "Understanding Adolescent Project" for primary schools, the "Enhanced Smart Teen Project" for secondary schools and the "Pupil Ambassador Scheme on Positive Living" for primary and secondary schools, to enhance students' resilience, cultivate their sense of dignity, self-discipline and responsibility, and boost their courage to make changes and take on challenges. From the 2016/17 to 2018/19 school years, the EDB and the Department of Health jointly launched the Joyful@School Campaign to enhance students' awareness and understanding of mental health and strengthen their ability to cope with environmental changes. Drawing on experiences and insights, many schools have since sustained their effort in promoting mental health on campus.

At the Selective level, to help serving teachers support students with special educational needs (SEN), the EDB has been organising structured training programmes pitched at basic, advanced and thematic levels (BAT Courses) for them starting from the 2007/08 school year. Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, the EDB has also provided primary and secondary school teachers with the "Professional Development Programme for Mental Health", which includes 3-day elementary training for teachers at large and 5-day in-depth training for designated teachers, with a view to raising their awareness of mental health and enhancing their professional knowledge and skills for identifying and supporting students with mental health needs. From the 2021/22 school year, the EDB has incorporated the "Professional Development Programme for Mental Health" and related training requirements into the structured Basic, Advanced and Thematic (BAT) Courses so as to strengthen the completeness of the BAT Courses. Besides, the EDB also organises related talks, seminars, experience sharing sessions, etc. in each school year. In addition, the EDB has published "A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours" and "Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness" developed in collaboration with the Hospital Authority (HA) for reference of teachers and school personnel.

At the Indicated level, starting from the 2017/18 school year, the Learning Support Grant has covered students with mental illness so that schools can strengthen their support for these students' learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau, in collaboration with the EDB, HA and the Social Welfare Department, has launched the "Student Mental Health Support Scheme" since the 2016/17 school year to provide appropriate support services for students with mental health needs through a school-based platform.