

## Contingency Plan for Handling Emergency Situations in Schools

When faced with emergency situations and under exceptional circumstances which may affect normal school operation territory- or district-wide, the school may exercise discretion in making special arrangements in the light of the situation prevailing at the time, and/or having considered the advice of the relevant government departments (e.g. the Education Bureau). Examples include taking precautionary preventive measures (such as suspending classes) as proposed by the Centre for Health Protection in mitigating spread of communicable diseases in the school, closing the school if there is sign of landslide danger and suspension of classes due to severe flooding in individual districts, serious traffic obstruction, etc. in consideration of the safety of students.

### I. General emergency situations

	Emergency Situations	Coordinating Personnel	Reference
(a)	Accidents First-aid (refer to procedural manual) Laboratory accidents (refer to procedural manual)	Discipline Committee First Aid Team Laboratory Safety Team	App Ia
(b)	Gas leakage/ Fire/ Bomb calls Gas leakage drill (refer to procedural manual) Fire drill (refer to procedural manual)	Discipline Committee	App Ib
(c)	Incidents of infectious diseases	Student Health Committee	App Ic
(d)	Food poisoning (refer to procedural manual)	Student Health Committee	App Id
(e)	Child abuse cases (pending government document)	Crisis Management Team	App Ie
(f)	Suicide cases	Crisis Management Team	App If
(g)	Tropical cyclones and heavy persistent rain Morning assembly reminders	Emergency Team	App Ig
(h)	Handling of political events/social incidents	Crisis Management Team	App Ih
(i)	Others, e.g. natural disasters, sudden suspension of transport services	Crisis Management Team	

### II. Situations leading to school suspension

- (a) Class suspension due to tropical cyclones and heavy persistent rain (App Ig)
- (b) Class suspension due to other emergency situations (App II)

#### A. Guiding principles

- I. Safety of students should be the prime consideration
- II. While students' learning interest should be the top priority, schools should ensure students can learn in a safe, disruption-free and orderly environment
- III. There would be adequate support to take care of students in need in the event that school operation/activities are suspended/cancelled
- IV. Disturbance to student learning should be kept to the minimum

**B. Actions**

- I. School should give due priority to the safety of all students and staff.
- II. School should exercise professional judgement to take appropriate actions as the specific situation warrants.
- III. School should obtain endorsement from the IMC representatives (Supervisor and a SSB Manager) after comprehensive assessment and thorough deliberation to suspend classes in accordance with EDB's advice on class suspension in case of emergency situations other than inclement weather conditions.

After comprehensive assessment and thorough deliberation by the school IMC representatives, we will suspend classes in accordance with EDB's advice on class suspension in case of the aforesaid situations.

**C. Mechanism in activating special arrangements (e.g. suspension of classes)****I. Communication mechanism**

- (a) School staff, students and parents should be notified through school circulars at the beginning of the school year about the general contingency plan on handling emergency situations, including accidents, inclement weather conditions and class suspension.
- (b) Arrangements relating to the class suspension will be announced on the school website and eClass if necessary.
- (c) Inquiries about class suspension can be made through the General Office.

**II. Duty roster of school staff**

To meet practical needs during the period of class suspension, an appropriate number of staff will be arranged to be on duty to handle school affairs and answer parents' enquiries.

- (a) Class suspension due to tropical cyclones and heavy persistent rain (App Ig)
- (b) Class suspension due to other emergency situations (App II)

**III. Arrangements of the school in emergency situations*****(a) Operation of school***

- (i) In case of emergency situations, all examinations/ tests/ extra-curricular activities may be rescheduled according to the school circulars issued or announcements made. New arrangements will be announced after class resumption.
- (ii) During the period of class suspension, all examinations/ tests/ extra-curricular activities will be postponed/ cancelled. New arrangements will be announced after class resumption or through the school website.
- (iii) Unless otherwise announced, the public examinations held by the Hong Kong Examinations and Assessment Authority will take place as scheduled. Students should attend the examinations punctually. Pay attention to the relevant announcements by the HKEAA.
- (iv) Alternative arrangements should be made regarding school tests or examinations for students who cannot return to school or arrive late because of emergency situations. Students will not be penalized under such exceptional circumstances.
- (v) For students' lateness or absence of a reasonable duration caused by emergency situations in the districts they live in, the School will not impose penalty when handling such cases.

*(b) Dismissal of students*

- (i) If the EDB advises the suspension of classes before the school session begins, the school will ensure that the school premises will be open and appropriately staffed so that students who might arrive are properly looked after, and safe and proper arrangements are made for these students to return home at an appropriate time.
- (ii) If school is in session when the EDB advises the immediate suspension of classes, the school will keep the students until safe and proper arrangements have been made for them to return home at an appropriate time.
- (iii) Parents can contact the School Office for further arrangements in case they can neither fetch their child who has arrived at school themselves nor arrange their relatives or friends to do so.

IV. Support for students' learning

- (a) In case of prolonged period of class suspension, to minimize the disturbance caused to students' learning, learning materials and readers for students will be prepared which will also be uploaded to eClass during the class suspension period. Students are expected to complete the work assigned. Parents are requested to pay attention to the learning situation of their children.

V. Arrangement for parents

- (a) Parents should exercise their discretion under individual circumstances in deciding whether or not to send their children to school in emergency situations. They should keep their children at home if they consider that road, slope, transport conditions or other emergency situations at that time have yet to resume normal. However, parents should inform the school of the absence of their children following usual practice.
- (b) Parents should not send their children to school when EDB's advice on class suspension is announced.
- (c) Parents are advised to keep their children home during class suspension, to safeguard their safety.
- (d) If parents are unable to arrange their relatives or friends to take care of their children, parents can contact the school for further arrangement.
- (e) Lunch box provision will be suspended during the period of class suspension. Parents may refer to the notice by the external provider for refund policy.
- (f) In the event that, due to special circumstances surrounding their children, the children need to return to school during class suspension, parents will have to escort their children to and from school and make lunch arrangements for them. Should this be the case, their children should return to school in school uniform and during normal school time.

VI. Holiday re-arrangement and supplementary lessons

- (a) In case the class suspension lasts for a period due to the emergency situations, holiday rearrangement and supplementary lessons will be needed after the resumption of classes.

VII. Arrangement for resumption of classes and first day of school after school suspension

- (a) In case of prolonged period of class suspension, arrangement for resumption of classes and first day of school after class suspension will be announced through the school website and eClass.

**Handling of accidents**

(Reference: EDB SAG 3.4.2)

1. In case of minor/ serious accidents resulting in injuries inside school campus, the injured students should be given first aid treatment inside school in the first place.

Non life-threatening accidents (e.g. sprain, abrasion, etc.):

- School should inform the parents first and see if ambulance service should be called with parent's consent.
- If the student is taken home, school should ensure that there is someone to take over the responsibility of looking after her.
- School would inform the insurance company if necessary.

Life-threatening accidents (e.g. organ damage, severe burns, etc.):

- School should activate the crisis management mechanism and assess the situation promptly and exercise professional judgment for appropriate actions, including dialing 999 immediately for emergency assistance or calling for ambulance service.
- School should inform the parents as well as the Senior School Development Officer of the accident immediately.
- A written report giving all the details of the accidents should be submitted to the EDB.
- If other students are likely to be affected by the accident, crowd management should be exercised and staff-in-charge should help look after the other students.
- If other students are likely to be affected psychologically by the accident, school should solicit support from its Guidance & Counselling Heads, Counsellors, Social Workers and Educational Psychologist for counseling services.
- School should inform the insurance company of the accident.

2. In case of local accidents outside school campus, the staff-in-charge should report to the principal/ vice principals immediately. School should see the procedures for handling the life-threatening accidents/ non life-threatening accidents in #1.
3. If the accident happens outside school hours, the coach/ tutor concerned must inform the teacher-in-charge immediately.
  - The teacher-in-charge should inform the parents first and see if an ambulance service should be called with the parent's consent.
  - The teacher should report to the principal/ vice principals immediately.
  - One coach/ tutor/ teacher-in-charge should accompany the student to the hospital.
  - If no other coach/ tutor/ teacher is available to care for the team/ group in session, the remaining activity/ training/competition should be halted, and the teacher-in-charge is responsible for informing all students to call their parents before the dismissal.
  - School should inform the insurance company of the accident.
4. In case of overseas accidents, the staff-in-charge should report to the principal/ vice principals immediately. The members of CMT should help decide the next procedures taken after evaluating the seriousness of the accident, e.g.
  - contact parents
  - contact the EDB

\*See the procedures for handling the life-threatening accidents/ non life-threatening accidents in #1 as reference.

5. In all cases, school should handle accidents immediately and notify the parents of the injured student as soon as possible, so that the injured students can receive medical attention promptly. In case of any uncertainties, staff should discuss with Vice Principal (Ms E Chan), Executive

Officer (Ms Joey Kwok) or Office Staff (Ms Iris Lam). After handling the accident, details should be recorded and filed. (Refer to “Report Form on Accident during School Activities”)

Note:

The following staff members will administer first aid procedures and handle the cases when accidents happen:

- Ms WY Chu
- Ms H Sun
- Ms E Chan
- Ms N Yip
- Ms M Sum
- Ms T So (Stand-by)

### **Accident reported from teacher/ student/ others**

To handle accident cases in a timely and appropriate manner for the safety of the student concerned, office staff should immediately

1. see if first aid support is needed (if yes, contact first aid staff – Ms WY Chu, Ms H Sun, Ms E Chan, Ms N Yip, Ms M Sum, Ms T So (stand by))
2. contact ambulance service and parents according to the parent's letter on emergency action (for life-threatening accidents, contact 999 immediately)
3. inform principal/ vice-principals
4. follow up as in Contingency Plan App Ia (stand by with the first aid staff to offer support, e.g. examining the student physically to ascertain the sign of a serious injury or illness)

\* Immediate action should be taken by the office staff being the first point of contact, while other staff should help with the subsequent handling.

**ST. PAUL'S SCHOOL (LAM TIN)**  
**REPORT FORM ON ACCIDENT DURING SCHOOL ACTIVITIES**

## 1. Occurrence of accident

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

Place \_\_\_\_\_ (for outdoor activities, record the name of the place, the map grid or distance marker(s) set up by the Agriculture, Fisheries and Conservation Department at every 500 metres distance along the hiking trails, if applicable)

## 2. Particulars of the injured

I. Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Class \_\_\_\_\_

II. Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Class \_\_\_\_\_

## 3. Activity engaged in at the time of the accident

\_\_\_\_\_

## 4. Location and engagement of the teacher(s)/instructor(s) at the time of the accident

\_\_\_\_\_

## 5. Description of the accident

\_\_\_\_\_

\_\_\_\_\_

## 6. Description of the injury(ies)

\_\_\_\_\_

\_\_\_\_\_

## 7. Action taken (including application of first aid)

\_\_\_\_\_

\_\_\_\_\_

## 8. Agencies contacted for help/rescue (Please tick in the appropriate box)

	Notification time and informant	Arrival time
Ambulance	<input type="checkbox"/> _____	_____
Police	<input type="checkbox"/> _____	_____
Other (please specify)	<input type="checkbox"/> _____	_____

Action taken by the above party after arrival

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9. Parent(s)/next of kin notified \* Yes ☐ No ☐  
(\* Please tick in the appropriate box)

Notification time

Arrival time

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Name 

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Relationship 

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Action taken by parent(s)/next of kin

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10. Follow-up action

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11. Remarks

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12. Reporting person(s)

I. 

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(Name in Block Letters) (Post) (Signature)

II. 

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(Name in Block Letters) (Post) (Signature)

Date 

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**Handling of fire, gas leakage and bomb calls**

(Reference: EDB SAG 8.4.2 & 8.4.3)

1. In case of fire, the staff will break the glass of the fire alarm; for bomb calls, school would ring the school bell in a continuous and longer duration; for gas leakage, the staff would strike gongs, to notify all the students and staff.
2. School office should report to the principal about the accident immediately.
3. All students and staff should gather in the playground\*. Form teachers and persons-in-charge should take attendance of their students, teaching staff, canteen and janitor staff, etc. and report it to the teacher-in-charge of the Fire Drill and Discipline Mistress. The discipline teachers help to keep discipline in the playground.
4. The members of CMT need to decide the next procedures taken after evaluating the seriousness of the accident:
  - dial 999 for emergency assistance / call for ambulance service
  - contact the gas supplier
  - inform the parents if needed
5. If the accident takes place in the morning on Saturday, office should take action according to the above procedures.  
If the accident takes place in the afternoon on Saturday or non-school days, the janitors should take action according to the above procedures.

\* Assembly point may be changed to the Lam Tin Service Reservoir Playground for safety consideration if necessary (gas leakage).

**Handling of infectious diseases**

(Reference: EDB SAG 3.5.4)

1. In case of the outbreak of infectious disease, school should report to the principal as well as the Centre for Health Protection (CHP).
2. School should refer to “Guidelines on Prevention of Communicable Diseases in Schools/Kindergarten/Kindergartens-cum-child Care Centres/Child Care Centres” issued and distributed by the CHP.
3. Office should arrange the janitors to sterilize classrooms and frequently touched objects and surfaces using a regular household cleaning spray or wipe.
4. Decide the roles and responsibilities of school staff (including all ancillary staff) to prevent the spread of disease.
5. School should keep an up-to-date sick leave record of students and staff.
6. School should remind students to take body temperature before returning school and not to return to school if they have a fever. School should take the body temperature of the students randomly at the school gate in the morning.
7. School should remind parents to keep sick children at home and not to bring them to school until symptoms have improved and fever has subsided for at least 2 days. School should also require parents to notify the school immediately should their children develop symptoms of infectious disease or be admitted to hospital.
8. In case of territory-wide epidemic situations, e.g. COVID-19, school should comply with the guidelines and instructions from the EDB and CHP.

St. Paul's School (Lam Tin)

Crisis Management Team

## Procedural Guide for Handling Suspected Cases of Child Abuse and Domestic Violence

(Reference: EDB SAG 3.8.9)

### PRINCIPLES

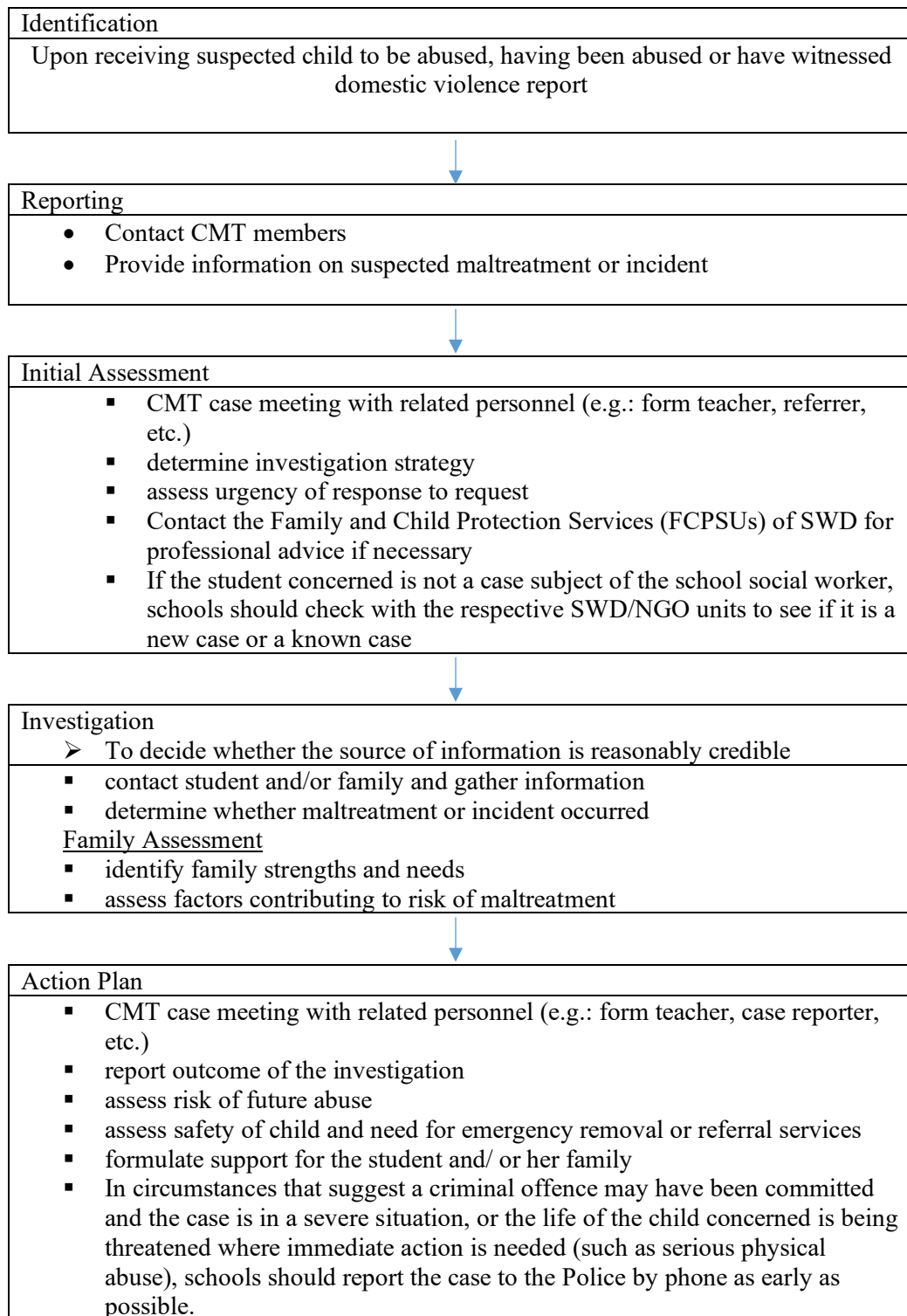
- (a) Each report / referral should be taken seriously regardless of the source or recency. Even if there are insufficient details of the incident, due consideration should also be given to the case if the informant or referrer has reasons to believe that something harmful has happened to the child.
- (b) Priority should be given to the immediate safety of the child.
- (c) The child suspected of being abused should not be required to describe the abuse incident(s) to different parties or on different occasions unnecessarily.
- (d) Sometimes the informant may wish to be treated in confidence. The informant should be assured that his / her identity and personal data will not be disclosed unless such disclosure is essential to protect the child or other persons or in court proceedings.
- (e) If the suspected abuse incident(s) is / are disclosed by the child himself / herself and asks for his / her disclosure to be kept secret, it should be explained to the child that it is in his / her best interests that such a promise cannot be made.
- (f) If the unit is not responsible for conducting social investigation of the suspected child abuse case, the unit should refer the case to the appropriate unit and / or make a report to the Police for investigation / assistance as soon as possible according to the procedures set out in the subsequent Chapters. The child concerned and the parent(s) should be explained of the arrangement and relevant procedures as appropriate.

### GENERAL GUIDE TO RESPONDING TO A REPORT / REFERRAL

1. The informant / referrer should be told that the report / referral would be taken seriously and looked into even though the allegation of abuse may turn out to be mistaken or unsubstantiated.
2. If the informant / referrer is not the person who first identified the suspected child abuse incident(s), an attempt should be made to contact that person directly.
3. In order to avoid confusion and duplication, the informant / referrer should be asked whether he / she has contacted other departments or organisations.

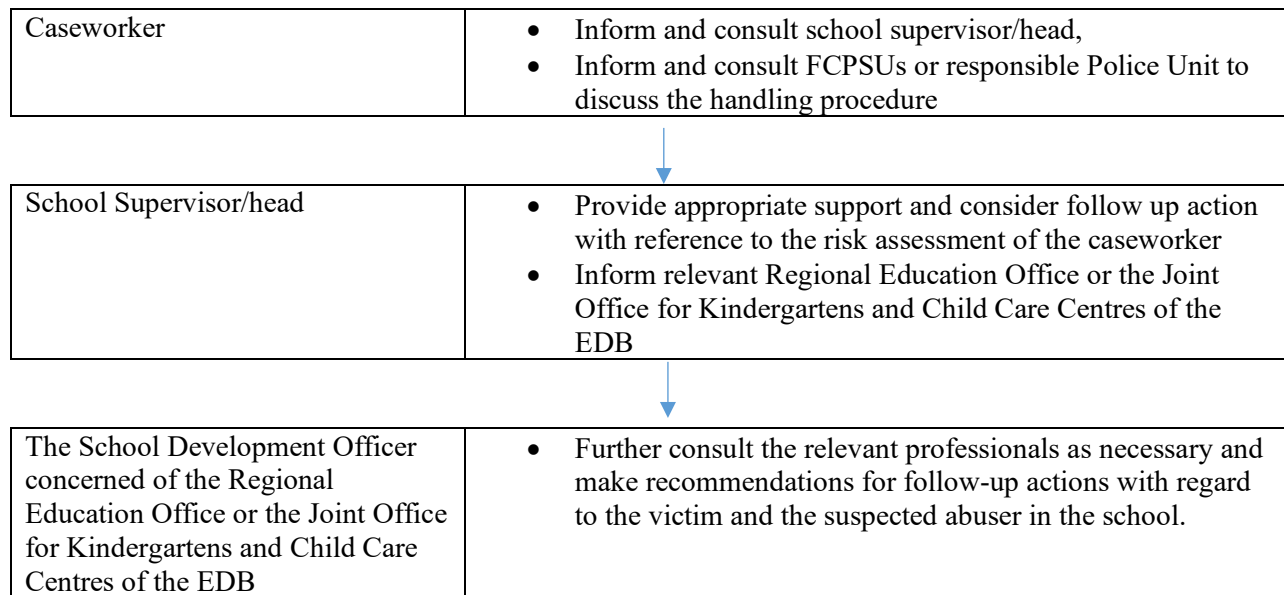
4. If the unit is not responsible for conducting investigation of the suspected child abuse case, it is not necessary for the unit to probe into the details of the abuse incident(s).
5. If parent(s)/guardian(s) is/are suspected to be involved in the abuse, schools do not need to seek the prior consent of parents when making a referral of a suspected child abuse case to the school social worker/known case to the caseworker or FCPSUs. If schools need to contact the parents during the process, they may consult FCPSUs first for handling methods.
6. Schools/designated personnel involved, in the course of handling suspected child abuse cases or domestic violence cases, should adhere strictly to the principle of confidentiality. The information collected should be shared on a need-to-know basis with relevant parties concerned such as the principal, the responsible social worker and the Police as soon as possible. All records must be kept centrally and access to these records within schools must be restricted and recorded. Under no circumstances should these records be kept with the students' general records.

## Overview of Handling Suspected Cases of Child Abuse and Domestic Violence



## Overview of Handling Suspected Child Sexual Abuse Cases Involving School Staff

## 1. Victim and Suspected Abuser from the Same School



## 2. Victim and Suspected Abuser NOT from the Same School

School of the victim

Caseworker	<ul style="list-style-type: none"> <li>Consult FCPSUs or responsible Police Unit to discuss the handling procedure</li> <li>Inform school supervisor/head (upon obtaining consent from the victim and his/her parents)</li> <li>Inform school supervisor/head (without the consent from the victim and his/her parents if it is possible that there are more than one victims in the same school)</li> </ul>
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School Supervisor/head	<ul style="list-style-type: none"> <li>Inform the relevant Regional Education Office of the EDB or the Joint Office for Kindergartens and Child Care Centres and consult the relevant professionals for appropriate support for the victim and other follow-up actions in school.</li> </ul>
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School of the suspected abuser

Caseworker	<ul style="list-style-type: none"> <li>Inform the relevant EDB Regional Education Office or the Joint Office for Kindergartens and Child Care Centres of the school of the suspected abuser through the school supervisor /head of victim after consultation with FCPSUs of SWD or the responsible Police Unit</li> </ul>
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School Supervisor/head	<ul style="list-style-type: none"> <li>Consider follow up action with reference to the risk assessment of the caseworker</li> </ul>
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The School Development Officer concerned of the Regional Education Office or the Joint Office for Kindergartens and Child Care Centres of the EDB	<ul style="list-style-type: none"> <li>Further consult the relevant professionals as necessary and make recommendations to schools for follow-up actions with regard to the suspected abuser</li> </ul>
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The Government of HKSAR, Education Bureau Circular No. 5/2018 *Handling Suspected Cases of Child Abuse and Domestic Violence* Retrieved October 15, 2018 from <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC18005E.pdf>

Social Welfare Department, Hong Kong. (Revised by 2015). *Procedural Guide for Handling Child Abuse*. Retrieved July 7, 2016, from [http://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_family/sub\\_fcwprocedure/id\\_1447/](http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_1447/)

U.S. Department of Health and Human Services. (2003). *The Role of Educator in Preventing and Responding to Child Abuse and Neglect*. Retrieved July 7, 2016, from <https://www.childwelfare.gov/pubPDFs/educator.pdf>

**LIST OF SOCIAL WORK OFFICERS OF  
FAMILY AND CHILD PROTECTIVE SERVICES UNITS (SWO/FCPSU)  
AND  
SWD SENIOR CLINICAL PSYCHOLOGIST (SCP))**

<b>CAIU Region</b>	<b>Service Boundary</b>	<b>Contact Person SWO/FCPSU</b>	<b>*Office Tel No</b>
<b>Kowloon East</b>	Wong Tai Sin, Tsz Wan Shan, Sai Kung, Tseung Kwan O, Lok Fu, San Po Kong, Choi Hung	FCPSU(WTS/SK)	3188 3563
	Kwun Tong, Ngau Tau Kok, Sau Mau Ping, Lam Tin, Yau Tong, Lei Yue Mun, Shun Lee	FCPSU(KT)	35863741

<b>Senior Social Work Officers / FCPSUs</b>	SSWO / FCPSU(KT)	35863740
	SSWO / FCPSU(WTS/SK)	3586 3500
<b>SCPs</b>	SCP1	2707 7654
	SCP2	3183 9428
	SCP3	2967 4119
	SCP4	2940 7023
	SCP5	35687900
	SCP6	23992372

\*Please call SWD Hotline 2343 2255 outside office hours



**List of Police Duty Controllers**

Region	Name/Post	Office Tel. No.	Fax No.
Kowloon	Duty Controller/ Superintendent, Regional Command and Control Centre (RCCC)	36617403	-
	OC CAIU KE	2726 6297 2726 6298	23602296

**LIST OF DESIGNATED PAEDIATRIC DEPARTMENT WITHIN HOSPITAL AUTHORITY HOSPITALS**

Hospital	Medical Coordinator(s) on Child Abuse	Telephone
<b>Kowloon East Cluster</b>		
Tseung Kwan O Hospital	Dr Louis CHAN	2208 0111
	Dr KU Wai-hung	
	On-call Senior Medical Officer	
United Christian Hospital	Dr Patrick CHEUNG	3949 4000
	Dr Anna CHENG	
	Dr Sam LAM	
	Dr Priscilla LO	
	Dr Kwok Leung Ng	
	Dr Darid LUK	

In case the Medical Coordinator(s) cannot be contacted, please contact the second call Medical Officer on duty except hospitals listing “On-call Senior Medical Officer” as the contact.

### LIST OF CHILD PSYCHIATRY TEAMS

	<b>Child Psychiatry Teams</b>	<b>Tel. No.</b>
1.	Castle Peak Hospital (Tuen Mun Child Team)	2454 1744
2.	Prince of Wales Hospital	35053415
3.	Queen Mary Hospital	2255 3067
4.	Yaumatei Child Psychiatric Clinic	2384 9774
5.	United Christian Hospital	3949 4809

### LIST OF OFFICES OF EDUCATION BUREAU

#### **Kowloon Regional Education Office**

**Podium-1/F, East Block, Education Bureau Kowloon Tong Education Services Centre,  
19 Suffolk Road, Kowloon Tong, Kowloon**

**Enquiries 3698 4108**

**Fax 2770 2012**

Kwun Tong District School Development Section

Enquiries 3698 4178

Fax 2783 7521

**LIST OF DISTRICT POLICE STATIONS**

	Report Room	Telephone	Facsimile
<b><i>Hong Kong Island</i></b>			
1.	Central Division	3 661 1600	2975 4392
2.	Peak Sub-Division	3 661 1604	2849 5652
3.	Western Division	3 661 1618	2858 9065
4.	Aberdeen Division	3 661 1614	2552 9216
5.	Stanley Sub-Division	3 661 1616	2813 6480
6.	Wan Chai Division	3 661 1612	2511 8731
7.	Happy Valley Division	3 661 1610	2575 8051
8.	North Point Division	3 661 1608	2562 5546
9.	Chai Wan Division	3 661 1606	2556 3406
<b><i>Kowloon East</i></b>			
10.	Wong Tai Sin Division	3 661 1632	2752 9405
11.	Sai Kung Division	3 661 1630	27915129
12.	Kwun Tong Division	3 661 1622	2348 0700
13.	Tseung Kwan O Division	3 661 1624	2706 1332
14.	Sau Mau Ping Division	3 661 1628	2790 7017
15.	Ngau Tau Kok Division	3 661 1626	2750 0642
<b><i>Kowloon West</i></b>			
16.	Tsim Sha Tsui Division	3 661 1650	2369 0793
17.	Yau Ma Tei Division	3 661 1652	2332 8500
18.	Sham Shui Po Division	3 661 1646	2958 1430
19.	Cheung Sha Wan Division	3 661 1644	2742 7046
20.	Mong Kok District	3 661 1642	2789 2123

	Report Room	Telephone	Facsimile
21.	Kowloon City Division	3 661 1640	2 762 9789
22.	Hung Hom Division	3 661 1638	2 624 5367
<b><i>New Territories South</i></b>			
23.	Kwai Chung Division	3 661 1690	2 410 0013
24.	Tsing Yi Division	3 661 1692	2 449 0351
25.	Tsuen Wan Division	3 661 1708	2 405 3687
26.	Sha Tin Division	3 661 1702	2 601 2176
27.	Tin Sum Division	3 661 1706	2 601 5841
28.	Ma On Shan Division	3 661 1700	2 640 1904
29.	Lantau North Division	3 661 1694	2 988 1822
30.	Lantau South (Mui Wo) Division	3 661 1696	2 984 1538
31.	Airport Police Station	3 661 2000	2 769 4809
<b><i>New Territories North</i></b>			
32.	Tai Po Division	3 661 1690	2 410 0013
33.	Sheung Shui Division	3 661 1692	2 449 0351
34.	Tuen Mun Division	3 661 1708	2 405 3687
35.	Castle Peak Division	3 661 1702	2 601 2176
36.	Yuen Long Division	3 661 1706	2 601 5841
37.	Tin Shui Wai Division	3 661 1700	2 640 1904
38.	Pat Heung Division	3 661 1694	2 988 1822
39.	Sha Tau Kok Division	3 661 1696	2 984 1538
40.	Lok Ma Chau Division	3 661 2000	2 769 4809
41.	Ta Kwu Ling Division	3 661 1690	2 410 0013
<b><i>Marine</i></b>			
42.	Marine Harbour Division	3 661 1720	2 884 9242

	Report Room	Telephone	Facsimile
43.	Marine East Division	3 6 6 1 1 7 1 8	2 1 9 4 4 5 4 2
44.	Maine South Division	3 6 6 1 1 7 2 4	2 5 5 3 7 1 6 5
45.	Marine West Division	3 6 6 1 1 7 2 6	2 4 5 2 2 7 5 9
46.	Marine North Division	3 6 6 1 1 7 2 2	2 6 0 2 7 3 5 3
47.	Cheung Chau Division	3 6 6 1 1 7 1 2	2 9 8 6 9 0 5 7
48.	Lamma Island Police Post	3 6 6 1 1 7 1 4	2 9 8 2 1 8 2 4
49.	Peng Chau Police Post	3 6 6 1 1 7 1 6	2 9 8 3 1 1 4 6

**LIST OF FAMILY AND CHILD PROTECTIVE SERVICES UNITS / INTEGRATED FAMILY SERVICE CENTRES /  
INTEGRATED SERVICES CENTRES OF SOCIAL WELFARE DEPARTMENT (SWD) AND NON-  
GOVERNMENTAL ORGANISATIONS (NGO)**

(<http://www.swd.gov.hk/doc/family/list>; [http://www.swd.gov.hk/tc/index/site-aboutus/page\\_otherunits/](http://www.swd.gov.hk/tc/index/site-aboutus/page_otherunits/))

**SWD Departmental Hotline**

2343 2255

**Family and Child Protective Services Unit (FCPSU)**

5. FCPSU (Kwun Tong)	Unit 2101, 21/F, Kwun Tong View, 410 Kwun Tong Road, Kowloon.	3586 3741
6. FCPSU (Wong Tai Sin/ Sai Kung)	Room 304, 3/F, Wong Tai Sin Community Centre, 104 Ching Tak Street, Wong Tai Sin, Kowloon.	3188 3563

**Integrated Family Service Centre (IFSC) / Integrated Services Centre (ISC)**

Kwun Tong District

27.	Kai Ping Integrated Family Service Centre, SWD	Unit G22-G41, Kai Yue House, Kai Yip Estate, Kowloon Bay, Kowloon.	3568 7037
28.	Sau Po Integrated Family Service Centre, SWD	Unit 121-126, G/F, Sau Ming House, Sau Mau Ping Estate, Kwun Tong, Kowloon.	2775 3578
29.	Lam Tin Integrated Family Service Centre, SWD	Shops 211B & 213, 2/F, Kwong Tin Shopping Centre, Kwong Tin Estate, Lam Tin, Kowloon	2717 9247
30.	Ngau Tau Kok Integrated Family Service Centre, SWD	3/F, Podium Level, Sheung Yuet House, Upper Ngau Tau Kok Estate, Kwun Tong, Kowloon.	2389 0466
*31.	Family Energizer (Integrated Family Service), Christian Family Service Centre	9/F, 3 Tsui Ping Road, Kwun Tong, Kowloon.	2318 0028
*32.	Kwun Tong Centre Shun Lee Integrated Family Service Centre, Hong Kong Family Welfare Society	4/F, Shun Lee Estate Community Centre, 2 Shun Chi Street, Shun Lee Estate, Kwun Tong, Kowloon.	2342 2291
*33	East Kowloon Centre Yau Tong Integrated Family Service Centre, Hong Kong Family Welfare Society	Shop G6, Upper Ground Floor, The Spectacle, 8 Cho Yuen Street, Yau Tong, Kowloon	2775 2332

#### Wong Tai Sin and Sai Kung District

34.	Wong Tai Sin Integrated Family Service Centre, SWD	Room 204, 2/F, Wong Tai Sin Community Centre, 104 Ching Tak Street, Wong Tai Sin, Kowloon.	2327 4973
35.	Tsz Wan Shan Integrated Family Service Centre, SWD	1 Lung Fung Street, Wong Tai Sin, Kowloon.	2326 7575 2322 5619

36.	Sai Kung Integrated Family Service Centre, SWD	5/F & 6/F, Sai Kung Government Offices Building, 34 Chan Man Street, Sai Kung, Kowloon.	2791 0692
37.	Tseung Kwan O (East) Integrated Family Service Centre, SWD	G/F, King Tao House, King Lam Estate, Tseung Kwan O, Kowloon.	27015703
38.	Tseung Kwan O (North) Integrated Family Service Centre, SWD	G/F, King Tao House, King Lam Estate, Tseung Kwan O, Kowloon.	2701 9495
*39.	Tseung Kwan O Centre Tseung Kwan O (South) Integrated Family Service Centre, Hong Kong Family Welfare Society	Unit 2, Podium 1, Choi Ming Shopping Centre, Kin Ming Estate, Tseung Kwan O, Kowloon.	2177 4321
*40.	Caritas Integrated Family Service Centre – Tung Tau (Wong Tai Sin South West), Caritas – Hong Kong	G/F, 10-16 Wing Tung House, Tung Tau Estate, Kowloon	2383 3377

\* NGO unit

# Integrated Services Centre

FCPSUs office hours: 8:45 am – 5:00 pm (Mondays to Fridays)

9:00 am to 12:00 noon (Saturdays, excluding public holidays)

For services after office hours, schools can also call the 24-hour SWD Departmental Hotline (Tel. No. : 2343 2255).

For services outside the aforesaid duty hours (including public holidays), callers can choose to transfer their calls to the Hotline and Outreaching Service Team as operated by Tung Wah Group of Hospitals for assistance from social workers.

## Crisis Management Procedure

Crisis: e.g. suicides, sudden deaths, child abuse, food poisoning, fire, gas leakage

**School Crisis Management Team member:**

Team leader	Ms S Cheng
Principal	Ms U Hung
Vice Principals and Assistant Principals	Ms SY Liu, Ms E Chan, Ms WY Yu
Guidance & Counselling Heads	Ms I Chan, Ms V Hui
Discipline Heads	Ms H Ching, Ms K Yip
SENCO	Ms M So
Student Support Members	Ms WY Chu, Sister Josephine
School Social Workers	Ms M Ip, Ms J Lam
Student Counsellor	Ms S Chan
Counselling Psychologist	Ms I Fung
Stand-by Members	Ms SM Sin, Ms R Tam

**EDB Education Psychologist:**

Ms Jojo Li

**Ad-hoc members:**

EDB Education Psychologist

EDB REO

Caritas Social Workers

Teachers/Staff concerned (if necessary)

**Taking minutes:**

Student counsellor/ executive officer / TA

	Procedures/ Task	Persons Responsible
	Verify information	SCMT leader
1.	Notify general office	Teacher concerned
2.	Notify the School Crisis Management Team	General office
3.	Notify school supervisor and regional education office	Principal
4.	Call an urgent School Crisis Management Team meeting	Principal/Vice Principal
	➤ Develop and discuss a strategic crisis plan	All CMT members



	<p>(Appendix 1, 11)</p> <ul style="list-style-type: none"> <li>➤ Handle inquiries from police</li> <li>➤ Prepare and handle media inquiries (Appendix 2)</li> <li>➤ Prepare announcements to parents (Appendix 3)</li> <li>➤ Liaise with EDB/other supporting agencies (Appendix 4)</li> <li>➤ Inform all staff (including clerical staff and janitor staff) on current situation (Appendix 5)</li> </ul> <ul style="list-style-type: none"> <li>➤ Contact victim's family</li> <li>➤ Support to students <ul style="list-style-type: none"> <li>✧ Inform students of the event (Appendix 6)</li> <li>✧ Arrange brief/ special class period material (Appendix 7, 8)</li> <li>✧ Arrange interview locations (Appendix 9)</li> <li>✧ Decide the procedure in arranging students to different location</li> <li>✧ Arrange individual and group counselling for students (Appendix 10)</li> <li>✧ Arrange counselling for SEN students</li> </ul> </li> <li>➤ Arrange individual and group counselling for teachers/staff</li> </ul>	<p>Ms H Ching, Ms K Yip Ms S Cheng, Ms WY Yu Ms S Cheng, Ms WY Yu</p> <p>Ms U Hung</p> <p>Teaching staff: Ms SY Liu, Ms E Chan Non teaching staff: Ms H Ching, Ms WY Chu</p> <p>SSW, SC Form Teachers Ms I Chan, Ms V Hui</p> <p>Ms I Chan, Ms V Hui Ms H Ching, Ms K Yip</p> <p>Ms I Chan, V Hui</p> <p>Ms M So Ms I Chan, V Hui, Sister Josephine</p>
5.	Call on all-staff meeting	Ms U Hung
6.	Daily follow-up meetings with EP and other supporting agencies (Appendix 15)	All SCMT members
7.	Complete report on crisis (Appendix 16)	Ms S Cheng, Ms I Chan. SSW

## Appendix 1

## Strategic Crisis Plan (for reference)

## Brief Rundown

Time	Venue	Tasks/ Operation	Person in Charge	Appendix
After the incident	Con Rm A	SCMT meeting	SCMT	Appendix 12
7:15	Gate	1. Briefing to janitor and clerical staff  2. Briefing to prefects	1. Ms SY Liu  2. Ms WY Yu	
7:30 – 7:45	Con Rm A	Staff Meeting	Principal	Appendix 13
8:15– 10:20	1. Classroom	1. Brief class meeting (Inform the students to the event)  2. Submit Teachers' Feedback form in Appendix 7 after the homeroom period for screening students in need	1. (All) form teachers/ counselling teachers  2. Ms I Chan, Ms V Hui	Appendix 6 Appendix 7
	2. Designated rooms	3. Individual/ small group interview for students/ staff as needed	3. Ms I Chan, Ms V Hui, Ms M So, Sister Josephine, SSW, EP, CC, SC	Appendix 9 Appendix 10 Appendix 11
10:20 – 10: 40	Con Rm A	SCMT meeting	SCMT members, SSW	
10:40 – 12:40	1. Classroom	1. Normal Lesson	1. Subject teacher/ teacher assigned	Appendix 8
	2. Classroom	2. Special class period for classes as needed	2. Subject teacher/ teacher assigned/ counseling teachers	

	3. Designated rooms	3. Individual/ small group interview for students/ staff as needed	3. Ms I Chan, Ms V Hui, Ms M So, Sister Josephine, SSW, EP, CC, SC	Appendix 9 Appendix 10 Appendix 11
12:40 – 1: 45	Con Rm A	SCMT meeting	SCMT members, SSW	
1:45 – 3:45	1. Classroom  2. Designated rooms	1. Normal Lesson  2. Individual/ small group interview for students/ staff as needed	1. Subject teacher/ teacher assigned  2. Ms I Chan, Ms V Hui, Ms M So, Sister Josephine, SSW, EP, CC, SC	Appendix 9 Appendix 10 Appendix 11
3:45 – 4:00	Con Rm A	Staff Meeting	Principal	
4:00	Con Rm A	SCMT reunion	SCMT	Appendix 14 Appendix 15

**Press Release** (sample)*(School's Name)*

The school was informed by **(press/police/parent)** on **(date)** about the passing away of one of our students. The teachers and students were very much saddened by the news.

We cannot offer comments at this stage as the incident is still under police investigation.

In response to this incident, the school has activated the School Crisis Management Team. Teachers, school social workers, and (our school's educational psychologist/ the educational psychologist from the Education Bureau) have offered instant support to students in need to relieve their distress.

The school has also issued a letter to all parents about the incident and they are encouraged to pay special attention to their children and to maintain communication with teachers.

If you have any further enquiry, please contact **(name)**, Principal, at **(tel. no.)**.

**(xxx)**  
Principal

**(dd/mm/yyyy)**

## 新聞稿範本

XXX 學校

### 學生死亡事件新聞稿

本校於\_\_\_\_月\_\_\_\_日從X 報記者/警方/有關家長口中獲悉本校的  
一名學生不幸逝世。

獲知這個噩耗後，我們全校師生都極為難過和悲痛。現在事件交由警方進行調查，我們不宜在這階段作任何的揣測或發表意見。

本校「危機處理小組」的教師已透過今天的早會，將這次不幸事件通知全體學生。全校教師、學生輔導主任/社工及教育心理學家已即時為各同學提供輔導，協助他們疏導情緒。

我們亦已發出家長信，請家長與我們保持聯絡，並在未來一星期留意情緒受困擾的學生，以便及早提供協助。如有查詢，請致電：

\_\_\_\_\_與校長聯絡。

\_\_\_\_\_學校校長謹啟

\_\_\_\_年\_\_\_\_月\_\_\_\_日

## 家長特別通告範本(一)

各位家長：

本校一名學生於\_\_\_\_年\_\_\_\_月\_\_\_\_日不幸逝世。全校師生深感惋惜和難過。

學校已即時啟動「危機處理小組」，由教育心理學家、校內教師及學校社工為有需要的學生提供情緒支援，消除他們的疑慮和紓緩他們的情緒。

請各家長在這幾天多留意 貴子女的表現。請家長聆聽他們的傾訴，讓他們說出自己的感受，並給予適切的安慰及勸勉。如有需要，請向校長、主任、班主任或學生輔導主任尋求協助，或致電學校(電話\_\_\_\_\_ )。

藍田聖保祿中學

校長：\_\_\_\_\_ 謹啟

\_\_\_\_年\_\_\_\_月\_\_\_\_日

(備註：附上區內其他社會服務機構的資料，以供參考。)

### 求助熱線

社會福利署： 2343 2255

生命熱線： 2382 0000

青少年生命專線：2382 0777

香港撒瑪利亞防止自殺會： 2389 2222

撒瑪利亞會： 2896 0000(提供多種語言服務)

明愛向晴軒：“向晴熱線”：18288

## 家長特別通告範本(二)

各位家長：

本校今早7時30分收到警方來電，獲悉本校數位中二同學在上學途中遇到交通意外，身受重傷，送院後情況穩定。我們已向該些同學的家人致以問候，並提供協助。目前警方正就這事件進行調查，在這個階段我們不宜對事件作揣測或下判斷。

有關這些同學的受傷事件，學校已即時啟動「危機處理小組」，由教育心理學家、校內教師及學校社工輔導情緒受困擾的學生，提供協助。學校會密切關注受傷同學和全校學生的情況，並適時作出跟進。

請各位家長在這幾天多留意 貴子女的表現，多聆聽他們傾訴，讓他們說出自己的感受，並給予他們適切的安慰。同時，亦請家長多與子女溝通，了解及明白他們的需要。如有需要，請致電校長或學校社工，學校將儘力協助。

藍田聖保祿中學

校長：\_\_\_\_\_謹啟

\_\_\_\_年\_\_月\_\_日

(備註：附上區內其他社會服務機構的資料，以供參考。)

### 求助熱線

社會福利署： 2343 2255

生命熱線： 2382 0000

青少年生命專線：2382 0777

香港撒瑪利亞防止自殺會： 2389 2222

撒瑪利亞會： 2896 0000(提供多種語言服務)

明愛向晴軒：“向晴熱線”：18288

## 參考資料

# 家長如何協助子女面對危機事件

危機事件可能會對子女感到哀傷、憤怒、焦慮或驚慌，這些反應都是常見的。成年人透過聆聽、溝通和支持，可以協助子女處理哀傷或不安的情緒。你的子女現在最需要的是：

## 安全感和支持

- 給予子女更多的關注。
- 多陪伴子女，給予他們安全感。
- 不要對子女隱瞞事實。
- 子女如希望參加喪禮，須確保他們已有足夠準備，如有需要，由你本人或其他成年人陪同出席。
- 留意子女在行為或情緒上的變化。
- 如果子女怕黑，不敢單獨睡眠，發噩夢，不要取笑他們或只安慰他們說不用怕
- 和子女討論可行的辦法，例如：安排家人陪伴子女、睡時保留適量的光線、將房門打開等。如果子女太年幼，亦可讓子女抱著心愛的布娃娃睡覺。

## 你的聆聽

- 切勿要求子女「不准講」或「不要再提」，勉強壓抑不安的心情反而會做成更長久的傷害。
- 鼓勵子女說出心裡的感受，耐心聆聽他們的傾訴，然後加以安慰。不要急於給予意見。
- 如果子女感到內疚(例如：埋怨自己沒有察覺死者有輕生的念頭、埋怨自己未能阻止意外的發生)，應該聆聽他們的傾訴，並加以開解。指出自殺的徵兆有時不易被察覺，或意外有時很難避免。他們可能會為不幸的事件難過，但他們不需為別人的選擇或行為負責。(如適用)
- 向子女說明他/她的感受是正常的，並無不妥，藉此消除他們的疑慮。

## 穩定的環境

- 儘快回復正常的生活程序和活動，避免不斷重複收看或閱讀相關的新聞或網頁
- 安排有益身心的活動，讓子女把注意力投放在其他的事情上。

## 尋求協助

如果你對子女的情緒反應有任何疑慮，請聯絡學校教師或輔導人員。



## 家長如何協助處理子女的情緒的常見問題

### 一. 這件事情對我的子女心理上會不會有影響？

危機事件發生後，子女在短期內可能缺乏安全感、覺得害怕、容易哭泣、精神緊張等，都是自然的反應。只要家長給予關懷、肯定和支持，多抽時間陪伴和傾談，大部分子女是有能力面對事件帶來的轉變及克服困難，逐漸回復正常的生活的。如家長發覺子女一段時間後(如數星期)仍有情緒不安的跡象，應該與學生輔導老師聯絡。

### 二. 如我的子女表現驚慌(如造噩夢、怕黑、不敢外出等)，我應該怎樣做？

研究顯示在危機事件發生後的初期，子女應付傷害的能力較弱，所以家長須關心他們的情緒和積極聆聽，不要責備或否定他們的恐懼(如說「沒甚麼可怕」，「男孩子不要怕」等說話)。家長應鼓勵子女逐步說出他們心裡的感受，並給予支持、安慰及幫助(例如對子女說：「如果你害怕獨自睡覺，我可以陪伴你。」)。家長也可以指導子女做一些輕鬆的運動或深呼吸以舒緩情緒。

### 三. 關於子女對死亡的疑惑或惶恐，我應該怎樣回應？

可以對子女說：「這個同學的死亡是一件不幸的事，他的生命已完結，他不會再返回學校上課，我們再也不會見到他了。我們為同學的死傷心和難過，我們亦要珍惜生命。」

(備註：如果父母有宗教信仰，可就自己的信仰對子女解釋死亡的意義。)

### 四. 我的家庭正面對一些壓力，我應該怎樣做？

- 持積極的信念，好好照顧自己。
- 向你信任的親友傾訴。
- 尋求適當的援助，如社工、輔導員、社會福利署及志願機構。

### 五. 如何聯絡校方？

如需協助，請聯絡校方\_\_\_\_\_ (電話：\_\_\_\_\_ )。

## Parent Letter (Sample 1)

Dear Parents,

A very sad thing happened today that I want to share with you. This morning one of our students was hit by a car outside his home residence in (place). He was seriously injured and certified dead at the hospital. We are all very much saddened by the news.

A special announcement has been made to the whole school this morning and we had provided psychoeducation to students. Teachers, school social worker, officers from the Education Bureau and other support personnel jointly supported the students. Counselling services were delivered to those in need so as to help them overcome the difficult period.

This piece of sad news might cause emotional disturbance to your children. Please pay attention to your child's emotional reactions towards this event. We suggest you to allocate time to accompany your child, listen to your child, and allow him/her to talk about his /her thoughts and feelings.

For further assistance, please call your child's class teacher (name and phone number) or school social worker (name and phone number). We are always ready to render additional support.

Yours faithfully,

(xxx)

School Principal

Remarks: You may also refer to the following hotlines for support services

### Telephone Hotlines

Social Welfare Department: 2343 2255

Suicide Prevention Services: 2382 0000

Youth Link: 2382 0777

The Samaritan Be friends Hong Kong: 2389 2222

The Samaritans: 2896 0000 (Multi-lingual services)

Caritas Family Crisis Line: 18288

## **Parent Letter (Sample 2)**

Dear Parents,

It is with great sadness that I inform you about the passing away of one of our students on (date). His/Her sudden death may cause distress and anxiety in our students. The School Crisis Management Team has drawn up an intervention plan and the school social worker/guidance teachers are rendering support and guidance to students in need.

We hope you will pay special attention to your children at such difficult times. You are encouraged to talk with them about their worries and feelings, and show them care and support. If you have any concern, please contact me, the guidance teacher or the school social worker at tel. no.: xxxx xxxx.

Yours faithfully,

(xxx)

School Principal

Remarks: You may also refer to the following hotlines for support services

### **Telephone Hotlines**

Social Welfare Department: 2343 2255

Suicide Prevention Services: 2382 0000

Youth Link: 2382 0777

The Samaritan Befrienders Hong Kong: 2389 2222

The Samaritans: 2896 0000 (Multi-lingual services)

Caritas Family Crisis Line: 18288

## **Guidance to Parents on Supporting Children at Time of Crisis**

Children may react to crisis events differently, depending on the degree of exposure, level of emotional/cognitive development, parental response and their personal experiences. Below are some common reactions associated with children who have encountered a crisis event and some ideas about how parents can help.

### COMMON CRISIS REACTIONS

- Physiological reactions** – headaches, stomachaches, muscle tremors, fatigue, sweating, sleep/appetite disturbance
- Emotional reactions** – shock, denial, fear, sadness, anxiety
- Behavioural reactions** – restlessness, disorganisation, rebellious at home/school, loss of interest in peer and social activities
- School performance** – fighting, withdrawal, attention-seeking, poor concentration

### WHAT PARENTS CAN DO

- Stay calm and stabilize your own emotion.
- Avoid spreading of rumors. Provide crisis facts and be selective of appropriate information in the news reports for sharing with your child.
- Let your child feel accepted and supported. Respect his/her feelings. They are genuine even if they are different from yours. Never deny or mock a child's fears and worries.
- Listen to your child's concerns and needs. Do not forbid the child to mention or talk about the incident. Suppressing feelings may have aversive effects in the long run.
- Offer opportunities for your child to share what he/she fears and worries most. Discuss arrangements which will make him/her feel more secure, e.g. keeping him/her company, letting him/her go to bed with the light on, etc.
- Encourage your child to express their feelings in different means, such as story-telling, drawing, and doing crafts.
- Do express words of comfort but do not be anxious to give advice. Excessive concern can result in undue stress.
- Encourage your child to continue with normal routines as far as possible.
- Arrange activities that are good for the body and mind, such as listening to music, doing sports and helping child to relax, to encourage your child to focus on other matters. Observe and monitor your child's progress. Refer him/her to the teachers or school guidance personnel for follow-up support if necessary.

機構	姓名	職位	電話號碼
教育局 區域教育服務處	Ms Lo Mei Kwan Ms Lee Wai Leng Mr Cheung Ka Ki	SDO SSDO CSDO	3698 4170 3698 4167 3698 4166
觀塘區警署	Kwun Tong Police Station 胡誠輝 Woo Shing-fai	警長	3661 0654 9108 8206
救護車服務			27353355
觀塘區消防處			23424612
聯合醫院			23799611
<b>The Samaritan Befrienders Hong Kong(香港 撒瑪利亞防止自殺會 ) 24小時</b>			23892222
社會福利署 星期一至五 上午9時至下午5時 星期六 上午9時至下午12時			23432255
教育局 教師陽光專線 星期一至日 上午8時至下午8時 (老師專用)			28926600
香港心理會衛生會 24小時			2528 0196
學校緊急支援電話	Ms Manya Ip Ms Jackie Lam Ms U Hung Ms E Chan Ms S Cheng Ms SY Liu	SSW SSW Principal Vice Principal Vice Principal Vice Principal	27723198 27723198 93702435 97001606 98557805 94238055

Appendix 4a

## 支援服務機構電話一覽表

\*如出現緊急情況(例如有人身體嚴重受傷、命危或需要即時支援)，學校應致電999要求緊急援助。

支援服務機構電話一覽表				支援服務機構電話一覽表			
機構	電話號碼	機構	電話號碼	機構	電話號碼	機構	電話號碼
教育局 區域教育服務處	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	香港撒瑪利亞防止自殺會	2389 2222	教育局 區域教育服務處	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	香港撒瑪利亞防止自殺會	2389 2222
觀塘區警署	3661 1622 (警署) 9108 8206 / 3661 0654 (Mr Woo)	社會福利署	2343 2255	觀塘區警署	3661 1622 (警署) 9108 8206 / 3661 0654 (Mr Woo)	社會福利署	2343 2255
救護車服務	2735 3355	教育局教師陽光專線	2892 6600	救護車服務	2735 3355	教育局教師陽光專線	2892 6600
觀塘區消防處	2342 4612	香港心理會衛生會	2528 0196	觀塘區消防處	2342 4612	香港心理會衛生會	2528 0196
聯合醫院	2379 9611	學校緊急支援電話 (Jackie/Manya)	2772 3198	聯合醫院	2379 9611	學校緊急支援電話 (Jackie/Manya)	2772 3198
*如出現緊急情況，學校應致電 999 要求緊急援助。				*如出現緊急情況，學校應致電 999 要求緊急援助。			
支援服務機構電話一覽表				支援服務機構電話一覽表			
機構	電話號碼	機構	電話號碼	機構	電話號碼	機構	電話號碼
教育局 區域教育服務處	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	香港撒瑪利亞防止自殺會	2389 2222	教育局 區域教育服務處	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	香港撒瑪利亞防止自殺會	2389 2222
觀塘區警署	3661 1622 (警署) 9108 8206 / 3661 0654 (Mr Woo)	社會福利署	2343 2255	觀塘區警署	3661 1622 (警署) 9108 8206 / 3661 0654 (Mr Woo)	社會福利署	2343 2255
救護車服務	2735 3355	教育局教師陽光專線	2892 6600	救護車服務	2735 3355	教育局教師陽光專線	2892 6600
觀塘區消防處	2342 4612	香港心理會衛生會	2528 0196	觀塘區消防處	2342 4612	香港心理會衛生會	2528 0196
聯合醫院	2379 9611	學校緊急支援電話 (Jackie/Manya)	2772 3198	聯合醫院	2379 9611	學校緊急支援電話 (Jackie/Manya)	2772 3198
*如出現緊急情況，學校應致電 999 要求緊急援助。				*如出現緊急情況，學校應致電 999 要求緊急援助。			

## Directory of Supporting Agencies

Agency	Telephone no.	Agency	Telephone no.
EDB Regional Education Offices	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	The Samaritan Befrienders Hong Kong	2389 2222
Kwun Tong Police Station	3661 1622 (Police station) 9108 8206 / 3661 0654 (Mr Woo)	Social Welfare Department	2343 2255
Ambulance Service	2735 3355	Teachers' Helpline	2892 6600
Kwun Tong Fire Station	2342 4612	Mental Health Association Hong Kong	2528 0196
United Christian Hospital	2379 9611	Emergency Contact Number (School)	2772 3198 (Jackie/Manya)

\*In case of emergency, the school should dial 999 for emergency services.

## Directory of Supporting Agencies

Agency	Telephone no.	Agency	Telephone no.
EDB Regional Education Offices	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	The Samaritan Befrienders Hong Kong	2389 2222
Kwun Tong Police Station	3661 1622 (Police station) 9108 8206 / 3661 0654 (Mr Woo)	Social Welfare Department	2343 2255
Ambulance Service	2735 3355	Teachers' Helpline	2892 6600
Kwun Tong Fire Station	2342 4612	Mental Health Association Hong Kong	2528 0196
United Christian Hospital	2379 9611	Emergency Contact Number (School)	2772 3198 (Jackie/Manya)

\* In case of emergency, the school should dial 999 for emergency services.

## Directory of Supporting Agencies

Agency	Telephone no.	Agency	Telephone no.
EDB Regional Education Offices	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	The Samaritan Befrienders Hong Kong	23892222
Kwun Tong Police Station	3661 1622 (Police station) 9108 8206 / 3661 0654 (Mr Woo)	Social Welfare Department	23432255
Ambulance Service	2735 3355	Teachers' Helpline	28926600
Kwun Tong Fire Station	2342 4612	Mental Health Association Hong Kong	2528 0196
United Christian Hospital	2379 9611	Emergency Contact Number (School)	2772 3198 (Jackie/Manya)

\* In case of emergency, the school should dial 999 for emergency services.

## Directory of Supporting Agencies

Agency	Telephone no.	Agency	Telephone no.
EDB Regional Education Offices	3698 4167 (Ms Lee) 3698 4170 (Ms Lo)	The Samaritan Befrienders Hong Kong	2389 2222
Kwun Tong Police Station	3661 1622 (Police station) 9108 8206 / 3661 0654 (Mr Woo)	Social Welfare Department	2343 2255
Ambulance Service	2735 3355	Teachers' Helpline	2892 6600
Kwun Tong Fire Station	2342 4612	Mental Health Association Hong Kong	2528 0196
United Christian Hospital	2379 9611	Emergency Contact Number (School)	27723198 (Jackie/Manya)

\* In case of emergency, the school should dial 999 for emergency services.





## What to Say in a Phone Conversation

Information given to all staff:

- a. The facts of the crisis as currently known
- b. The date, time, and place of the staff meeting
- c. A request not to speculate about the crisis while carrying out the responsibilities associated with the phone tree
- d. A request to continue calling and giving out the same information
- e. A reminder to maintain confidentiality

## 需傳遞的訊息

所提供的資料應包括：

- 有關危機的已知事實；
- 教職員會議的日期、時間及地點；
- 提醒對方在繼續傳達訊息時，要如實報導，不應加上自己對事件的猜測或判斷，以免訊息經傳遞後出現偏差；
- 提醒對方繼續致電給聯絡網上的其他指定人士，並給予相同的資料；
- 提醒對方暫時對事件保密，直至校方有進一步的指示。

**Chinese: Ms MY LAM**

Ms R CHAN	Ms SK CHAN	Ms HK CHAU	Ms P CHOI	Ms SH HUI
Ms PY LAM	Mr H NG	Mr KH NG	Ms SM WONG	Ms N YAN
Ms K YIP	Ms WY YU			

**English: Ms L WONG**

Ms J CHAN	Ms M CHENG	Ms S CHENG	Ms J CHEUNG	Ms TW CHEUNG
Ms M LAM	Ms N LEUNG	Ms E LUI	Ms I POON	Ms B YONG
Ms D SINGH	Mr C TSUI			

**Maths: Dr WL CHAN**

Mr A CHUNG	Mr D FUNG	Ms V HUI	Mr TH LAM	Mr T LAU
Ms T SO	Ms R TAM	Mr CY TSANG	Ms C YEUNG	

**Science: Ms YM CHEUNG**

Ms I CHAN	Mr K FEE	Mr E LAU	Mr KY POON	Mr A SIU
Ms M SUM	Mr J WONG	Ms N YIP		

**Supporting Staff: Ms H CHING**

ALICE	ANNE	GLORIA	*IRIS	JOEY
RUBY	VINCCI	YANNIS	BETTY	KEN
IRIS FUNG	STELLAR	CHERISE	CHRISTINE	

\* Responsible for informing janitors

**Social Science: Ms KM SIN**

Ms E CHAN	Mr P CHAN	Mr CL CHIEH	Ms SS LAI	Ms C LEE
Mr KM NG	Ms C PUN	Ms SM SIN	Ms Y YIP	Mr H YU

**Cultural Subjects: Sr Josephine TRAN**

Ms WY CHU	Ms K LAU	Ms SK LAU	Ms C LOK	Ms M SO
Ms H SUN	Ms T TSANG	Ms B WAI	Ms E WONG	

## 向學生宣布危機事件講稿範本(一)

本校今早7時30分收到警方來電，獲悉本校數位中二同學在上學途中遇到交通意外，身受重傷，送院後情況穩定。我們已向該些同學的家人致以問候，並提供協助。目前警方正就這事件進行調查，在這個階段我們不宜對事件作揣測或下判斷。

對於這突如其來的事件，校長和教師都覺得很震驚和難過。同學知道這事件後，可能會有不同的感受。有些同學會覺得很傷心，有些同學會感到不安和驚慌，又有些同學可能沒有特別的感覺，這都是常見的。你們亦可能會不時想起這事件，又或者暫時未能夠好像以往一樣集中精神上課，這些都是常見的反應。

校長和教師都很關心各位同學，如你們需要就這事件與老師傾談，可以到 \_\_\_\_\_ 室。我們的學生輔導老師、班主任、科主任、社工及校長都樂意聆聽同學的想法和感受。

最後，我希望藉這個機會向同學和家人予以深切的慰問，希望同學能夠早日康復。

## 向學生宣布危機事件講稿範本(二)

從新聞報導中得知本區今日凌晨發生一宗慘案。一名女童被人發現倒臥其住所平台，被消防員送院後，證實不治。

非常不幸，這悲劇發生在我們的一位同學身上。噩耗傳來，全校教師都極為痛心及難過。目前警方正就這事件進行調查，在這個階段我們不宜對事件作揣測或下判斷。

同學知道這事件後，可能會有不同的感受。有些同學會覺得很傷心，有些同學會感到不安和驚慌，又有些同學可能沒有特別的感覺，這都是常見的。你們亦可能會不時想起這事件，又或者暫時未能夠好像以往一樣集中精神上課，這些都是常見的反應。

我希望同學遇到困難，應該用積極的態度面對，尋求解決的方法。同學可以找長輩、成年人或教師傾談，尋求協助。如果同學想就這件不幸事件與教師傾談，可以到\_\_\_\_\_室。我們的學生輔導老師、班主任、科主任、社工及校長都樂意聆聽同學的想法和感受。

最後，我希望借這個機會向死者表示哀悼，希望他能夠安息，亦希望他家人的心情能早日平復。請大家閉上眼睛，以靜默方式表示大家對這位同學的哀悼。

### **Announcement to Students (Sample)**

I am sorry to share with you a piece of sad news. A student of our school was found lying unconsciously on the platform of her flat this morning. She was sent to the hospital and certified dead. The police are conducting an investigation and we should not make any speculation. I'll give you more information when it's available.

We feel very sad and concerned about what has happened. I want to let you know that different people react to this situation in different ways, and that is fine. Some people cry, others have trouble eating or sleeping, some people find it hard to work and others don't have much reaction at all.

We care and feel concerned about all of you. If you want to talk to someone about your feelings or reactions regarding the event, you can go to YYY (the venue). The Student Guidance Teacher, School Social Worker or Educational Psychologist is always there to listen to you.

In life we may encounter adversities. I hope we can adopt a positive attitude and seek help from others to solve the problem. During this difficult time, I hope you can spend some time to talk with your friends or family members and support one another.

Appendix 7

## 簡短班主任課內容

### 一. 簡單交代事件

- 交代校方已掌握的事實；
- 澄清失實的報導，例如報章的資料；
- 如事件涉及自殺死亡，應向學生解釋事件已交由警方調查，不適宜作出任何揣測；教師應指出自殺通常不是由單一原因所造成，大部分個案背後有複雜及長遠的因素相互影響；同時教師亦應帶出生命寶貴的訊息，遇到困難時應主動尋求協助。

### 二. 解答學生疑問

- ☐ 讓學生發問，回答問題時應避免描述不必要或令人不安的細節；
- ☐ 只給予已核實的基本資料及事實；
- 儘量回答學生的問題。倘若不知道答案，需坦白回應「我不知道」，如有需要，可待肯定答案後，才告知他們；
- ☐ 不要要求學生講述其親歷事件的經過。

### 三. 告訴學生尋求協助的途徑，例如向學校輔導人員、教師或家長求助。

### 四. 了解及觀察學生的反應，識別有需要的學生作進一步的了解及支援

- ☐ 留意某些學生是否有過分強烈的情緒或行為反應(如抑鬱、憤怒、自責或埋怨) ；
- ☐ 留意當事人的好朋友，男/女朋友、兄弟姊妹或「敵人」對事件的反應和行為表現；
- ☐ 轉介有需要進一步支援的學生給學校輔導人員。

## 簡短班主任課/特別班主任課\*：教師回應表

(\*刪除不適用者)

日期： \_\_\_\_\_

班 別： \_\_\_\_\_

班主任： \_\_\_\_\_

請儘量填寫，填妥後請交\_\_\_\_\_。

1. 學生在班主任課上有沒有情緒波動或其他異樣？

☐有 請列明： \_\_\_\_\_☐沒有

2. 有沒有學生需要轉介作進一步的輔導？

☐有 學生姓名： \_\_\_\_\_☐沒有

3. 學生對這件事有甚麼意見或反應？

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4. 對於該節班主任課時，你有甚麼意見？

時間合適： ☐同意☐不同意過程流暢： ☐同意☐不同意學校所提供的資料合適： ☐同意☐不同意

你有沒有遇到困難？(如有，請說明\_\_\_\_\_)

5. 其他建議 \_\_\_\_\_

## Brief Class Meeting

### Targets

All students

### Objectives

1. Students will receive basic information and facts about the crisis event;
2. Students will have crisis-related questions answered;
3. Students will learn about channels to seek help;
4. Teachers will identify students in need of additional crisis intervention and assistance.

### Content

#### 1. Provide concise and precise facts

- Share about verified facts;
- Clarify news that are untrue;
- If the crisis event involves suicide death, teachers should point out that
  - ✧ the event is under police investigation and it is inappropriate to make any speculation.
  - ✧ Suicide is a complex phenomenon influenced by multiple causal pathways and interacting factors and not a single cause or stressor is sufficient to explain a suicidal act in most circumstances;
  - ✧ Teachers should emphasize that life is precious.

#### 2. Answer students' questions

- Let students ask questions. Avoid describing unnecessary or disturbing details when answering the questions;
- Teachers should not give frightening details that are not asked for;
- Teachers should only provide verified facts;
- If teachers are uncertain about the answers of the questions, tell the students "I don't know". Clarify and get back to the students if needed;
- Do not ask the students to recall/ share their crisis experiences.

#### 3. Introduce channels to seek help

- Tell students channels to seek help, for example, they can seek help from the school guidance personnel/teacher, teachers or parents.

#### 4. Observe students' reactions and identify students in need for additional support;

- Identify students who show excessively intense emotional or behavioral reactions (e.g. depression, excessive anger, blaming, etc.);
- Observe reactions of students who have close relationships with the victim



(boyfriend/girlfriend, siblings or “enemies”);

5. Refer students in need to school guidance personnel for additional support.

**Brief Class Meeting/ Special Class Period \*:  
Teachers’ Feedback Form**

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

Class: \_\_\_\_\_ Class Teacher : \_\_\_\_\_

Please complete the following and hand in the duly completed form to \_\_\_\_\_.

1. Did any student(s) show any emotional reaction or unusual behavior?

☐ Yes (Please list out the name(s) of the student(s))

\_\_\_\_\_  
☐ No

2. Any student(s) in need of follow-up counseling?

☐ Yes (Please list out the name(s) of the student(s))

\_\_\_\_\_  
☐ No

3. What are the views and responses of the students towards this crisis event?

\_\_\_\_\_  
4. Please comment on the following statements about the Brief Class Meeting/ Special Class Period\*:

Length of time was appropriate: ☐ Agree ☐ Disagree

The rundown was smooth: ☐ Agree ☐ Disagree

Documents & Reference materials are useful: ☐ Agree ☐ Disagree

Have you encountered any difficulties? (If yes, please state:

\_\_\_\_\_)  
5. Other suggestions/ observations:

\_\_\_\_\_  
\* Delete whichever inappropriate

## 特別班主任課內容

### 一. 簡單交代事件

- 交代校方已掌握的事實；
- 澄清失實的報導，例如報章的資料；
- 如事件涉及自殺死亡，應向學生解釋事件已交由警方調查，不適宜作出任何揣測；教師應指出自殺通常不是由單一原因所造成，大部份個案背後有複雜及長遠的因素相互影響；同時教師亦應帶出生命寶貴的訊息，遇到困難時應主動尋求協助。

### 二. 解答學生疑問

- 讓學生發問，回答問題時應避免描述不必要或令人不安的細節；
- 只給予已核實的基本資料及事實；
- 儘量回答學生的問題。倘若不知道答案，需坦白回應「我不知道」，如有需要，可待肯定答案後，才告知他們；
- 不要要求學生講述其親歷事件的經過。

### 三. 簡述危機事件發生後的常見反應：

- 強調震驚、傷心、內疚、憤怒等不安情緒是常見的反應(參考資料1)；
- 表達不同人可能對事件有不同的反應，尊重彼此的反應有不同；
- 提醒學生如果有持續或加劇反應(參考資料1)，必須尋求協助。

### 四. 分享危機事件發生後恰當的應對策略及求助途徑(參考資料3及4)

- 分享恰當的應對策略 (如練習肌肉鬆弛法，尋求社交支援等) ；
- 若危機事件涉及自殺行為，應讓學生明白自殺並非恰當的問題解決方法；
- 了解學生的支援系統，確保他們得到適當的支援；
- 告訴學生尋求協助的途徑，例如向學校輔導人員、教師或家長求助；
- 提醒他們如遇情緒困擾或重大難題時，應儘早向家人或教師尋求協助。

### 五. 了解及觀察學生的反應，識別有需要的學生作進一步的了解及支援

- 留意某些學生是否有過分強烈的情緒或行為反應(如抑鬱、強烈自責或埋怨)；

- 留意當事人的好朋友，男/女朋友、兄弟姊妹或「敵人」對事件的反應和行為表現；
- 如事件涉及自殺死亡，留意有沒有學生認同死者的自殺行為；
- 需要時將這些有激烈情緒反應的學生轉介給社工或輔導教師；
- 有關如何處理學生的情緒反應，教師可細閱參考資料2。

## 簡短班主任課/特別班主任課\*：教師回應表

(\*刪除不適用者)

日期： \_\_\_\_\_

班別： \_\_\_\_\_

班主任： \_\_\_\_\_

請儘量填寫，填妥後請交 \_\_\_\_\_。

1. 學生在班主任課上有沒有情緒波動或其他異樣？

☐有 請列明： \_\_\_\_\_

☐沒有

2. 有沒有學生需要轉介作進一步的輔導？

☐有 學生姓名： \_\_\_\_\_

☐沒有

3. 學生對這件事有甚麼意見或反應？

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4. 對於該節班主任課時，你有甚麼意見？

時間合適： ☐同意☐不同意

過程流暢： ☐同意☐不同意

學校所提供的資料合適： ☐同意☐不同意

你有沒有遇到困難？(如有，請說明 \_\_\_\_\_)

5. 其他建議 \_\_\_\_\_

## 危機發生後常見的初期反應 (參考資料1)

面對危機事件，師生在情緒、認知、生理、社交和行為方面出現反應是常見的。在大多數的情況下，如師生有家人、師長和朋友的支持，這些常見的反應大約在數天至數星期內減退。以下列出危機事件發生後常見的初期反應，包括生理、思想、情緒、行為和人際關係方面。

生理方面	思想方面
身體不適(例如：頭痛、腸胃問題)	難以集中精神、思想混亂、判斷或組織能力減弱
飲食模式改變(如食量突然增加或減少)	反覆想起創傷事故的場面
睡眠困難	變得善忘，或者記憶力減退
疲累，提不起勁	發惡夢
感到緊張，心跳加速、出汗、肌肉緊張等	自責、擔心
情緒方面	行為方面
感到哀傷，悶悶不樂、沉默寡言	逃避接觸有關創傷事故的事物
感到驚慌，缺乏安全感	出現對抗行為
感到震驚、憤怒、失望、麻木、內疚	行為倒退，表現與年紀不符
情緒不穩定，容易煩躁、發怒	言語或行為有攻擊性
人際關係方面	成績倒退、不願意上學
離群獨處，不願意與其他人接觸	
感到孤單，被人排擠和孤立	
容易與人產生衝突	

## 危機事件引發的持續及嚴重反應

學校需持續評估危機事件對學生的影響程度，從而在不同的階段識別有需要的學生，為他們提供適切的支援。如發現學生出現下列較嚴重的反應，便需要尋求輔導或專業人員的支援。

- 學生的反應嚴重干擾了其日常生活的運作(例如：嚴重失眠、逃學/缺課、失憶、對四周事物表現麻木，不聞不問、失去食慾等)
- 學生的反應加劇(例如，過度的受驚、憂慮、過度的警覺、自責、感到無助、絕望等)
- 學生的反應過於強烈(例如，極度恐懼、憤怒)，甚至出現精神問題的警號(例如，嚴重的抑鬱、妄想、幻覺、怪異的想法和影像、感覺如在夢中、感覺身體不屬於自己等)
- 學生出現不合宜的應對行為(例如：過度濫用藥物/吸煙、嚴重對抗/挑釁權威、有自殺或殺人的念頭、以殘暴方式洩憤或傷害他人等)

資料來源：

WS 2 Handout 8, Warning Signs of Traumatic Stress, Crisis Intervention & Recovery: The Roles of School-Based Mental Health Professionals, National Association of School Psychologists 2012. Adapted with permission.

## 教師如何回應學生可能出現的反應 (參考資料 2)

處理原則	教師需要聆聽學生的感受，讓他們有機會表達自己的情緒，並具同理心，接受學生不同的感受及想法。
聆聽：	
理解：	理解學生對於不尋常的事故，感到震驚、內疚、憤怒或哀傷，是常見的反應。
提醒：	不愉快的事情總會過去；在困難的時刻要好好照顧愛惜自己；如遇到困擾或難題時應尋求協助。
轉介：	出現強烈情緒反應的同學，需轉介學校社工提供協助。

學生的反應	學生的說話或表現	給教師的建議
無特別反應	<input type="checkbox"/> 「我都唔識佢，唔關我事！」 <input type="checkbox"/> 「無感覺！」	<ul style="list-style-type: none"> <li>● 理解部分學生可能暫時未能對突如其來的事有所反應，亦可能由於不認識當事人所以無反應。</li> <li>● 不要誤會學生無動於衷或缺乏同情心。</li> <li>● 告訴學生有些反應可能會稍後出現，需要時可向老師求助。</li> </ul>
不相信、困惑、混亂	<input type="checkbox"/> 「真係估唔到佢會做呢D事！」 <input type="checkbox"/> 「會唔會搞錯，係咪認錯人？」 <input type="checkbox"/> 「我都唔識講，唔知自己諗乜！」	<ul style="list-style-type: none"> <li>● 認同事實的確難以置信，需要時間去接受事實。</li> <li>● 指出同學會有複雜的感受，覺得混亂甚至不知所措都是正常的反應。</li> <li>● 極度困擾的同學應向老師求助。</li> </ul>
害怕	<input type="checkbox"/> 怕類似的事情會發生在自己身上。 <input type="checkbox"/> 怕鬼。	<ul style="list-style-type: none"> <li>● 指出害怕、驚慌都是正常的反應。</li> <li>● 學生可能難以集中精神，或會失眠、發噩夢。</li> <li>● 如這些情緒嚴重影響日常生活，則須求助。</li> <li>● 與學生一同想出舒緩的方法。</li> </ul>
悲傷	<input type="checkbox"/> 哭泣。	<ul style="list-style-type: none"> <li>● 指出悲傷是正常的感覺。</li> </ul>

	<input type="checkbox"/> 有不捨的情緒。 <input type="checkbox"/> 部分學生可能不想討論。	<ul style="list-style-type: none"> <li>● 容許表達悲傷，無需阻止學生哭泣。</li> <li>● 留意學生有否過度悲傷，需要進一步的支援輔導。</li> </ul>
憤怒	<input type="checkbox"/> 埋怨其他人，如父母、老師等沒有阻止事件發生。	<ul style="list-style-type: none"> <li>● 諒解憤怒的感覺。</li> <li>● 不需要爭拗誰需要負責。</li> </ul>
內疚	<input type="checkbox"/> 「早知我……」 <input type="checkbox"/> 「點解我唔……？」 <input type="checkbox"/> 「如果我知佢唔開心，我就……」 <input type="checkbox"/> 「我真係唔應該成日笑佢……」	<ul style="list-style-type: none"> <li>● 指出面對這類事件，當事人的好友和一些同學覺得自己做得不足或不好，及/或覺得自己要負上責任，是常見的情緒反應。</li> <li>● 欣賞他們對當事人的關懷。</li> </ul>
表現不尊重	<input type="checkbox"/> 嬉笑、不認真。 <input type="checkbox"/> 表現不耐煩	<ul style="list-style-type: none"> <li>● 勿糾纏於這些學生的表現。</li> <li>● 理解部分學生可能未能接受事實，不懂得認真處理感受或面對內心的困惑，或不自覺地用這些方式掩飾害怕的情緒。</li> <li>● 不應容忍過分的行為，例如侮辱當事人。</li> </ul>
如事件涉及死亡或自殺，學生也可能有以下的反應		
對死亡的困惑	<input type="checkbox"/> 「點解無人幫佢？」 <input type="checkbox"/> 「死了會點？去了哪裡？」 <input type="checkbox"/> 「佢會唔會返來學校？」 <input type="checkbox"/> 「點解人會死？」 <input type="checkbox"/> 「點解有人咁細個就要死？」	<ul style="list-style-type: none"> <li>● 認同學生的困惑。</li> <li>● 指出人死了便不能在這世界再活一次，所以珍惜生命。</li> <li>● 留意如何表達不同宗教對死亡的詮釋。</li> <li>● 避免對死亡作不適當的解釋（例如：說那人只是睡著了或到了一個遙遠的地方）</li> </ul>
對事件本身的困惑	<input type="checkbox"/> 「點解佢會死？」 <input type="checkbox"/> 「點解佢阿爸阿媽要同埋佢一齊死？」	<ul style="list-style-type: none"> <li>● 避免討論死亡或自殺的詳情。</li> <li>● 帶出生命寶貴的訊息。</li> <li>● 否定自殺行為。</li> </ul>



	<input type="checkbox"/> 「係唔係無人同佢玩？」 <input type="checkbox"/> 「佢係唔係唔開心？」 <input type="checkbox"/> 「點解無人幫佢？」	<ul style="list-style-type: none"><li>● 留意是否有學生認同自殺的行為。</li><li>● 指出自殺通常不是由單一原因所造成，大部份個案背後有複雜及長遠的因素相互影響。</li><li>● 鼓勵學生如遇困擾時應尋求協助。</li></ul>
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### 應對策略（參考資料3）

恰當的應對策略能協助同學減低焦慮，幫助他們面對危機事件所帶來的壓力和困擾。以下是一些恰當及不恰當應對策略的例子，供教師作參考之用。教師可於簡短班主任課或特別班主任課與學生分享。若發現學生運用不恰當的策略，應給予指導並在需要時轉介學生予學校輔導人員作出跟進。

恰當的應對策略	不恰當的應對策略
尋求社交支援	逃避社交場合
✓ 與他人交談(例如朋友、教師、輔導人員等)，獲得所需支援	✗ 逃避參與活動 ✗ 逃避與家人及朋友接觸
健康的生活習慣	不健康的生活習慣
✓ 儘可能維持日常作息 ✓ 足夠且適當的休息及睡眠 ✓ 保持均衡的飲食 ✓ 進行適量運動 ✓ 參與有益身心的活動(如運動、聽音樂、閱讀) ✓ 進行鬆弛練習，保持放鬆狀態	✗ 工作時間過長 ✗ 使用酒精或藥物 ✗ 花太多時間看電視或玩電子遊戲 ✗ 進食過多或過少 ✗ 睡眠過多或過少 ✗ 不均衡的飲食 ✗ 缺乏運動
其他	其他
✓ 儘量掌握所需的資訊，以減少疑惑 ✓ 容許自己有一段時間感到困擾	✗ 以暴力的方式表達憤怒 ✗ 進行高風險或具有危險性的活動

資料來源：

Psychological First Aid for Schools Field Operations Guide”(2009) 及 “PREPaRE- School Crisis Prevention and Intervention Training Curriculum”(2011)

## 鬆弛練習 (參考資料4)

(一)腹式呼吸			
步驟1： 先找一張椅子坐下，背靠著椅背	步驟2： 先用鼻子深深地吸一口氣，讓腹部慢慢脹起，全身保持放鬆的狀態	步驟3： 緩緩的將氣呼出，讓腹部收縮起來，回復到吸氣前的狀態	步驟4： 重複呼吸練習，直至心跳及呼吸減慢，並感覺平靜
(二)肌肉鬆弛練習			
雙手和雙臂			
步驟1： 雙手握拳	步驟2： 雙手屈起，手腕盡量貼近膊頭	步驟3： 慢慢將雙手放下及放鬆	
頭部			
步驟1： 頭部盡量後拗	步驟2： 慢慢將頭部放回原位及放鬆	步驟3： 頭部盡量向前拗，下顎貼近胸前	步驟4： 慢慢將頭部放回原位及放鬆
口部			
步驟1： 盡量咬緊牙關	步驟2： 用力合唇	步驟3： 盡量擴張胸部	步驟4： 慢慢將牙關、雙唇及胸部放鬆
膊頭			
第一組練習 步驟1： 膊頭用力向上推，盡量貼近耳朵		步驟2： 慢慢將膊頭放下及放鬆	
第二組練習 步驟1： 雙膊後拗，胸部前挺		步驟2： 慢慢放鬆	
雙腳			
步驟1： 雙腳離地伸直	步驟2： 腳板向下拗	步驟3： 腳板向上拗	步驟4： 慢慢放鬆

### 參考資料

1. 香港心理學會臨床心理學組。(2002)。《身心鬆弛練習新編》。香港基督教服務處。
2. 香港科技大學學生事務處。《基本的鬆弛法》。
3. 衛生署。《漸進式肌肉鬆弛練習》。

## Special Class Period

### Targets

Students assessed to be mildly affected by the crisis event

### Objectives

1. Students will receive basic information and facts about the crisis event;
2. Students will learn about common reactions in response to crisis events and warning signs that indicate a need of further support;
3. Students will learn about adaptive coping strategies and channels to seek help;
4. Teachers will identify students in need for additional support.

### Content

1. Provide crisis facts
  - Share about verified facts;
  - Clarify news that are untrue;
  - If the crisis event involves suicide death, teachers should point out that
    - ✧ the event is under police investigation and it is inappropriate to make any speculation.
    - ✧ Suicide is a complex phenomenon influenced by multiple causal pathways and interacting factors and not a single cause or stressor is sufficient to explain a suicidal act in most circumstances;
    - ✧ Teachers should negate suicidal behaviour but emphasize that life is precious.
2. Answer students' questions
  - Let students ask questions. Avoid describing unnecessary or disturbing details when answering the questions;
  - Teachers should not give frightening details that are not asked for;
  - Teachers should only provide verified facts;
  - If teachers are uncertain about the answers of the questions, tell the students "I don't know". Clarify and get back to the students if needed;
  - Do not ask the students to recall/ share their crisis experiences.
3. Prepare students for the reactions that may follow crisis exposure
  - Teach common reactions in response to crisis events;
  - State that different people react to the same crisis event in different ways. Normalize

and respect different common crisis reactions;

- Encourage students to seek help when they display enduring warning signs or increased intense reactions.

4. Share with students proper crisis management strategies and channels to seek help

- Teach adaptive coping strategies (e.g. relaxation techniques, obtaining social support);
- If the incident involves suicidal behaviors, emphasize that committing suicide is not an appropriate coping strategy;
- Learn about students' social support network and ensure that they have appropriate support;
- Share with students channels to seek help, e.g. they can seek help from the school guidance personnel/teacher, teachers, and parents;
- Encourage students to seek help from family or teachers when they encounter mood disturbances or challenges in life.

5. Observe students' reaction and identify students in need for additional support

- Identify students who show excessively intense emotional or behavioral reactions (e.g. depression, excessive anger, blaming, etc.);
- Observe reactions of students who have close relationships with the victim (boyfriend/girlfriend, siblings or "enemies");
- If the crisis event involves suicide death, pay attention to whether there are students who regard committing suicide as an appropriate way to resolve difficulties;
- Refer students in need to the school guidance personnel for additional crisis intervention and assistance;
- Refer to Reference 1 about teachers' responses to students' reactions towards a crisis event

**Brief Class Meeting/ Special Class Period \*:  
Teachers' Feedback Form**

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

Class: \_\_\_\_\_ Class Teacher : \_\_\_\_\_

Please complete the following and hand in the duly completed form to \_\_\_\_\_.

1. Did any student(s) show any emotional reaction or unusual behavior?

☐ Yes (Please list out the name(s) of the student(s))

\_\_\_\_\_  
☐ No

2. Any student(s) in need of follow-up counseling?

☐ Yes (Please list out the name(s) of the student(s))

\_\_\_\_\_  
☐ No

3. What are the views and responses of the students towards this crisis event?

\_\_\_\_\_  
4. Please comment on the following statements about the Brief Class Meeting/ Special Class Period\*:

Length of time was appropriate: ☐ Agree ☐ Disagree

The rundown was smooth: ☐ Agree ☐ Disagree

Documents & Reference materials are useful: ☐ Agree ☐ Disagree

Have you encountered any difficulties? (If yes, please state:

\_\_\_\_\_) )

5. Other suggestions/ observations:

\_\_\_\_\_  
\* Delete whichever inappropriate

Reference 1

### **Recommended Teachers' Responses to Students' Reactions towards a Crisis Event**

**Guiding**

**Principles:** Listen to the students and allow them to express their emotions. Be

**Listen:** empathetic. Accept different feelings and thoughts expressed by students.

**Understand:** Understand that students react to the same crisis event differently and a lot of their reactions are common crisis reactions.

**Remind:** Difficult moments shall pass. Remind one another to take good care of one self and seek help whenever necessary.

**Referral:** Refer students to school social worker for support if they show strong emotional responses.

Student Reaction	Teacher Responses
Shock and Denial Initially students may appear remarkably unresponsive to the news of a suicide. They find it difficult to accept the reality of the death.	Teacher needs to assume a stance of anticipatory waiting, acknowledging the shock and demonstrating a willingness to talk when students feel ready.
Anger and Protection Students will look for someone to blame. Anger may be directed at adults in the deceased's life, including staff members. 'Why did they let it happen?'	Teacher can listen to students' feelings. It is sometimes helpful to explain that blame is a common reaction to an event that can't be explained.
Guilt Typically students who have known the deceased may move from blaming others to blaming themselves. 'If only I had talked to him more.'	Teacher can help by reminding students about the limits of personal responsibility.
Anger at the Deceased This is not uncommon, even among those who have not been really close to the deceased. 'How could he be so stupid to do such a thing?'	Allow some expressions of anger. Teachers can point out that feeling angry is common. A simple acknowledgement of this feeling may lessen its intensity.

**Designated Use of Rooms**

<b>Purpose</b>	<b>Person(s)</b>	<b>Responsible Room(s)</b>
Individual counselling (students)	Ms I Chan, Ms M So and EP	Hall/ SAC
Individual counselling (staff)	Ms V Hui and SSW	SSW room/ student counsellor room
Small group (students)	Ms WY Chu and SC	Classroom
Small group (staff)	Ms E Chan and Sister Josephine	English Corner
Press	Ms S Cheng Ms WY Yu	6E (6E class will go to Music Room)
Parents	Ms SY Liu and CC	Career Corner (G/F)
Victim's family	Principal and SSW	e-Learning centre
Staff meeting/ SCMT meeting	Principal	Conf room A



## Lesson 4

	A	B	C	D	E
1					
2					
3					
4					
5					
6					

## Lesson 5

	A	B	C	D	E
1					
2					
3					
4					
5					
6					

## Lesson 6

	A	B	C	D	E
1					
2					
3					
4					
5					
6					

## 學生個別輔導內容

### 一. 自我介紹

- 輔導人員自我介紹；
- 簡介目的及規則 (包括保密及互相尊重等)；
- 了解學生即時基本需要，如保暖、提供食水等；
- 建立尊重、具同理心的關係。

### 二. 協助穩定學生情緒

- 觀察學生情緒是否穩定；
- 如有需要，先穩定學生情緒；
- 如確定學生情緒已穩定，便可以進行個別輔導。

### 三. 識別危機事件為學生帶來的問題

- 了解學生在事件中的經歷(\*注意：避免要求學生詳述不必要或令人不安的細節)；
- 注意學生是否有傷害自己或其他人的想法，及識別不合適的應對策略及解難方法；
- 識別學生個人解難方法及支援系統，如家人、朋友支援等。

### 四. 協助學生處理危機事件帶來的問題

- 了解及協助尋求合適的應對策略及解難方法；
- 共同訂立目標及計劃解決問題。

### 五. 總結

- 確認學生掌握恰當的應對策略及行動。

## 學生小組輔導內容

### 一. 引入小組內容

- 輔導人員自我介紹；
- 簡介小組目的及規則 (包括保密及互相尊重等)。

### 二. 簡單交代事件

- 交代校方已掌握的事實；
- 澄清失實的報導，例如報章的資料；
- 如事件涉及自殺死亡，應向學生解釋事件已交由警方調查，不適宜作出任何揣測；輔導人員應指出自殺通常不是由單一原因所造成，大部份個案背後有複雜及長遠的因素相互影響；同時輔導人員亦應帶出生命寶貴的訊息，遇到困難時應主動尋求協助。

### 三. 解答學生疑問

- 讓學生發問，回答問題時應避免描述不必要或令人不安的細節；
- 只給予已核實的基本資料及事實；
- 儘量回答學生的問題。倘若不知道答案，需坦白回應「我不知道」，如有需要，可待肯定答案後，才告知他們。

### 四. 鼓勵學生分享在情緒、認知、生理、社交和行為方面的反應

- 可以用以下提問(舉隅)了解學生的反應：
  - ☐ 「你睡得好嗎？有否發噩夢？胃口怎樣？」
  - ☐ 「你最近的精神怎樣？」
  - ☐ 「你有甚麼感受和反應？」
- 鼓勵學生分享當下想法及感受，不要要求他們講述其親歷事件的經過。若學生描述令人不安的細節，輔導人員應引導學生集中分享當下的反應；
- 讓學生認識到傷心、內疚、憤怒等不安的情緒都是常見的反應；
- 讓學生體會到其他人都有相近的經歷和反應，他們並不孤單，更可互相支持(如適用)；
- 提醒學生如果有持續或加劇反應，必須尋求協助。

#### 五. 分享危機事件發生後恰當的應對策略 (參考資料3)

- 分享恰當的應對策略；
- 如有需要，可練習一些鬆弛方法 (參考資料 4)或其他相關的應對策略；
- 若危機事件涉及自殺行為，應讓學生明白自殺並非恰當的問題解決方法。

#### 六. 了解學生的支援系統，確保他們得到適當的支持

- 可以用以下提問(舉隅)了解學生的支援系統：
  - ☐ 「你的家人對這件事有什麼反應？」
  - ☐ 「他們如何與你傾談？」
  - ☐ 「當你情緒不安時，你會做什麼幫助自己舒緩？」
  - ☐ 「如果你有持續不安的情緒，你會與誰傾談？你會如何尋求協助？」
- 確保他們得到適當的支持
- 告訴學生你樂意幫助他；
- 協助學生了解自己的支援系統，如家人、朋友、學校支援人員等，讓學生知道可以在何處尋求協助；
- 鼓勵學生彼此支援，如遇情緒困擾或重大難題時，可以找老師或社工等幫助。假若知道某些學生有情緒困擾，亦應該告訴老師和社工；
- 識別缺乏支援的學生，以便日後跟進。

#### 七. 了解及觀察學生的反應，識別有需要的學生作進一步的了解及支援

- 留意某些學生是否有過分強烈的情緒或行為反應(如抑鬱、強烈自責或埋怨)；
- 如事件涉及自殺死亡，留意有沒有學生認同死者的自殺行為；
- 留意當事人的好朋友，男/女朋友、兄弟姊妹或「敵人」對事件的反應和行為表現；
- 需要時將這些有激烈情緒反應的學生轉介給社工或輔導教師；
- 有關如何處理學生的情緒反應，教師可參考參考資料1 & 2。

## 應對策略（參考資料3）

恰當的應對策略能協助同學減低焦慮，幫助他們面對危機事件所帶來的壓力和困擾。以下是一些恰當及不恰當應對策略的例子，供教師作參考之用。教師可於簡短班主任課或特別班主任課與學生分享。若發現學生運用不恰當的策略，應給予指導並在需要時轉介學生予學校輔導人員作出跟進。

恰當的應對策略	不恰當的應對策略
尋求社交支援	逃避社交場合
✓ 與他人交談(例如朋友、教師、輔導人員等)，獲得所需支援	✗ 逃避參與活動 ✗ 逃避與家人及朋友接觸
健康的生活習慣	不健康的生活習慣
✓ 儘可能維持日常作息 ✓ 足夠且適當的休息及睡眠 ✓ 保持均衡的飲食 ✓ 進行適量運動 ✓ 參與有益身心的活動(如運動、聽音樂、閱讀) ✓ 進行鬆弛練習，保持放鬆狀態	✗ 工作時間過長 ✗ 使用酒精或藥物 ✗ 花太多時間看電視或玩電子遊戲 ✗ 進食過多或過少 ✗ 睡眠過多或過少 ✗ 不均衡的飲食 ✗ 缺乏運動
其他	其他
✓ 儘量掌握所需的資訊，以減少疑惑 ✓ 容許自己有一段時間感到困擾	✗ 以暴力的方式表達憤怒 ✗ 進行高風險或具有危險性的活動

資料來源：

Psychological First Aid for Schools Field Operations Guide”(2009) 及 “PREPaRE- School Crisis Prevention and Intervention Training Curriculum”(2011)

## 鬆弛練習 (參考資料4)

(一)腹式呼吸			
步驟1： 先找一張椅子坐下，背靠著椅背	步驟2： 先用鼻子深深地吸一口氣，讓腹部慢慢脹起，全身保持放鬆的狀態	步驟3： 緩緩的將氣呼出，讓腹部收縮起來，回復到吸氣前的狀態	步驟4： 重複呼吸練習，直至心跳及呼吸減慢，並感覺平靜
(二)肌肉鬆弛練習			
雙手和雙臂			
步驟1： 雙手握拳	步驟2： 雙手屈起，手腕盡量貼近膊頭	步驟3： 慢慢將雙手放下及放鬆	
頭部			
步驟1： 頭部盡量後拗	步驟2： 慢慢將頭部放回原位及放鬆	步驟3： 頭部盡量向前拗，下顎貼近胸前	步驟4： 慢慢將頭部放回原位及放鬆
口部			
步驟1： 盡量咬緊牙關	步驟2： 用力合唇	步驟3： 盡量擴張胸部	步驟4： 慢慢將牙關、雙唇及胸部放鬆
膊頭			
第一組練習 步驟1： 膊頭用力向上推，盡量貼近耳朵		步驟2： 慢慢將膊頭放下及放鬆	
第二組練習 步驟1： 雙膊後拗，胸部前挺		步驟2： 慢慢放鬆	
雙腳			
步驟1： 雙腳離地伸直	步驟2： 腳板向下拗	步驟3： 腳板向上拗	步驟4： 慢慢放鬆

### 參考資料

1. 香港心理學會臨床心理學組。(2002)。《身心鬆弛練習新編》。香港基督教服務處。

2. 香港科技大學學生事務處。《基本的鬆弛法》。
3. 衛生署。《漸進式肌肉鬆弛練習》。

## 危機發生後常見的初期反應 (參考資料1)

面對危機事件，學生在情緒、認知、生理、社交和行為方面出現反應是常見的。在大多數的情況下，如學生有家人、師長和朋友的支持，這些常見的反應大約在數天至數星期內減退。以下列出危機事件發生後常見的初期反應，包括生理、思想、情緒、行為和人際關係方面。

生理方面	思想方面
身體不適(例如：頭痛、腸胃問題)	難以集中精神、思想混亂、判斷或組織能力減弱
飲食模式改變(如食量突然增加或減少)	反覆想起創傷事故的場面
睡眠困難	變得善忘，或者記憶力減退
疲累，提不起勁	發惡夢
感到緊張，心跳加速、出汗、肌肉緊張等	自責、擔心
情緒方面	行為方面
感到哀傷，悶悶不樂、沉默寡言	逃避接觸有關創傷事故的事物
感到驚慌，缺乏安全感	出現對抗行為
感到震驚、憤怒、失望、麻木、內疚	行為倒退，表現與年紀不符
情緒不穩定，容易煩躁、發怒	言語或行為有攻擊性
人際關係方面	成績倒退、不願意上學
離群獨處，不願意與其他人接觸	
感到孤單，被人排擠和孤立	
容易與人產生衝突	



## 危機事件引發的持續及嚴重反應

學校需持續評估危機事件對學生的影響程度，從而在不同的階段識別有需要的學生，為他們提供適切的支援。如發現學生出現下列較嚴重的反應，便需要尋求輔導或專業人員的支援。

- 學生的反應嚴重干擾了其日常生活的運作(例如：嚴重失眠、逃學/缺課、失憶、對四周事物表現麻木，不聞不問、失去食慾等)
- 學生的反應加劇(例如，過度的受驚、憂慮、過度的警覺、自責、感到無助、絕望等)
- 學生的反應過於強烈(例如，極度恐懼、憤怒)，甚至出現精神問題的警號(例如，嚴重的抑鬱、妄想、幻覺、怪異的想法和影像、感覺如在夢中、感覺身體不屬於自己等)
- 學生出現不合宜的應對行為(例如：過度濫用藥物/吸煙、嚴重對抗/挑釁權威、有自殺或殺人的念頭、以殘暴方式洩憤或傷害他人等)

資料來源：

WS 2 Handout 8, Warning Signs of Traumatic Stress, Crisis Intervention & Recovery: The Roles of School-Based Mental Health Professionals, National Association of School Psychologists 2012. Adapted with permission.

## 教師如何回應學生可能出現的反應（參考資料 2）

- 處理原則 聆聽： 教師需要聆聽學生的感受，讓他們有機會表達自己的情緒，並具同理心，接受學生不同的感受及想法。
- 理解： 理解學生對於不尋常的事故，感到震驚、內疚、憤怒或哀傷，是常見的反應。
- 提醒： 不愉快的事情總會過去；在困難的時刻要好好照顧愛惜自己；如遇到困擾或難題時應尋求協助。
- 轉介： 出現強烈情緒反應的同學，需轉介學校社工提供協助。

學生的反應	學生的說話或表現	給教師的建議
無特別反應	<input type="checkbox"/> 「我都唔識佢，唔關我事！」 <input type="checkbox"/> 「無感覺！」	<ul style="list-style-type: none"> <li>● 理解部分學生可能暫時未能對突如其來的事有所反應，亦可能由於不認識當事人所以無反應。</li> <li>● 不要誤會學生無動於衷或欠缺同情心。</li> <li>● 告訴學生有些反應可能會稍後出現，需要時可向老師求助。</li> </ul>
不相信、困惑、混亂	<input type="checkbox"/> 「真係估唔到佢會做呢D事！」 <input type="checkbox"/> 「會唔會搞錯，係咪認錯人？」 <input type="checkbox"/> 「我都唔識講，唔知自己諗乜！」	<ul style="list-style-type: none"> <li>● 認同事物的確難以置信，需要時間去接受事實。</li> <li>● 指出同學會有複雜的感受，覺得混亂甚至不知所措都是正常的反應。</li> <li>● 極度困擾的同學應向老師求助。</li> </ul>
害怕	<input type="checkbox"/> 怕類似的事情會發生在自己身上。 <input type="checkbox"/> 怕鬼。	<ul style="list-style-type: none"> <li>● 指出害怕、驚慌都是正常的反應。</li> <li>● 學生可能難以集中精神，或會失眠、發噩夢。</li> <li>● 如這些情緒嚴重影響日常生活，則須求助。</li> <li>● 與學生一同想出舒緩的方法。</li> </ul>

悲傷	<input type="checkbox"/> 哭泣。 <input type="checkbox"/> 有不捨的情緒。 <input type="checkbox"/> 部分學生可能不想討論。	<ul style="list-style-type: none"> <li>● 指出悲傷是正常的感覺。</li> <li>● 容許表達悲傷，無需阻止學生哭泣。</li> <li>● 留意學生有否過度悲傷，需要進一步的支援輔導。</li> </ul>
憤怒	<input type="checkbox"/> 埋怨其他人，如父母、老師等沒有阻止事件發生。	<ul style="list-style-type: none"> <li>● 諒解憤怒的感覺。</li> <li>● 不需要爭拗誰需要負責。</li> </ul>
內疚	<input type="checkbox"/> 「早知我……」 <input type="checkbox"/> 「點解我唔……？」 <input type="checkbox"/> 「如果我知佢唔開心，我就……」 <input type="checkbox"/> 「我真係唔應該成日笑佢……」	<ul style="list-style-type: none"> <li>● 指出面對這類事件，當事人的好友和一些同學覺得自己做得不足或不好，及/或覺得自己要負上責任，是常見的情緒反應。</li> <li>● 欣賞他們對當事人的關懷。</li> </ul>
表現不尊重	<input type="checkbox"/> 嬉笑、不認真。 <input type="checkbox"/> 表現不耐煩	<ul style="list-style-type: none"> <li>● 勿糾纏於這些學生的表現。</li> <li>● 理解部分學生可能未能接受事實，不懂得認真處理感受或面對內心的困惑，或不自覺地用這些方式掩飾害怕的情緒。</li> <li>● 不應容忍過分的行為，例如侮辱當事人。</li> </ul>
如事件涉及死亡或自殺，學生也可能有以下的反應		
對死亡的困惑	<input type="checkbox"/> 「點解無人幫佢？」 <input type="checkbox"/> 「死了會點？去了哪裡？」 <input type="checkbox"/> 「佢會唔會返來學校？」 <input type="checkbox"/> 「點解人會死？」 <input type="checkbox"/> 「點解有人咁細個就要死？」	<ul style="list-style-type: none"> <li>● 認同學生的困惑。</li> <li>● 指出人死了便不能在這世界再活一次，所以珍惜生命。</li> <li>● 留意如何表達不同宗教對死亡的詮釋。</li> <li>● 避免對死亡作不適當的解釋（例如：說那人只是睡著了或到了一個遙遠的地方）</li> </ul>
對事件本身的困惑	<input type="checkbox"/> 「點解佢會死？」 <input type="checkbox"/> 「點解佢阿爸阿媽要同埋佢一齊	<ul style="list-style-type: none"> <li>● 避免討論死亡或自殺的詳情。</li> </ul>

	<p>死？」</p> <p><input type="checkbox"/> 「係唔係無人同佢玩？」</p> <p><input type="checkbox"/> 「佢係唔係唔開心？」</p> <p><input type="checkbox"/> 「點解無人幫佢？」</p>	<ul style="list-style-type: none"> <li>● 帶出生命寶貴的訊息。</li> <li>● 否定自殺行為。</li> <li>● 留意是否有學生認同自殺的行為。</li> <li>● 指出自殺通常不是由單一原因所造成，大部份個案背後有複雜及長遠的因素相互影響。</li> <li>● 鼓勵學生如遇困擾時應尋求協助。</li> </ul>
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## Group Counselling for Students

### Targets

Students assessed to be more affected by the crisis event

### Objectives

1. Students will have crisis-related questions answered
2. Students will share and ventilate their emotions;
3. Students will learn about common reactions in response to crisis events and warning signs that indicate a need of further support;
4. Students will learn about adaptive coping strategies and channels to seek help;
5. Teachers will identify students in need for additional support

### Content

1. Introduce session
  - Facilitator introduces himself/herself;
  - Review group purposes and ground rules, which include mutual respect and compliance to confidentiality issues.
2. Provide crisis facts
  - Share verified facts;
  - Clarify news that are untrue;
  - If the crisis event involves suicide death, facilitator should point out that
    - ✧ the event is under police investigation and it is inappropriate to make any speculation.
    - ✧ Suicide is a complex phenomenon influenced by multiple causal pathways and interacting factors and not a single cause or stressor is sufficient to explain a suicidal act in most circumstances;
    - ✧ Facilitator should negate suicidal behaviour but emphasize that life is precious.
3. Answer students' questions
  - Let students ask questions. Avoid describing unnecessary or disturbing details when answering the questions;
  - Facilitator should not give frightening details that are not asked for;
  - Facilitator should only provide verified facts;
  - If facilitator is uncertain about the answers of the questions, tell the students "I don't know". Clarify and get back to the students if needed.
4. Share crisis reactions (emotional, cognitive, physiological, social and behavioral responses)
  - Understand students' reactions
    - ✧ Facilitating questions (examples):
      - a. How is your sleep/ appetite?
      - b. Can you concentrate on study?
      - c. How do you feel? What reactions did you experience?
    - Encourage students to share about their thoughts and feelings **at the present moment**. Do not ask them to recall the event or share their crisis experiences. If students start to

share about frightening details, guide the students to focus on sharing their reactions **at the present moment**;

- Teach common reactions in response to crisis events
- State that different people might have similar experiences and reactions, they are not alone but can offer one another mutual support (if applicable).
- Encourage students to seek help when they display enduring warning signs or increased intense reactions.

5. Share about adaptive coping strategies;

- Share appropriate coping strategies
- Practise relaxation techniques and other adaptive coping strategies if appropriate
- If the incident involves suicidal behaviors, emphasize that committing suicide is not an appropriate coping strategy.

6. Learn about the support network of the students and ensure that they have appropriate support

- Understand students' support network.
- ✧ Facilitating questions (examples):
- a. How did your family members react to the crisis event?
  - b. How did they talk with you?
  - c. What do you do to help yourself when you feel disturbed?
  - d. If your negative emotions persist, who would you talk to?
  - e. How would you seek help?
- Ensure appropriate support
- ✧ Tell students that you are willing to provide support;
- ✧ Help students understand their support network, which includes their parents, friends, School Support Team, etc.;
- ✧ Encourage students to support each other and encourage students to seek help from teachers and social workers when they encounter mood disturbances or great challenges in life. If their peers are experiencing distress, students can refer them to teachers or social worker;
- ✧ Identify students who are lacking social support for follow-up support.

7. Observe students' reaction and identify students in need of additional crisis intervention and assistance

- Identify students who show excessively intense emotional or behavioral reactions. If the crisis event involves suicide death, pay attention to students who think alike that committing suicide is an appropriate way to solve problems;
- Observe reactions of students who have close relationships with the victim (boyfriend/girlfriend, siblings or "enemies");
- If the event involves suicide death, pay attention to whether there are students who regard committing suicide as an appropriate way to resolve difficulties;
- Refer students in need to the school guidance personnel for additional crisis intervention and assistance;
- Refer to Reference 1 about teachers' responses to students' reactions to a crisis event.

Reference 1

### **Recommended Teachers' Responses to Students' Reactions towards a Crisis Event**

**Guiding**

**Principles:** Listen to the students and allow them to express their emotions. Be

**Listen:** empathetic. Accept different feelings and thoughts expressed by students.

**Understand:** Understand that students react to the same crisis event differently and a lot of their reactions are common crisis reactions.

**Remind:** Difficult moments shall pass. Remind one another to take good care of one self and seek help whenever necessary.

**Referral:** Refer students to school social worker for support if they show strong emotional responses.

Student Reaction	Teacher Responses
Shock and Denial Initially students may appear remarkably unresponsive to the news of a suicide. They find it difficult to accept the reality of the death.	Teacher needs to assume a stance of anticipatory waiting, acknowledging the shock and demonstrating a willingness to talk when students feel ready.
Anger and Protection Students will look for someone to blame. Anger may be directed at adults in the deceased's life, including staff members. 'Why did they let it happen?'	Teacher can listen to students' feelings. It is sometimes helpful to explain that blame is a common reaction to an event that can't be explained.
Guilt Typically students who have known the deceased may move from blaming others to blaming themselves. 'If only I had talked to him more.'	Teacher can help by reminding students about the limits of personal responsibility.
Anger at the Deceased This is not uncommon, even among those who have not been really close to the deceased. 'How could he be so stupid to do such a thing?'	Allow some expressions of anger. Teachers can point out that feeling angry is common. A simple acknowledgement of this feeling may lessen its intensity.

## 初步評估事件對學生及教職員的影響

### (一) 危機事件基本資料

事件發生的日期/時間/地點 : \_\_\_\_\_

簡述事發經過 : \_\_\_\_\_

事前發生的重要事件 : \_\_\_\_\_

傳媒對是次事件的報導 : \_\_\_\_\_

學校過往處理類似事件的經驗 : \_\_\_\_\_

### (二) 當事人的背景資料(如適用)

當事人姓名 : \_\_\_\_\_

性別 : 男/女(請刪去不適用者)

年齡 : \_\_\_\_\_

班別 : \_\_\_\_\_

出生日期 : \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

住址 : \_\_\_\_\_

家庭背景 : \_\_\_\_\_

過往在校表現

學業方面 : \_\_\_\_\_

社交方面 : \_\_\_\_\_

課外活動方面 : \_\_\_\_\_

曾接受的支援服務 : \_\_\_\_\_

### (三) 識別可能受事件影響的學生及教職員

以下問題可協助識別可能受事件影響的學生及教職員，供學校參考之用。當中有不同程度的影響因素，學校需按個別事件作出判斷，評估它對師生在心理和情緒上可能造成的影響，以決定採取何種支援措施：

#### 1. 親歷危機事件/處身現場

- 哪些學生或教職員親歷危機事件（例如目擊當事人墮樓一刻）？
- 哪些學生或教職員處身危機事件發生現場（例如事件發生後目擊當事人在現場接受急救）？

提示：身處距離危機事件發生地點越近，受影響的風險相對會越大。例如：學生目擊有人墮樓或身處墮樓現場，事件對他造成較嚴重影響的機會會較大。



(請列出班別、活動群組、學生或教職員姓名) \_\_\_\_\_

\_\_\_\_\_

## 2. 與當事人關係

- 哪些學生或教職員與當事人的關係特別密切/存有嫌隙?
- 哪些學生與當事人參與同一活動或團體?

提示：與當事人的關係特別密切，例如摯友或親人，或與當事人有嫌隙，受影響的風險相對會較大。假如當事人在校內備受愛戴，事件對師生造成較嚴重影響的機會會較大。

(請列出班別、活動群組、學生或教職員姓名) \_\_\_\_\_

\_\_\_\_\_

## 3. 個人的脆弱程度

- 哪些學生或教職員在過去數年曾經歷類似事件及/或受類似事件影響?
- 哪些學生或教職員在過去數年曾經歷喪失至親或其他創傷事件?
- 哪些學生或教職員在處理以往的創傷事件時較能積極面對，哪些較消極逃避?
- 哪些學生或教職員較能管理自己的情緒，哪些較容易情緒失控?
- 哪些學生或教職員有較良好的社交和/或家庭支援，哪些較缺乏社交和/或家庭支援?

提示：有較多脆弱特質的人士(例如：患有精神疾病、嚴重缺乏親友支援、有嚴重家庭問題)，受影響的風險相對會較大。

(請列出學生或教職員姓名) \_\_\_\_\_

\_\_\_\_\_

## 4. 危機事件引發的反應(參考資料 1A、1B、1C、1D)

- 哪些學生或教職員出現過分強烈的情緒反應(如過度的受驚、憂慮)，甚至出現精神問題的警號(例如，嚴重抑鬱、妄想、幻覺)?
- 哪些學生或教職員出現過分激烈的行為反應(例如：以殘暴方式洩憤或傷害自己/他人)?

(請列出學生或教職員姓名) \_\_\_\_\_

\_\_\_\_\_

### 提示：

1. (1)越接近事發現場、(2)與當事人關係越密切、(3)有較多脆弱特質或(4)情緒反應過分強烈的學生或教職員可能受危機事件影響較大，他們或需要進一步的支援。
2. 倘若有學生或教職員有一些非常脆弱的特質(例如：患有精神疾病)和/或出現過分強烈的情緒或行為反應，即使他們未必與事件有直接關聯，學校宜**即時**尋求專業人員(如社工、心理學家)意見，評估事件對他們的影響，並決定適切的支援措施。

3. 受危機事件影響的同學或教職員在情緒、認知、生理、社交和行為方面的反應或會隨著時間有所不同，學校需要持續觀察和評估，以識別受影響的師生。

## Initial Impact Assessment for Students and Staff

### (A) Basic information of the crisis incident

Date/Time/Location of the incident: \_\_\_\_\_

Brief Description of the incident: \_\_\_\_\_

Significant incident(s) preceding the incident: \_\_\_\_\_

Media coverage of the incident: \_\_\_\_\_

School's experience in handling similar incident: \_\_\_\_\_

### (B) Background information of the victim (if applicable):

Name of victim: \_\_\_\_\_

Sex: \_\_\_\_\_ M / F (Please delete where appropriate)

Age: \_\_\_\_\_

Class: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Home address: \_\_\_\_\_

Family background: \_\_\_\_\_

School performance: \_\_\_\_\_

- Academic: \_\_\_\_\_
- Social relationship: \_\_\_\_\_
- Extra-curricular activities: \_\_\_\_\_

Support services received: \_\_\_\_\_

### (C) Identification of at-risk students and staff

The following questions can be used as reference to help identify at-risk students and staff. The impact of a crisis incident is determined by the interaction effects of various factors. Schools should consider the unique nature of each crisis incident when assessing the possible psychological and emotional disturbances incurred on students and staff and determining the corresponding intervention.

#### I. Physical Proximity

- Who witnessed the incident (e.g. witnessing the moment when the victim falling from height)?
- Who was/were present at the scene (e.g. witnessing the victim receiving first aid after the incident)?

**Tips:** The closer a person stays at the scene of the incident, the higher the risk of psychological trauma is. For instance, if a student saw a person falling from height or the student was present at the scene, the incident might have a greater impact on him/her.

(List out the at-risk class(es)/ group(s)/ students/ staff)

\_\_\_\_\_

\_\_\_\_\_

#### II. Emotional Proximity

- Who had a close/special relationship with the victim?
- Who participated in the same activity or organisation as the victim did?

**Tips:** The closer the relationship the person has with the victim, e.g. best friends or family members, or having an unsatisfactory relationship with the victim, the higher the risk of psychological trauma he/she may have. For instance, if a beloved student died, the incident might have a greater impact on students/staff.

(List out the at-risk class(es)/ group(s)/ students/ staff)

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### III. Personal Vulnerabilities

- Who experienced/ have been affected by a similar critical incident in recent years?
- Who experienced the loss of a significant person or other traumatic incidents in recent years?
- Who used to adopt a more positive (vs. negative) attitude to cope with critical incidents?
- Who could regulate their emotions more properly (vs. easily lose their emotional control)?
- Who could obtain more adequate (vs. less adequate) social and/ or family support?

**Tips:** The more the vulnerability factors a person has (e.g. having mental health problems, lacking social/ family support or having serious family problems), the higher the risk of psychological trauma he/she may have.

(List out the at-risk students/ staff)

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### IV. Crisis Reactions (Reference 1A, 1B, 1C & 1D)

- Who exhibited excessive and intense emotional reactions (e.g. excessive fear, anxiety) or even displayed warning signs of psychiatric problems (e.g. severe depression, hallucination and delusion)?
- Who exhibited excessive and intense behavioural reactions (e.g. using brutal ways to ventilate anger or hurt oneself/others)?

(List out the at-risk students/ staff)

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### Remarks:

1. A person who (1) is closer to the scene of the critical incident, (2) has a closer relationship with the victim, (3) has more personal vulnerability factors or (4) exhibits excessive and intense reactions may be at a higher risk of being affected by the incident. They may require additional support.
2. When a student/staff has some very vulnerable factors (e.g. suffering from mental illness) and/or exhibits excessive and intense emotional or behavioural reactions, even though he/she may not have witnessed the incident or have close relationship with the victim, schools should seek **immediate** advice from professionals (e.g. social workers, psychologists) to assess the impact and determine appropriate support measures.
3. The emotional, cognitive, physiological, social, and behavioural reactions of the at-risk students or staff may change over time. The school needs to **observe and assess their needs continuously** so that appropriate support can be offered.

## Appendix 12

## 學校危機處理小組會議議程

- 一. 提供有關事件最新資料。
- 二. 初步評估和識別可能受事件影響的學生及教職員。
- 三. 評估尋求外援或社區資源的需要。
- 四. 釐定危機處理工作的規模、範圍、對象及各項工作的負責人：
  - ☐ 處理回應傳媒查詢及報導及安排接見傳媒
  - ☐ 處理警方查詢
  - ☐ 處理一般家長及外界查詢
  - ☐ 準備宣布消息的講稿：
    - ☐ 供校長或班主任向學生宣讀；
    - ☐ 供教職員回應外間查詢。
  - ☐ 商討支援學生的形式
    - ☐ 向全校/部分受影響級別宣布消息；
    - ☐ 決定所採取的宣布形式，例如由班主任向各班宣布；
    - ☐ 為全校/部分受影響級別安排簡短班主任課、特別班主任課；
    - ☐ 安排輔導人員接見已識別受事件影響的學生；
    - ☐ 安排場地。
  - ☐ 商討支援教職員/家長的形式
  - ☐ 準備召開教職員大會

## 初步評估事件對學生及教職員的影響

### (一) 危機事件基本資料

事件發生的日期/時間/地點 : \_\_\_\_\_

簡述事發經過 : \_\_\_\_\_

事前發生的重要事件 : \_\_\_\_\_

傳媒對是次事件的報導 : \_\_\_\_\_

學校過往處理類似事件的經驗 : \_\_\_\_\_

### (二) 當事人的背景資料(如適用)

當事人姓名 : \_\_\_\_\_

性別 : 男/女(請刪去不適用者)

年齡 : \_\_\_\_\_

班別 : \_\_\_\_\_

出生日期 : \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

住址 : \_\_\_\_\_

家庭背景 : \_\_\_\_\_

過往在校表現

學業方面 : \_\_\_\_\_

社交方面 : \_\_\_\_\_

課外活動方面 : \_\_\_\_\_

曾接受的支援服務 : \_\_\_\_\_

### (三) 識別可能受事件影響的學生及教職員

以下問題可協助識別可能受事件影響的學生及教職員，供學校參考之用。當中有不同程度的影響因素，學校需按個別事件作出判斷，評估它對師生在心理和情緒上可能造成的影響，以決定採取何種支援措施：

## 1. 親歷危機事件/處身現場

- 哪些學生或教職員親歷危機事件（例如目擊當事人墮樓一刻）？
- 哪些學生或教職員處身危機事件發生現場（例如事件發生後目擊當事人在現場接受急救）？

提示：身處距離危機事件發生地點越近，受影響的風險相對會越大。例如：學生目擊有人墮樓或身處墮樓現場，事件對他造成較嚴重影響的機會會較大。

（請列出班別、活動群組、學生或教職員姓名） \_\_\_\_\_

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## 2. 與當事人關係

- 哪些學生或教職員與當事人的關係特別密切/存有嫌隙？
- 哪些學生與當事人參與同一活動或團體？

提示：與當事人的關係特別密切，例如摯友或親人，或與當事人有嫌隙，受影響的風險相對會較大。假如當事人在校內備受愛戴，事件對師生造成較嚴重影響的機會會較大。

（請列出班別、活動群組、學生或教職員姓名） \_\_\_\_\_

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## 3. 個人的脆弱程度

- 哪些學生或教職員在過去數年曾經歷類似事件及/或受類似事件影響？
- 哪些學生或教職員在過去數年曾經歷喪失至親或其他創傷事件？
- 哪些學生或教職員在處理以往的創傷事件時較能積極面對，哪些較消極逃避？
- 哪些學生或教職員較能管理自己的情緒，哪些較容易情緒失控？
- 哪些學生或教職員有較良好的社交和/或家庭支援，哪些較缺乏社交和/或家庭支援？

提示：有較多脆弱特質的人士（例如：患有精神疾病、嚴重缺乏親友支援、有嚴重家庭問題），受影響的風險相對會較大。

（請列出學生或教職員姓名） \_\_\_\_\_

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## 4. 危機事件引發的反應(參考資料 1A、1B、1C、1D)

- 哪些學生或教職員出現過分強烈的情緒反應(如過度的受驚、憂慮)，甚至出現精神問題的警號(例如，嚴重抑鬱、妄想、幻覺)?
- 哪些學生或教職員出現過分激烈的行為反應(例如：以殘暴方式洩憤或傷害自己/他人)?

(請列出學生或教職員姓名) \_\_\_\_\_

\_\_\_\_\_

**提示：**

1. (1)越接近事發現場、(2)與當事人關係越密切、(3)有較多脆弱特質或(4)情緒反應過分強烈的學生或教職員可能受危機事件影響較大，他們或需要進一步的支援。
2. 倘若有學生或教職員有一些非常脆弱的特質(例如：患有精神疾病)和/或出現過分強烈的情緒或行為反應，即使他們未必與事件有直接關聯，學校宜**即時**尋求專業人員(如社工、心理學家)意見，評估事件對他們的影響，並決定適切的支援措施。
3. 受危機事件影響的同學或教職員在情緒、認知、生理、社交和行為方面的反應或會隨著時間有所不同，學校**需要持續觀察和評估**，以識別受影響的師生。



## **Agenda for School Crisis Management Team Meeting**

1. Verify and update the details of the crisis event.
2. Conduct an initial assessment on the impact of the crisis event and identify possible affected students and staff.
3. Evaluate if additional support from external or community agencies is needed.
4. Determine the scale, scope and targets of crisis intervention, and arrange the implementation procedures and division of labour.
  - Prepare for media enquiries;
  - Handle enquiries from the police;
  - Answer enquiries from parents and general public;
  - Prepare scripts for information dissemination
    - ✧ For the School Principal or Class Teacher to make announcement to students
    - ✧ For staff members to respond to enquiries
  - Discuss support formats to students
    - ✧ Decide targets and format of announcement (e.g. announcement made by Class Teachers);
    - ✧ Arrange Brief Class Meeting or Special Class Period for students in need;
    - ✧ Arrange meeting with identified students in need of individual and/or group counselling;
    - ✧ Arrange venues.
  - Discuss support formats to staff members and/or parents;
  - Prepare for the initial staff meeting.

## Initial Impact Assessment for Students and Staff

### (A) Basic information of the crisis incident

Date/Time/Location of the incident: \_\_\_\_\_

Brief Description of the incident: \_\_\_\_\_

Significant incident(s) preceding the incident: \_\_\_\_\_

Media coverage of the incident: \_\_\_\_\_

School's experience in handling similar incident: \_\_\_\_\_

### (B) Background information of the victim (if applicable):

Name of victim: \_\_\_\_\_

Sex: M / F (Please delete where appropriate)

Age: \_\_\_\_\_

Class: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Home address: \_\_\_\_\_

Family background: \_\_\_\_\_

School performance:

- Academic: \_\_\_\_\_
- Social relationship: \_\_\_\_\_
- Extra-curricular activities: \_\_\_\_\_

Support services received: \_\_\_\_\_

### (C) Identification of at-risk students and staff

The following questions can be used as reference to help identify at-risk students and staff. The impact of a crisis incident is determined by the interaction effects of various factors. Schools should consider the unique nature of each crisis incident when assessing the possible psychological and

emotional disturbances incurred on students and staff and determining the corresponding intervention.

### I. Physical Proximity

- Who witnessed the incident (e.g. witnessing the moment when the victim falling from height)?
- Who was/were present at the scene (e.g. witnessing the victim receiving first aid after the incident)?

**Tips:** The closer a person stays at the scene of the incident, the higher the risk of psychological trauma is. For instance, if a student saw a person falling from height or the student was present at the scene, the incident might have a greater impact on him/her.

(List out the at-risk class(es)/ group(s)/ students/ staff)

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### II. Emotional Proximity

- Who had a close/special relationship with the victim?
- Who participated in the same activity or organisation as the victim did?

**Tips:** The closer the relationship the person has with the victim, e.g. best friends or family members, or having an unsatisfactory relationship with the victim, the higher the risk of psychological trauma he/she may have. For instance, if a beloved student died, the incident might have a greater impact on students/staff.

(List out the at-risk class(es)/ group(s)/ students/ staff)

---

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### III. Personal Vulnerabilities

- Who experienced/ have been affected by a similar critical incident in recent years?
- Who experienced the loss of a significant person or other traumatic incidents in recent years?
- Who used to adopt a more positive (vs. negative) attitude to cope with critical incidents?
- Who could regulate their emotions more properly (vs. easily lose their emotional control)?
- Who could obtain more adequate (vs. less adequate) social and/ or family support?

**Tips:** The more the vulnerability factors a person has (e.g. having mental health problems, lacking social/ family support or having serious family problems), the higher the risk of psychological trauma he/she may have.

(List out the at-risk students/ staff)

---

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#### IV. Crisis Reactions (Reference 1A, 1B, 1C & 1D)

- Who exhibited excessive and intense emotional reactions (e.g. excessive fear, anxiety) or even displayed warning signs of psychiatric problems (e.g. severe depression, hallucination and delusion)?
- Who exhibited excessive and intense behavioural reactions (e.g. using brutal ways to ventilate anger or hurt oneself/others)?

(List out the at-risk students/ staff)

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#### Remarks:

1. A person who (1) is closer to the scene of the critical incident, (2) has a closer relationship with the victim, (3) has more personal vulnerability factors or (4) exhibits excessive and intense reactions may be at a higher risk of being affected by the incident. They may require additional support.
2. When a student/staff has some very vulnerable factors (e.g. suffering from mental illness) and/or exhibits excessive and intense emotional or behavioural reactions, even though he/she may not have witnessed the incident or have close relationship with the victim, schools should seek **immediate** advice from professionals (e.g. social workers, psychologists) to assess the impact and determine appropriate support measures.
3. The emotional, cognitive, physiological, social, and behavioural reactions of the at-risk students or staff may change over time. The school needs to **observe and assess their needs continuously** so that appropriate support can be offered.

## 教職員會議議程

一. 宣布事件及校方立場。

二. 澄清事實及解答疑問。

三. 修訂及落實支援計劃：

- ☐ 討論學校危機處理小組所擬定的支援計劃；
- ☐ 落實支援計劃的執行時間、步驟、分工細節及負責人。

四. 準備學生支援工作(如簡短班主任課、特別班主任課)

- ☐ 解釋內容及重點；
- ☐ 派發相關文件(如：教師備忘錄及教師如何回應學生可能的情緒反應 (Appendix 8)；
- ☐ 為有需要的教師提供協助。

五. 對教職員的情緒表示理解

- ☐ 向教職員解釋可能會出現的情緒反應，並對他們的反應表示理解；
- ☐ 識別情緒受困擾的教職員；
- ☐ 會後安排跟進支援。

## 危機事故-教師備忘錄

1. 為學生提供支援之前，儘量取得所有有關資料，並穩定自己的情緒。
2. 作好心理準備聆聽及支援學生。
3. 鼓勵學生在有需要時，要尋求協助，並告知求助的途徑，包括學生輔導服務的資料。
4. 在任何情況下，控制流言的散播。
5. 留意學生的情緒及行為，作出適切的支援。
6. 列出你認為有需要交由學校危機處理小組處理或跟進的學生名單。
7. 如果你認為班上大部分學生都因為目睹意外事件，或處身意外事件而受到影響，請通知學校危機處理小組，協助你處理有關學生的情緒問題。
8. 出席當日教職員會議及課後檢討會，提供或取得有關的資料。
9. 將所有傳媒的問題交給校方發言人。
10. 根據正常規則處理缺課或早退的請求，直至接到另行通知為止。
11. 如有需要，可以考慮延遲測驗或考試。

## **Agenda for Staff Meeting**

1. Inform staff of the crisis and the school's stance.
2. Clarify facts and answer queries.
3. Provide emotional support to staff
  - Explain the possible emotional reactions they may exhibit and show understanding on their reactions;
  - Identify staff who are severely affected;
  - Inform staff of the follow-up support available (e.g. Emotional Support Group for Staff).
4. Revise and finalise the support plan:
  - Discuss the support plan drawn up by the SCMT
  - Finalise the implementation schedule, venues and persons-in-charge.
5. Explain the support work for students (e.g. Brief Class Meeting, Special Class Period)
  - Explain the content and key points
  - Distribute relevant documents, e.g. "Reminders for Teachers" (Annex 6) and "How Should Teachers Respond to Students' Possible Reactions towards a Crisis Incident" (Reference 2)
  - Provide assistance to teachers in need

### **Reminders for Teachers**

1. Obtain all relevant information as far as possible and take care of your own emotions before rendering support to students.
2. If you need additional support to assist you manage the students' emotions, please inform the SCMT to make the arrangement.
3. Listen to students with patience and understanding. Accept different emotions and observe students' emotions continuously.
4. Refer all media enquiries to the spokesperson of the school.
5. Make special arrangements and allow flexibility in the school routines if necessary,  
e.g. allow breaks for students during lessons or postpone tests.
6. Attend staff meetings and evaluation meetings to report and receive updated information.



## Appendix 14

### 危機介入工作檢討會議議程

一. 檢討危機處理的安排、遇到的困難，及可改進的地方。

- 教師簡報學生對事件的反應；
- 教職員分享處理危機的意見。

二. 提醒教師情緒受困擾的學生的特徵和持續觀察和評估學生的反應的重要性

三. 討論短期跟進計劃

- 安排輔導服務的人手；
- 為教職員安排代課及提供支援；
- 再召開教職員會議的需要、議程、時間和地點。

四. 討論長期跟進計劃

- 全校性的教育活動(例如預防自殺活動、訓育輔導工作)；
- 關於危機處理的教師培訓需要。

## 危機介入和支援計劃檢討問卷

非常感謝你們協力應對學校近日發生的危機事件，使受影響的學生及家長得到適切的支援。請填寫本問卷，表達你對學校危機處理小組在統籌今次危機介入和支援工作的意見，以協助我們檢討危機處理小組的工作。填妥問卷後，請於\_\_\_\_年\_\_\_\_月\_\_\_\_日或之前交回\_\_\_\_\_。

	學校危機處理小組的支援 (請圈出適當的數字)			
	沒有 幫助	少許 幫助	有幫 助	很有 幫助
1. 危機的整體介入和支援方法 意見：_____	1	2	3	4
2. 為學生提供的輔導安排				
(a) 簡短班主任課	1	2	3	4
(b) 特別班主任課	1	2	3	4
(c) 小組輔導	1	2	3	4
(d) 個別輔導	1	2	3	4
意見：_____				
3. 為教職員提供的輔導安排				
(a) 小組輔導	1	2	3	4
(b) 個別輔導	1	2	3	4
意見：_____				
4. 為教職員提供的支援				
(a) 教職員大會	1	2	3	4
(b) 所提供的資料	1	2	3	4
意見：_____				
5. 為家長提供的支援				
意見：_____				
6. 處理傳媒採訪				
意見：_____				
7. 其他意見:				
_____				

## **Agenda for Evaluation Meeting**

1. Evaluate the arrangement, difficulties encountered and effectiveness of the crisis intervention and support work

- Teachers report students' responses;
- Staff members share comments with regard to the crisis intervention and support work.

2. Remind teachers about signs of at-risk students and the importance of ongoing observation and monitoring of students' reactions.

3. Discuss short-term planning

- Arrange staff to deliver counselling;
- Arrange support to staff or provide special arrangement, e.g. arrange substitute teacher;
- Consider the need for additional staff meetings –agenda, time and venue.

4. Discuss long-term planning:

- Plan for educational activities for the whole school (e.g. suicide prevention activities, guidance/discipline work);
- Identify training needs of teachers on crisis intervention and support.

## Crisis Response Evaluation Questionnaire

Please complete this questionnaire to help us improve our response to crisis event in the future. Please return this questionnaire to \_\_\_\_\_ by \_\_\_\_\_.

Circle 1, 2, 3, or 4 for all applicable items.

<b>Support from School Crisis Management Team</b>	Not Helpful	2	3	Very Helpful
<b>1. Overall Response to Crisis</b>	1	2	3	4
Comments:				
<b>2. Support to Students</b>	1	2	3	4
(a) Brief Class Meeting	1	2	3	4
(b) Special Class Period	1	2	3	4
(c) Group Counselling	1	2	3	4
(d) Individual Counselling				
Comments:				
<b>3. Counseling Support to Staff members</b>	1	2	3	4
(a) Group Counselling	1	2	3	4
(b) Individual Counselling				
Comments:				
<b>4. Support to Staff Members</b>	1	2	3	4
(a) Staff Meeting	1	2	3	4
(b) Information Bulletins and Resources				
Comments:				
<b>5. Support to Parents</b>	1	2	3	4
Comments:				
<b>6. Handling the Mass Media</b>	1	2	3	4
Comments:				
<b>7. Other Comments</b>				

Name: \_\_\_\_\_

Appendix 15

List of follow-up cases

Nature type: Academic stress (A), Peer conflict (P), Family problem (F), Close relationship with victim (C), Provoked by the news (P), Same class classmate (S)

Name	Nature	SW support	T support	Watchful waiting

**Sample Report on Student's Fatal Incident****I. Introduction**

1. Name:
2. Age of student at time of incident:
3. Sex:
4. School attending:
5. Class attending:
6. Home address:
7. Date of incident:
8. Brief description of incident:
9. The incident is known to school through:

**II. Dates of School Visits by EP (Related to this specific incident)****III. Supporting Officers**

Name	Post	

**IV. Persons Interviewed (For consultation and evaluation)****V. Events Preceding the Incident****VI. Observations**

1. School atmosphere and students' ability in general
2. Suicide student's performance in school
3. Suicide student's family background

**VII. School's Intervention and Aftermath Support to Affected Persons**

## 上課日子

## 【收到企圖自殺的報告】

- 通知校務處
- 校務處同一時間處理以下各項
  - 通知校長，副校長(VP/AP)，Ms I Chan， Ms V Hui， Ms H Ching， Ms K Yip， Ms WY Chu) 隨身攜帶手提電話立刻到現場
  - 安排一位校工及一位校務處同事立刻到現場
  - 第一位到達現場的同事如發現學生身處危險的地方／持有利器或進行任何行為，立刻向警方求助(999)
  - 通知班主任聯絡家長

Ms V Hui	開解事主，拖延時間
Ms I Chan	對知道這事件／在場同學給予輔導
Ms H Ching	安排疏散／安頓圍觀學生
Ms K Yip, Ms WY Chu	處理全體學生

- 有關同事召開緊急會議

## 非上課日子

### 【收到企圖自殺的報告】

- 通知校務處
- 校務處安排一位校工及一位校務處同事(隨身攜帶手提電話)立刻去現場
- 現場處理  
校務處同事
  - 如學生身處危險的地方／持有利器或進行任何行為，立刻向警方求助(999)
  - 根據當時的情況，在顧及自身安全的前題下把他的自殺工具拿走/離開危險的地方，告訴他必須要做的事，例如：放下剪刀、離開窗台。
  - 安排校工疏散／安頓附近學生
  - 通知校長、副校長(VP/AP)(如未能聯絡校長及副校長，請通知 Ms I Chan / Ms V Hui)
- 有關同事召開緊急會議



## School days

## Upon (receiving) notification of suicidal attempt report

- notify general office
- general office shall deal with the following items simultaneously
  - notify principal, vice principals, assistant principals, Ms I Chan, Ms V Hui, Ms H Ching, Ms K Yip, Ms WY Chu. (above parties shall go to the scene with mobile phone at once)
  - arrange a janitor staff and a general office staff member to go to the scene with mobile phone at once
  - if the first staff member who arrives at the scene finds that the student is at a high risk location / in possession of sharp tools or weapon/ attempting self harm action, seek immediate help from the police (999).
  - contact parents via form teacher

Persons Responsible	Tasks
Ms V Hui	comfort and calm down the student to procrastinate
Ms I Chan	offer counseling to students who know of this incident or are around the scene
Ms H Ching	make arrangement for evacuation / settle students at the scene
Ms K Yip, Ms WY Chu	make arrangement for all students if necessary

- School Crisis Management Team meeting shall be held to review action taken and plan for follow-up actions

## Non -School days

### Upon (receiving) notification of suicidal attempt report

- notify general office
- arrange a janitor staff and a general office staff member to go to the scene with mobile phone at once
- At the scene, general office staff shall deal with the following items simultaneously
  - if the student is at a high risk location / in possession of sharp tools or weapon/ attempting self harm action, seek immediate help from the police (999).
  - based on the existing circumstances, under the precondition of having taken into account personal safety, put away students' weapon/sharp tools used for suicide or ask the student to leave the high-risk location. tell her what must be done, for example, put down her weapon/sharp tools or stay away from the window, etc.
  - arrange a janitor staff to make arrangement for evacuation / settle students at the scene
  - notify principal, vice principals, assistant principals. ( If the above parties could not be reached, contact Ms I Chan/ Ms V Hui)
  - contact parents via form teacher
- School Crisis Management Team meeting shall be held to review action taken and plan for follow-up actions

**Tropical Cyclones and Heavy Persistent Rain Arrangements**

(Reference: EDB Circular No.5/2022)

These arrangements apply in the event of: (a) tropical cyclones and heavy persistent rain; and (b) change of weather conditions at the time of public examinations.

**Tropical Cyclones**

School should pay attention to the announcements made via the radio, television or mobile application “GovHK Notifications” when tropical cyclones are affecting Hong Kong. For full details of the announcements, school may visit the webpage “Press Releases” on the Government website (<http://www.info.gov.hk/gia/general/today.htm> ).

**Heavy Persistent Rain**

The rainstorm warning system of the Hong Kong Observatory (HKO) is designed to alert the public to the occurrence of heavy rain and the likelihood of major disruptions, including serious traffic disruptions, as well as extensive floods and landslips resulting in casualties. School should pay particular attention to the announcements made via the radio, television or mobile application “GovHK Notifications” during rainstorms. For more detailed information regarding rainfall distribution, school may visit the following HKO webpage:

<http://www.hko.gov.hk/wxinfo/rainfall/isohyete.shtml>

**School Policy**

1. An Emergency Team is set up composing of teachers, clerical staff and janitor staff (Appendix A).
2. Members of the team will be in charge of contingency arrangements in case of inclement weather conditions.
3. All staff should keep abreast of the latest information about the school arrangement and be ready to provide the necessary assistance in the interest of the students and the appropriate handling of the emergency situation.

## Contingency Plan

Event (Tropical Cyclones)	Procedures
When Tropical Cyclone Warning Signal <b>No. 1 / No. 3</b> is issued	✧ School is to operate as usual unless advised otherwise.
<b>Class suspension due to</b> Tropical Cyclone Warning Signal <b>Pre-No. 8 / No. 8</b> or above issued <b>before 6:00 a.m.</b>	✧ Classes are to be suspended.
<b>Class suspension due to</b> Tropical Cyclone Warning Signal <b>Pre-No. 8 / No. 8</b> or above issued <b>from 6:00 am onwards and before 8:00 am</b>	<ol style="list-style-type: none"> <li>Students do not have to attend school that day.</li> <li>Students who have not left for school should stay home.</li> <li>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.</li> <li>School is required to keep the premise open and implement contingency measures to look after students who have arrived at school. More students shall be turning up at the school. The Principal/ team leader should contact the Janitor staff members to make sure that they return to school as soon as possible, under the condition that her own personal safety is not jeopardized.</li> <li>The janitor staff members are expected to arrive at the school first. The school should open at 7.15 a.m. Other janitor staff, as well as other members of the emergency team should arrive soon afterward. Students who have already arrived at school should remain in school until it is safe for them to return home.</li> <li>Members of the emergency team should             <ol style="list-style-type: none"> <li>settle the students in 6E classroom and collect the student cards from students,</li> <li>help students to fill in the form “Record of students returning to school during rainstorm / typhoon” (Appendix B),</li> <li>help students to contact their parents by phone, and to find out if the parents would come to pick them up. If so, when they would be arriving. Parents do not need to pick up their children from school immediately.</li> </ol> </li> <li>The Principal should be consulted before major decision is made.</li> <li>If no student turns up by 8:30 am <b>AND</b> the weather condition is safe, Emergency Team could leave.</li> </ol>

<p><b>Class suspension due to Tropical Cyclone Warning Signal Pre-No. 8 / No. 8 or above issued during school hours</b></p>	<ol style="list-style-type: none"> <li>1. If Tropical Cyclone Warning Signal 3 is hoisted, the clerical staff should pay close attention to radio broadcast.</li> <li>2. If Tropical Cyclone Warning Signal Pre-No. 8 / No. 8 is hoisted, or the EDB announces class suspension, the clerical staff should notify the Principal immediately.</li> <li>3. The Principal should call for a meeting with the following staff: <ol style="list-style-type: none"> <li>I. vice principals,</li> <li>II. team leader of the Emergency Team,</li> <li>III. discipline mistress.</li> </ol> </li> <li>4. The purposes of the meeting are to, <ol style="list-style-type: none"> <li>I. decide the timing and the way in which students could be dismissed from the school. Students who have already arrived at school should remain in school until it is safe for them to return home;</li> <li>II. work out the “class suspension notification” to teachers and students in classroom.</li> </ol> </li> <li>5. Staff are notified of the contingency arrangement by staff meeting (if necessary).</li> <li>6. Dismiss students according to the standing instruction received from parents in September of each new school year. <ol style="list-style-type: none"> <li>I. notify parents through eClass Parent App before dismissing students</li> <li>II. asking students to stay at school until the parents come to collect them</li> </ol> <p>(pending exact options in the related parent notice)</p> </li> <li>7. Notify parents through eClass Parent App or the school webpage <ol style="list-style-type: none"> <li>I. explain the situations</li> <li>II. remind parents that they need not pick up their children from school immediately</li> <li>III. remind them to check updated information on school website/e-class</li> <li>IV. give other reminders, if any</li> </ol> </li> <li>8. After the majority of students have left, members of the emergency team should <ol style="list-style-type: none"> <li>I. settle the remaining students in 6E classroom and collect the student cards from students</li> <li>II. help students to contact their parents by phone, and to find out if the parents would come to pick them up. If so, when they would be arriving.</li> </ol> </li> <li>9. Members of the Emergency Team will help to see if all the students have left school.</li> </ol>
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When Tropical Cyclone Warning Signal No. 8 or above is replaced by Signal No. 3	✧ 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..
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.

Event (Heavy Persistent Rain)	Procedures
When amber rainstorm warning signal is issued	<p>✧ School is to operate as usual unless advised otherwise.</p>
<p><b>Class suspension</b> due to <b>black/red</b> rainstorm warning signal issued <b>from 5:30 am onwards and before 6:00 am</b></p>	<ol style="list-style-type: none"> <li>1. Classes are to be suspended all day.</li> <li>2. Students who have not left for school should stay home.</li> <li>3. School should implement contingency measures and arrange staff to look after the students who might arrive and ensure that conditions are safe before allowing students to return home.</li> <li>4. The Principal should contact the two pre-assigned Janitor staff members to make sure the school opens at 7:15 a.m.</li> <li>5. Should there be students turning up at the school, the Janitor staff should settle the students at the covered playground, collect their student cards and urge them to stay at 6E classroom.</li> <li>6. Students turning up should be asked to:             <ol style="list-style-type: none"> <li>I. fill in the “Record of students returning to school during rainstorm / typhoon”, and</li> <li>II. phone their parents to let them know their whereabouts, and to find out if their parents would come to pick them up. If so, when they would come.</li> </ol> </li> <li>7. After consulting the Principal, the Janitor staff members could allow students to leave under the following conditions:             <ol style="list-style-type: none"> <li>I. rainstorm signal is lowered and the consent of parents (janitor staff should call the parents using the phone no. in the “Record of students returning to school...” to obtain parents’ consent) or</li> <li>II. parents pick up students or</li> <li>III. under the instruction of the Principal.</li> </ol> </li> <li>8. Before the student leaves, the Janitor staff members should             <ol style="list-style-type: none"> <li>I. Phone parents to notify parents of the student’s departure (If parents are not picking up the student),</li> <li>II. return the student card to the student,</li> <li>III. ask the student to complete the form “Releasing student from School”,</li> <li>IV. remind the student to phone the school as soon as she reaches home (if leaving on her own).</li> </ol> </li> <li>9. If no student turns up by 8:30 am <b>AND</b> the weather condition is safe, the Janitor Staff could leave. Inform the principal/team leader of their departure by phone.</li> </ol>

<p><b>Class suspension</b> due to <b>black/red</b> rainstorm warning signal issued <b>from 6:00 am onwards and before 8:00 am</b></p>	<ol style="list-style-type: none"> <li>1. Students do not have to attend school that day.</li> <li>2. Students who have not left for school should stay home.</li> <li>3. 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.</li> <li>4. School is required to keep the premise open and implement contingency measures to look after students who have arrived at school. More students shall be turning up at the school. The Principal/ team leader should contact the Janitor staff members to make sure that they return to school as soon as possible, under the condition that her own personal safety is not jeopardized.</li> <li>5. The janitor staff members are expected to arrive at the school first. The school should open at 7.15 a.m. Other janitor staff, as well as other members of the emergency team should arrive soon afterward.</li> <li>6. Students who have already arrived at school should remain in school until it is safe for them to return home.</li> <li>7. Members of the emergency team should             <ol style="list-style-type: none"> <li>I. settle the students in, collect the student cards from students,</li> <li>II. help students to fill in the form “Record of students returning to school during rainstorm / typhoon” (Appendix B),</li> <li>III. help students to contact their parents by phone, and to find out if the parents would come to pick them up. If so, when they would be arriving. Parents do not need to pick up their children from school immediately.</li> </ol> </li> <li>8. The Principal should be consulted before major decision is made.</li> <li>9. If no student turns up by 8:30 am <b>AND</b> the weather condition is safe, Emergency Team could leave.</li> <li>10. Under special circumstances (e.g. if class suspension is announced from 7:15 am to 8:00 am), all teachers are expected to report duty at school and procedures for class suspension during school hours should be adopted.</li> </ol>
<p>When <b>black/red</b> rainstorm warning signal is issued <b>from 8:00 am onwards</b></p>	<ul style="list-style-type: none"> <li>✧ School 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.</li> <li>✧ Contingency lunch arrangement should be made for students to have lunch in the school (if applicable).</li> </ul>



<p><b>Class suspension</b> due to <b>black/red</b> rainstorm warning signal issued <b>during</b> <b>school hours</b></p>	<ol style="list-style-type: none"> <li>1. If amber rainstorm warning signal is hoisted, the clerical staff should pay close attention to radio broadcast.</li> <li>2. If red/black rainstorm warning signal is hoisted, or the EDB announces class suspension, the clerical staff should notify the Principal immediately.</li> <li>3. The Principal should call for a meeting with the following staff: <ol style="list-style-type: none"> <li>I. vice principals,</li> <li>II. team leader of the Emergency Team,</li> <li>III. discipline mistress.</li> </ol> </li> <li>4. The purposes of the meeting are to: <ol style="list-style-type: none"> <li>I. decide the timing and the way in which students could be dismissed from the school. Students who have already arrived at school should remain in school until it is safe for them to return home.</li> <li>II. work out the “class suspension notification” to teachers and students in classroom.</li> </ol> </li> <li>5. Staff are notified of the contingency arrangement by staff meeting (if necessary).</li> <li>6. Dismiss students according to the standing instruction received from parents in September of each new school year. <ol style="list-style-type: none"> <li>I. notify parents through eClass Parent App before dismissing students</li> <li>II. asking students to stay at school until the parents come to collect them</li> </ol> <p>(pending exact options in the related parent notice)</p> </li> <li>7. Notify parents through eClass Parent App or the school webpage <ol style="list-style-type: none"> <li>I. explain the situations</li> <li>II. remind parents that they need not pick up their children from school immediately</li> <li>III. remind them to check updated information on school website/e-class</li> <li>IV. give other reminders, if any</li> </ol> </li> <li>8. After the majority of students have left, members of the emergency team should <ol style="list-style-type: none"> <li>I. settle the remaining students in 6E classroom and collect the student cards from students</li> <li>II. help students to contact their parents by phone, and to find out if the parents would come to pick them up. If so, when they would be arriving.</li> </ol> </li> <li>9. Members of the Emergency Team will help to see if all the students have left school.</li> </ol>
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**Other announcement related to inclement weather conditions**Announcement on Localised Heavy Rain

When heavy rain occurs in other individual areas and the rainfall does not reach the criteria to issue Red or Black Rainstorm Warning, the HKO will issue the “Announcement on Localised Heavy Rain” with reference to recorded rainfall. The affected areas and the amount of rainfall recorded will be indicated in the announcement so that the public can grasp the latest situation and take precautionary measures. Channels for issuing the announcement include the radio, television, HKO’s website and mobile App “MyObservatory”.

If school is in the affected area, school should assess own vulnerability to the heavy rain based on the past experiences and decide whether class suspension is required when “Announcement on Localised Heavy Rain” is issued. If school considers that it is necessary to suspend classes, school may proceed after consulting the respective School Development Sections. School is also required to inform all school staff, students, parents and relevant parties of the decision and related arrangements according to the established procedures.

Landslip Warnings

Landslip Warnings are issued to alert the public to the high risk of landslips resulting from heavy persistent rain. School heads should refer to the EDB Circular No. 25/1998 on “Administrative Procedures for Safety of Schools in the Vicinity of Slopes” and take necessary precautionary measures.

**Reminders for parents**

Parents could exercise their discretion in deciding whether or not to send their children to school having regard to inclement weather conditions. In the event of adverse local weather, road, slope or traffic conditions, parents should keep their children at home for the sake of safety.

Parents are reassured that allowance will be given to the affected students for lateness or absence from school at parents’ discretion on the day with inclement weather or flooding and such students will not be penalised for that reason.

Parents are encouraged to teach their young children how to cope with the inconvenience caused by heavy rain, for example, reminding them to bring an extra pair of socks and shoes to school.

**Class Suspension and the “Weather Information for Schools” Webpage**

When Tropical Cyclone Warning Signal No. 8 or above or the RED/BLACK Rainstorm Warning Signal is issued, the EDB will arrange radio and television announcements on suspension of classes or cancellation of the EDB activities. Schools that see a genuine need to make an announcement on

their specific situations can send their announcement (Appendix C) to school staff, parents, students and relevant parties through electronic means (School Webpage & eClass App). To keep stakeholders abreast of the latest information, schools should inform all relevant parties of the means of announcement in advance.

In exceptional circumstances, the EDB may announce the suspension of classes in a particular district or certain districts. If this is the case, students whose schools are located in such district(s) as well as students who live in such district(s) need not go to school. Schools are therefore required to ensure that their staff, parents and students know exactly the district in which the schools are located and the district in which students live. This information should be checked at the beginning of each school year.

For more information regarding the regional weather, schools may visit the HKO webpage on “Weather Information for Schools”: <https://www.hko.gov.hk/en/school/school.htm>

## Appendix A

### Emergency Team

Team Leader: Ms E Chan 陳綺麗副校長

Principal: Ms U Hung 熊旭儀校長

Team Members:

1. Ms R Tam 譚佩雯老師
2. Ms SM Sin 冼思敏老師
3. Ms Joey Kwok 行政主任
4. Mr A Siu 實驗室技術員
5. Ms Yannis Chan 陳小姐
6. Ms Iris Lam 林小姐

Janitor Staff:

嬋姐

夢姐

Appendix B

「學生回校登記表」

日期：\_\_\_\_\_

姓名	班別	所住區域	家長或 監護人電話	回校時間	已致 電回 家報 平安 (✓)	離校時間	家長到校接 走同學 (✓)	同學自行離校	
								已致電通知 家長同學離 校(✓)	同學已回家 (✓)
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## Appendix C

*St. Paul's School (Lam Tin)*  
*10 On Tin Street, Lam Tin, Kowloon*

DD/MM/YY

“Here is a special announcement by St. Paul's School (Lam Tin):

Due to (temporary closure of ABC Road for removal of a 5-metre-tall collapsed tree), classes of St. Paul's School (Lam Tin) will be suspended today (DD/MM/YY). Parents should check the school webpage for updates about school resumption and e-Class for arrangements.”

School Chop

*Enquiries : (XXX)*

*Telephone : 2347 2991*

### **Announcements for Tropical Cyclone / Heavy Persistent Rain during School Hours**

<b>Channels</b>		<b>Target groups</b>	<b>Announcements</b>
Parent app	Webpage		
✓	✓	All parents & students	<p><b><u>Red/Black rainstorm signal issued during school hours (Not releasing students)</u></b>            天文台目前仍然發出___色暴雨訊號，同學將繼續留校上課，直至放學時間，並在安全情況下，方讓學生返家。又午膳時間，同學將留校用膳。</p> <p>The Hong Kong Observatory has hoisted the ___ rainstorm signal. Our students will continue to stay in school for lessons until the normal finishing time. Only under safe circumstances will the students be released from school. They will stay in school for lunch.</p>
✓		For students who need to obtain parental consent through parent app/phone	<p><b><u>Red/Black rainstorm signal/Pre-no.8 typhoon signal issued with EDB's announcement of class suspension during school hours</u></b>            天文台現正發出___色暴雨訊號/ 即將改發八號烈風訊號，學校將於安全情況下，准許同學在家長同意下自行回家。煩請家長簽署以下回條，以示貴子弟如何離校回家。</p> <p><input type="checkbox"/> 讓小女自行離校。</p> <p><input type="checkbox"/> 讓小女繼續留校，等候家長來接。</p> <p>The ___ rainstorm (pre-no.8 typhoon signal) is now in force. The school will allow students to return home under safe conditions with parental consent. Please indicate in the following slip how your daughter will leave school:</p> <p><input type="checkbox"/> She will go home by herself.</p> <p><input type="checkbox"/> She will stay at school until I come to collect her.</p>

Channels		Target groups	Announcements
Parent app	Webpage		
✓	✓	<b>Parent app:</b> For those students with parental consent from the standing instruction	<p><b><u>Red/Black rainstorm signal/Pre-no.8 typhoon signal issued with EDB's announcement of class suspension during school hours</u></b></p> <p>天文台現正發出____色暴雨訊號/ 即將改發八號烈風訊號，根據家長較早前的相關常設指示，學校將於安全情況下，安排學生自行離校。</p> <p>The ____ rainstorm (pre-no.8 typhoon signal) is now in force. According to the standing instruction made by parents earlier, the school will allow students to leave school by themselves under safe conditions.</p>
✓		For students who need to obtain parental consent through parent app/phone	<p><b><u>Red/Black rainstorm signal issued after school hours/exams</u></b></p> <p>天文台目前(仍然)發出____色暴雨訊號，學校將於安全情況下，准許同學在家長同意下自行回家。煩請家長簽署以下回條，以示貴子弟如何離校回家。</p> <p><input type="checkbox"/> 讓小女自行離校。</p> <p><input type="checkbox"/> 讓小女繼續留校，等候家長來接。</p> <p>The Hong Kong Observatory has hoisted the ____ rainstorm signal. The school will allow students to return home under safe conditions with parental consent. Please indicate in the following slip how your daughter will leave school:</p> <p><input type="checkbox"/> She will go home by herself.</p> <p><input type="checkbox"/> She will stay at school until I come to collect her.</p>



Channels		Target groups	Announcements
Parent app	Webpage		
✓		For students who need to obtain parental consent through parent app/phone	<p><b><u>Red/Black rainstorm signal issued during exams</u></b></p> <p>若於___時___分考試完畢，天文台仍然發出___色暴雨訊號，學校將於安全情況下，准許同學在家長同意下自行回家。煩請家長簽署以下回條，以示貴子弟如何離校回家。</p> <p><input type="checkbox"/> 讓小女自行離校。</p> <p><input type="checkbox"/> 讓小女繼續留校，等候家長來接。</p> <p>If the ___ rainstorm is still in force at ___ when the exam finishes, the school will allow students to return home under safe conditions with parental consent. Please indicate in the following slip how your daughter will leave school:</p> <p><input type="checkbox"/> She will go home by herself.</p> <p><input type="checkbox"/> She will stay at school until I come to collect her.</p>
✓	✓	<b>Parent app:</b> For those students with parental consent from the standing instruction	<p><b><u>Red/Black rainstorm signal issued during exams</u></b></p> <p>若於___時___分考試完畢，天文台仍然發出___色暴雨訊號，根據家長較早前的相關常設指示，學校將於安全情況下，安排學生自行離校。</p> <p>According to the standing instruction made by parents earlier, the school will allow students to leave school by themselves under safe conditions if the ___ rainstorm is still in force at ___ when the exam finishes.</p>

Channels		Target groups	Announcements
Parent app	Webpage		
✓	✓	All parents & students	<p><b><u>即將懸掛 8 號烈風訊號 Pre-no.8 typhoon signal issued</u></b></p> <p>由於香港天文台會在下午 4 時至 6 時考慮發出八號熱帶氣旋警告信號，所有學校今日停課。學校將實施應變措施，並在安全的情況下，方安排學生返家。因教育局已宣佈停課，故所有原定下午舉行之活動(網課)將取消。</p> <p>As the Hong Kong Observatory will consider issuing Tropical Cyclone Warning Signal No. 8 between 4:00 p.m. and 6:00 p.m., classes at all schools are suspended today. The school will allow students to return home under safe conditions. As the EDB has announced school suspension, all activities (online lessons) this afternoon will be cancelled.</p>
✓	✓	<b>Parent app:</b> For those students with parental consent from the standing instruction	<p><b><u>即將懸掛 8 號烈風訊號 Pre-no.8 typhoon signal issued</u></b></p> <p>天文台即將懸掛 8 號烈風訊號，根據家長較早前的相關常設指示，學校將於安全情況下，安排學生自行離校。</p> <p>The Hong Kong Observatory has issued the Pre-8 typhoon signal. According to the standing instruction made by parents earlier, the school will allow students to leave school by themselves under safe conditions.</p>
✓		For students who need to obtain parental consent through parent app/phone	<p><b><u>即將懸掛 8 號烈風訊號 Pre-no.8 typhoon signal issued</u></b></p> <p>天文台即將懸掛 8 號烈風訊號，學校將於安全情況下，准許同學在家長同意下自行回家。煩請家長簽署以下回條，以示貴子弟如何離校回家。</p> <p><input type="checkbox"/> 讓小女自行離校。</p> <p><input type="checkbox"/> 讓小女繼續留校，等候家長來接。</p> <p>The Hong Kong Observatory has issued the Pre-8 typhoon signal. The school will allow students to return home under safe conditions with parental consent. Please indicate in the following slip how your daughter will leave school:</p> <p><input type="checkbox"/> She will go home by herself.</p> <p><input type="checkbox"/> She will stay at school until I come to collect her.</p>

## Reminders on Assembly

Morning Assembly is our important school tradition (Student Handbook P.11). It is a time for prayers, ceremonies, sharing and announcements.

### **A. Morning Assembly**

1. The morning assembly is held at 8:00 a.m. on Mondays, Wednesdays and Fridays. Students will line up at 7:55 a.m. Teachers-in-charge of Morning Assembly are expected to be ready in the playground by 7:55 a.m.
2. Except for urgent or emergency cases, teachers-in-charge of Morning Assembly are expected to end the assembly before 8:15 a.m. to enable the first lesson to start punctually.
3. Teachers planning to make announcements in the morning assembly need to notify the teacher-in-charge one day ahead. Teachers-in-charge of morning assembly are:

**Monday – Principal**

**Wednesday – Discipline Committee & Prefect Association**

**Friday – Vice Principals, Civic & Environmental Education Committee/ Girl Guides/ St. John Ambulance Brigade, and Religious Committee**

4. Singing of hymns or national anthem is to be led by Choir members in-charge of by Music panel.
5. The flag-raising ceremony will be held every Friday. If Friday is a holiday, it will be re-scheduled for another day of the week. Teachers are welcome to attend the ceremony.  
**Special morning assembly will be organized for 1 January, 1 July and 1 October. All teachers are expected to attend the flag-raising ceremony and prayer session.**
6. During examination periods or in case of special school functions when lining up is essential, The Discipline Head shall coordinate with teachers concerned and the Prefects as necessary.
7. If students have to make announcements, teachers-in-charge of the activities are required to notify the teacher-in-charge of morning assembly one day ahead. The announcements should be approved by the Principal in advance.
8. Teachers seeing students are expected to release the students before 8:15 a.m.

### **B. Assembly for OLE & during Post-exam Period**

1. Prefects will be in charge of lining up of students and taking attendance if more than 3 forms are involved.
2. If only 1 or 2 forms are involved, committees concerned can contact the respective class prefects for assistance.
3. Prefects will provide help if parents are involved in the activity or special seating is needed.

### **C. Assembly during Exam Period**

1. Arrangements for morning assembly as stated in part A apply.
2. Prefects will have morning duty to help students line up on the first day of exam and when exams of electives are conducted.

### Note:

- Class prefects would help to maintain discipline in the classrooms before teachers come. Teachers taking the first lessons are required to be punctual.
- If there is rain or the very hot/cold weather warning is in force, the office staff will inform the prefect-in-charge and teacher-in-charge of it. There is no assembly and the PA system may be used for making announcements if necessary (refer to “Arrangements for assembly, lunch time and PE lessons in special conditions). Teachers taking the first period may be requested to go to the classrooms at 8:10 a.m. and the first lesson may be affected.
- Additional assembly (e.g. lunch assembly) may be arranged where deemed necessary.

**Arrangements for assembly, lunch time and PE lessons in special weather conditions**

Weather conditions	Morning Assembly	Lunch in Canteen/ Covered Playground	PE Lessons/ Sports Training
Rain	<ul style="list-style-type: none"> <li>Through PA system</li> <li>In Covered Playground/ Canteen/ Hall (with a/c &amp; fans) if necessary</li> <li>Flag-raising ceremony in Covered Playground for one form with prayer through PA system (normal days)/ live-streaming in classrooms (1/7, 1/10)^/ postponement (1/1)#</li> </ul>	<ul style="list-style-type: none"> <li>As usual</li> </ul>	<ul style="list-style-type: none"> <li>In Covered Playground/ Canteen/ Hall (with a/c &amp; fans)</li> </ul>
Very Hot Weather Warning	<ul style="list-style-type: none"> <li>Through PA system</li> <li>In Covered Playground/ Canteen/ Hall (with a/c &amp; fans) if necessary</li> <li>Flag-raising ceremony in Covered Playground for one form with prayer through PA system (normal days)/ live-streaming in classrooms (1/7, 1/10)^/ postponement (1/1)</li> </ul>	<ul style="list-style-type: none"> <li>With a/c &amp; fans</li> </ul>	<ul style="list-style-type: none"> <li>Refer to EDB Guidelines<sup>1</sup> App II “Measures to Prevent Excess Sun Exposure” &amp; App III “Points to Note for Physical Activities in Hot and Humid Weather”</li> <li>Refer to EDB Guidelines<sup>2</sup> App XIII “Measures against Excess Exposure to Ultraviolet Radiation” &amp; App XIV “Guidelines on Conducting Outdoor Activities in Hot, Humid or Cold Weather”</li> <li>In Covered Playground/ Canteen/ Hall (with a/c &amp; fans)</li> </ul>
Intense Cold Surge Warning	<ul style="list-style-type: none"> <li>Through PA system</li> <li>In Covered Playground/ Canteen/ Hall (with a/c &amp; fans) if necessary</li> <li>Flag-raising ceremony in Covered Playground for one form with prayer through PA system (normal days)/ live-streaming in classrooms (1/7, 1/10)^/ postponement (1/1)#</li> </ul>	<ul style="list-style-type: none"> <li>As usual</li> </ul>	<ul style="list-style-type: none"> <li>Refer to EDB Guidelines<sup>1</sup> App IV “Reminder for Physical Education Lessons and Related Physical Activities Under the Influence of Cold Weather/Intense Cold Surge”</li> <li>Refer to EDB Guidelines<sup>2</sup> App XIV “Guidelines on Conducting Outdoor Activities in Hot, Humid or Cold Weather”</li> <li>In Covered Playground/ Canteen/ Hall</li> </ul>
AQHI High/ Very High/ Serious	<ul style="list-style-type: none"> <li>As usual</li> </ul>	<ul style="list-style-type: none"> <li>As usual</li> </ul>	<ul style="list-style-type: none"> <li>Refer to EDB Guidelines<sup>2,3</sup> App XVI “Air Quality Health Index”</li> <li>Serious: only theoretical learning of PE</li> </ul>
Ant-epidemic measures announced by Government	<ul style="list-style-type: none"> <li>Readjusted/ cancelled</li> <li>Through PA system</li> </ul>	<ul style="list-style-type: none"> <li>Refer to EDB Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Refer to EDB Guidelines<sup>1</sup> App V “Prevention of the Spread of Influenza or Communicable Diseases in Schools: Points to Note”</li> </ul>

\* Before the start of a.m. and p.m. session, the ExO will check the weather warnings & signals (<http://www.hko.gov.hk/en/wxinfo/dailywx/wxwarnoday.htm>) and AQHI (<http://www.aqhi.gov.hk/tc.html>), Ms S.Y. Liu (V.P.), the Discipline Head and Ms E. Chan (OLE & P.E.) will be alerted if necessary.

^ If the above weather conditions happen 25 minutes before the flag raising ceremony,

- live streaming will be conducted for the ceremony for all students (very hot weather warning)
- live streaming will be conducted for the ceremony for 5 levels of students and one form will join the ceremony in the covered playground (rain)

# If the above weather conditions happen 25 minutes before the flag raising ceremony, the ceremony will be rescheduled for the most 3 times: next Mon → Wed → Fri. If the ceremony still can't be held, it will be cancelled.

Note<sup>1</sup> EDB “Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools”  
[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references\\_resource/safety-guidelines/Safe\\_e.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references_resource/safety-guidelines/Safe_e.pdf)

Note<sup>2</sup> EDB “Guidelines on Outdoor Activities”  
[https://www.edb.gov.hk/attachment/en/sch-admin/admin/about-activities/sch-activities-guidelines/Outdoor\\_EN.pdf](https://www.edb.gov.hk/attachment/en/sch-admin/admin/about-activities/sch-activities-guidelines/Outdoor_EN.pdf)

Note<sup>3</sup> Relevant guidelines on AQHI  
<https://www.edb.gov.hk/en/sch-admin/admin/about-activities/sch-activities-guidelines/index.html>  
[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references\\_resource/FAQs\\_AQHI\\_Eng\\_22\\_Jan\\_2014\\_final.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references_resource/FAQs_AQHI_Eng_22_Jan_2014_final.pdf)

**Handling of political events/social incidents**

(Ref: EDB(SA)/ADM/50/04)

1. In case individual students are found to be involved in political propaganda in school, teachers concerned should:
  - immediately advise them to stop the behaviour;
  - talk to the students to understand the reasons for their behaviour and teach them the correct concepts;
  - report to CMT.
2. In case a large group of students are found to be involved in political propaganda in/near school, discipline/form teachers/teachers should:
  - report to school office/CMT;
  - immediately advise them to stop the behaviour;
  - stabilize students' emotions;
  - explain to them the school's stance;
  - point out the possible effects and consequences of their behaviour.
  - seek support from social workers, EP and student support related bodies, e.g. DC, G&C team, pastoral care teacher, etc.
3. In case grave/emergency situations arise/students refuse to follow teachers' advice, the CMT should help:
  - separate the participants from the other students to minimize the impact;
  - arrange guidance activities or seek assistance from external services if necessary;
  - inform the parents concerned;
  - contact the EDB/consult the Police Community Relations Officer and/or report to the police for grave/emergency situations.
4. In case outsiders/past students are found to be involved in political propaganda in the immediate vicinity of the campus which affects teachers and students, the school should:
  - dissuade the staff and students from joining the activities;
  - record information about the events if possible;
  - seek advice from the Police Community Relations Officer/EDB for grave/emergency situations and/or report to the police.
5. In case students initiate/participate in political events that breach the law outside the campus, the school should:
  - immediately advise them to stop the behaviour;
  - explain to them the possible effects and consequences of their behaviour;
  - inform the parents concerned;
  - report to the police for grave/emergency situations.
6. In case an individual/organization has formed a group in the name of the school or named the groups in such a way that misleadingly suggest a connection between the group and the school, and the group makes known its political views or solicits the support of teachers and students, the school should:
  - dissuade the staff and students from joining the activities;
  - issue a public statement (see appendix) stating that the group and its political declaration and stance do not represent the views of the school or our staff and students.

\*Priority should always be given to students and staff's safety and well-being at all times when handling the above situations.

Work flow:

	<b>Procedure/ Task</b>	<b>Persons Responsible</b>
1.	Report received from teachers/other sources	Teacher concerned
2.	<p>a. Discuss with the heads of the Discipline and G&amp;C Committee to decide on the follow-up work if only individual students are involved.</p> <p>b. Call upon a CMT meeting if a large number of students are involved:</p> <ul style="list-style-type: none"> <li>- Discuss and devise a strategic crisis plan</li> <li>- Prepare and handle media enquiries</li> <li>- Prepare parent notices/a school statement if needed</li> <li>- Design guidance activities/form teacher period if needed</li> <li>- Inform all staff on the plan</li> </ul>	<p>Working group for national security education</p> <p>Principal/Head of CMT</p> <p>CMT</p> <p>Vice Principal</p> <p>Vice Principal/Assistant Principal</p> <p>G&amp;C Head &amp; social workers</p> <p>Principal/Vice Principal</p>
3.	Notify the school supervisor and regional education office for grave situations	Principal
4.	Call upon a-staff meeting	Principal
5.	Evaluation meeting with the CMT	CMT
6.	Follow-up education activities if needed	<ul style="list-style-type: none"> <li>- DC &amp; G&amp;C</li> <li>- Social workers &amp; EP</li> <li>- Teachers concerned</li> </ul>

Appendix

## 學校聲明

本校得悉近日有人組織「〔以學校名稱成立的組織名稱〕」，就政治議題〔例如：發表言論表達政治立場及／或進行活動〕，號召師生透過〔形式／活動〕表達支持某一政治立場。本校特此聲明，該組織的言論、立場及行為與本校無關，亦不代表學校及全體師生的立場。本校擔心有關組織號召學生參加的活動涉及違法行為，強烈呼籲學生切勿參加，老師們亦會加強留意學生，因應情況給予適當輔導。我們亦希望家長多加留意，適當地勸導子女。對於上述組織在未經本校同意下以學校名稱發布訊息、參與及發起活動，引致學生、家長和學校持份者的關注和疑慮，本校深表遺憾。

學校是學生學習的地方，任何人均不應利用學校作為表達政治訴求的場地，甚或煽動學生在政治議題上表態或參與有關行動。本校教職員會繼續緊守崗位，竭力阻止政治活動入侵校園，共同守護我們的學生，幫助他們理性分析，明辨是非。

〔法團校董會〕

Sample 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]



## Contingency Plan for Handling Emergency Situations in Schools that Lead to Suspension of School

(Reference: EDB Circular No.9/2015)

### 1. General reminder

- 1.1. All staff should keep abreast of the latest information about the school arrangement and be ready to provide the necessary assistance in the interest of the students and the appropriate handling of the emergency situation.
- 1.2. In case of territory-wide epidemic situations, e.g. COVID-19, school should comply with the guidelines and instructions from the EDB and CHP with regard to school suspension.

### 2. Activation of contingency mechanism

#### *Crisis Management Team*

- 2.1. Principal and the CMT will meet to discuss the issues concerning the suspension and resumption of school, and then evaluate the procedure for handling the emergency situations.

#### *Liaison with different stakeholders*

- 2.2 CMT will contact the staff concerned to take appropriate actions, including:

Clerical staff	<ul style="list-style-type: none"> <li>- Check the latest information e.g. transport</li> <li>- Provide updated information to the relevant staff               <ol style="list-style-type: none"> <li>(1) the activities affected</li> <li>(2) contact information of staff, students and relevant government departments</li> </ol> </li> </ul>
Vice-principals	<ul style="list-style-type: none"> <li>- Issue Letter to Parents (see the samples below)</li> </ul>
IT Committee	<ul style="list-style-type: none"> <li>- Update the information on school website/e-class</li> </ul>
Form Teachers	<ul style="list-style-type: none"> <li>- Contact the parents and students to               <ol style="list-style-type: none"> <li>(1) Explain the situations</li> <li>(2) Remind them to check updated information on school website/e-class</li> <li>(3) Ensure adequate peer support for students having no access to the internet</li> <li>(4) Give other reminders, if any</li> </ol> </li> </ul>
Panel head and subject teachers	<ul style="list-style-type: none"> <li>- Ensure sustained learning during the suspension period via e-class (and other channels)</li> </ul>
Student Health Committee	<ul style="list-style-type: none"> <li>- Contact lunch provider for the arrangement of service and refund of lunch fees</li> </ul>
Exam Committee	<ul style="list-style-type: none"> <li>- Make appropriate arrangement of form tests/exam, if applicable</li> </ul>
Other Committees/ Clubs/Teams	<ul style="list-style-type: none"> <li>- Make appropriate arrangement of the activities affected, if applicable</li> <li>- Check the latest relevant information and report to the school</li> </ul>
Principal	<ul style="list-style-type: none"> <li>- Report to School Supervisor and IMC of the emergency situation and contingency plan, for comprehensive assessment and thorough deliberation</li> </ul>

### 3. Duty roster of school staff

Principal will ensure there is adequate staff in school to provide the necessary support to students, provided the conditions are safe.

#### 3.1. Clerical and supporting staff

3.1.1 Follow the normal duty arrangement.

#### 3.2. Duty of teaching staff if needed

3.2.1 The order of teacher on the pre-assigned duty list (by drawing lots) (App IIa)

3.2.2 The duty will be divided into two sessions:

(1) from 8:00 a.m. to 12:00 noon;

(2) from 1:00 p.m. to 5:00 p.m.

#### 3.3. Opening of the school in case of class suspension:

3.3.1 The school environment should be safe;

3.3.2 The school remains open or partly open from 7:15 a.m. to 5:15 p.m. from Mondays to Fridays (with the exception of public holidays), if the situations permit;

3.3.3 The students returning to school should register at the school gate as usual and stay in the designated room(s); and

3.3.4 Adequate care is provided to students when they stay in and leave the school.

### 4. Useful websites

- Handling emergency situations in schools:  
<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC15009E.pdf>
- School administrative guide 2014-15 school year – crisis management:  
[http://www.edb.gov.hk/attachment/en/sch-admin/regulations/sch-admin-guide/SAG\\_E.pdf#page=8](http://www.edb.gov.hk/attachment/en/sch-admin/regulations/sch-admin-guide/SAG_E.pdf#page=8)
- Crisis management for schools:  
<http://www.edb.gov.hk/attachment/en/student-parents/crisis-management/about-crisis-management/crisise.pdf>
- Prevention of communicable diseases in school:  
<http://www.edb.gov.hk/en/sch-admin/admin/about-sch/diseases-prevention/index.html>
- Information on traffic condition:  
<http://www.td.gov.hk/>
- School safety & insurance  
<http://www.edb.gov.hk/en/sch-admin/admin/about-sch/sch-safety/index.html>
- Administrative procedure for safety of schools in the vicinity of slopes:  
<http://www.edb.gov.hk/attachment/en/sch-admin/admin/about-sch/sch-safety/AD98025E.pdf>
- If dangerous hillside: contact the Police, GEO and the respective DEO/I(SSA)  
If landslide: contact Works Group of Government department e.g. Architectural Services, Buildings, Civil Engineering (GEO), Drainage Services, Electrical & Mechanical Services, Highways, Police and Fire Services  
Relevant telephone no.:  
<http://www.edb.gov.hk/attachment/en/sch-admin/admin/about-sch/sch-safety/AD98025E.pdf>

**5. Sample of letter to parents – to be revised**

致家長信樣本  
(學校應因應校本情況自行修訂)

各位家長：

教育局於2015年6月11日發出第9/2015號通告，建議學校在緊急情況下作出的各項安排。該通告述明，因惡劣天氣以外的緊急情況（上述情況），教育局以學生的安全為首要考慮因素，或會建議全港或個別地區的幼稚園、小學、中學及特殊學校停課。

1. 經本校法團校董會代表全面評估及深入商討後，於上述情況下，本校會依照教育局的建議停課。換言之，當教育局發出停課建議的公布，家長不應送貴子弟回校。
2. 就本校停課的安排，請家長留意載於學校網頁(或其他適當的聯絡方式)的公布。
3. 為配合實際需要，本校在停課期間會安排適當數目的教職員當值，處理校務及回答家長查詢。如有家長未能安排親友照顧貴子弟，請與本校 x x x 老師聯絡（電話：2347 2991），以便另作安排。
4. 停課期間午膳供應將會暫停。因此，如貴子弟因特殊情況需於停課期間回校，家長應自行安排接送及午膳，而貴子弟須穿着校服，並在正常上課時間內回校。
5. 停課期間所有考試／測驗／課外活動將會延期／取消。除非香港考試及評核局另行公布，否則由該局舉辦的公開考試會如期舉行，學生須依時應考。務請留意該局的相關公布。
6. 為免干擾學生的學習，本校已為學生安排停課期間的學習材料及課外讀物，並上載至學校網頁。請家長留意貴子弟的學習情況。
7. 為保障貴子弟的安全，本校勸喻家長讓子女在停課期間留在家中。
8. 隨函附上本校和有關機構的查詢電話。如有需要，歡迎家長致電查詢。

校長／校監

二零一 x 年 x 月 x 日

<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC15009C.pdf>

Sample letter to parents  
(Schools should revise /adapt the content according to their specific situation)

&lt;Date&gt;

Dear Parents,

The Education Bureau (EDB) issued Circular No. 9/2015 on 11 June 2015 to advise schools on arrangements under emergency situations. As mentioned in the circular, in case of emergency situations other than inclement weather conditions (the aforesaid situations), EDB may advise kindergartens, secondary, primary and special schools in the whole territory or individual districts to suspend classes with students' safety as the top consideration.

1. After comprehensive assessment and thorough deliberation by the school IMC representatives, we will suspend classes in accordance with EDB's advice on class suspension in case of the aforesaid situations. In other words, parents should not send their children to schools when EDB's advice on class suspension is announced.
2. Parents should pay attention to the announcements made by our school on the school website [www.spslt.edu.hk] about the arrangements relating to the class suspension.
3. To meet practical needs during the period of class suspension, we will arrange for an appropriate number of staff to be on duty to handle school affairs and answer parents' enquiries. If parents are unable to arrange their relatives or friends to take care of your children, please contact our teacher Mr/ Ms XXX (Tel: 2347 2991) for further arrangement.
4. Lunch provision will be suspended during the period of class suspension. Parents will therefore have to escort your children to and from school and make lunch arrangements for them in the event that, due to special circumstances surrounding your children, your children need to return to school during class suspension. Should this be the case, your children should return to school in school uniform and during normal school time.
5. All examinations/tests/extra-curricular activities will be postponed/cancelled during the period of class suspension. Unless otherwise announced, the public examinations held by Hong Kong Examinations and Assessment Authority (HKEAA) will take place as scheduled. Students should attend the examinations punctually. Please pay attention to the relevant announcements by HKEAA.
6. To minimize the disturbance caused to students' learning, we have prepared learning materials and readers for students which will also be uploaded to the school website during the class suspension period. Parents are requested to pay attention to the learning situation of your children.
7. To safeguard the safety of your children, parents are advised to keep your children home during class suspension.
8. We enclose herewith the telephone list of our school and relevant organisations for your reference. If you have any enquiries, please feel free to contact us

Yours sincerely,  
<Signature>  
School Principal/ Supervisor,

<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC15009E.pdf>

**Class suspension due to other emergency situations (2024-2025)**

<b>Session</b>	<b>(i) from 8:00 a.m. to 12:00 noon</b>	<b>(ii) from 1:00 p.m. to 5:00 p.m.</b>	
<b>Order</b>	<b>Teacher</b>	<b>Order</b>	<b>Teacher</b>
1	Ms N Yan	34	Ms K Lau
2	Ms R Chan	35	Ms S M Sin
3	Ms C Pun	36	Ms Y M Cheung
4	Ms M So	37	Ms H Ching
5	Ms K M Sin	38	Ms M Y Lam
6	Dr W L Chan	39	Ms W Y Yu
7	Mr K H Ng	40	Mr CY Tsang
8	Mr C L Chieh	41	Ms V Hui
9	Ms K Yip	42	Mr K Y Poon
10	Ms E Chan	43	Mr K M Ng
11	Ms S S Lai	44	Sr Josephine Tran
12	Ms I Chan	45	Ms HK Chau
13	Ms B Wai	46	Ms TW Cheung
14	Ms S Cheng	47	Ms J Cheung
15	Mr H Yu	48	Ms T So
16	Mr C Tsui	49	Ms E Wong
17	Mr T H Lam	50	Ms B Yong
18	Ms W Y Chu	51	Mr A Chung
19	Ms L Wong	52	Mr E Lau
20	Ms S K Chan	53	Ms SK Lau
21	Ms D Singh	54	Mr T Lau
22	Mr D Fung	55	Ms C Lee
23	Ms I Poon	56	Mr H Ng
24	Ms S H Hui	57	Ms SM Wong
25	Ms P Choi	58	Ms T Tsang
26	Ms C Yeung	59	Ms E Lui
27	Ms M Lam	60	Ms H Sun
28	Ms R Tam	61	Ms Y Yip
29	Mr K Fee	62	Ms PY Lam
30	Ms J Chan	63	Ms N Leung
31	Ms M Cheng	64	Ms KY Lok
32	Mr P Chan	65	Mr J Wong
33	Ms SY Liu		