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Chapter 3 Student Matters

3.1 Introduction

The SMC should ensure that a safe, hygienic and healthy learning environment is maintained, that the all-round development of the students is properly promoted, and that adequate safety measures are taken in all school activities. Despite the implementation of SBM, EDB will continue to take up the following responsibilities in relation to schooling:

- laying down requirements and issuing guidelines on safety and health matters of the students;
- upholding students' right to education;
- administering school places allocation; and
- rendering professional services to students and teachers.

3.2 Admission, attendance and absence, dropout, transfer

3.2.1 Admission

1. Students are usually admitted to ordinary schools through the school places allocation system for P1 and S1 or through a central referral system to special schools. Ordinary schools can admit students to take up the discretionary places as specified by EDB in P1 and S1. Schools should ensure that the admission requirements are in compliance with the laws of Hong Kong and legislation on equal opportunities. These requirements should be made known to all the prospective applicants. Schools should comply with the Disability Discrimination Ordinance and/ or Personal Data (Privacy) Ordinance where appropriate, especially when handling admission matters relating to students with special educational needs.
2. The Permanent Secretary for Education (PSEd) may direct an aided school to admit a child who is referred by PSEd to fill an available vacant place. In the case of ordinary schools, the school head may also use his/ her discretion to fill up the vacant school places other than those arranged by the allocation system. To ensure that these vacancies in schools are filled in a fair, just and transparent manner, schools are advised to consider drawing up admission policy for endorsement by their respective school management committees. The admission policy should cover the various aspects of the student admission procedures, for example:
 - a. acknowledge receipt of applications;
 - b. formulate a set of criteria for short-listing students for interviews and inform the short-listed students of the interview dates;
 - c. prepare a pool of topics / questions for random use to select students;
 - d. set up interview panels comprising at least 2 teachers to select applicants;
 - e. require all staff who are involved in the selection of applicants to declare interests. Declarations should be documented and schools should also re-assign the interview to another person if a member has declared a conflict;
 - f. devise a marking scheme to set out the various assessment criteria to be considered during the interview;
 - g. document admission criteria, particulars of applicants (e.g. application forms and school reports, etc.) and records of interviews (e.g. assessment records, selection results and justifications for admitting an applicant, etc.); and
 - h. publicise the admission policy, for example, on their school websites, for the information of parents.
3. Schools should not offer cash or material incentives to recruit or retain students so as to maintain their enrolment. Such a practice is considered unacceptable and

unethical in the education field. Should the offering of pecuniary or material incentives be meant for awarding students' meritorious achievement or helping students with financial difficulty, vetting criteria should be put in place and that parents should be clearly informed of the purposes.

4. All schools shall maintain a system of records of each student. Please refer to Section 3.3.1 for details.

3.2.2 Attendance and absence

1. Schools have the fundamental role to uphold students' right to education. Schools should develop school attendance and related policies that promote student's regular attendance, positive student behaviour, harmonious teacher-student relationship, a caring school atmosphere and close partnership between the school and home.
2. The school hours shall be as approved by PSEd. Whole-day schools shall normally meet twice a day for morning and afternoon sessions. Schools shall keep their respective Regional Education Offices informed of any changes in the hours of school work or time-table arrangements.
3. Schools should keep all parents fully informed of the school hours, time-table arrangements and days during which students do not need to attend school. There should be clear procedures for notifying the parent if a student is required to stay behind after normal school hours.
4. The attendance of students should be carefully recorded in attendance registers. R90 of the Education Regulations stipulates that a separate attendance register in a form approved by PSEd shall be kept for each class. School should note the following:
 - a. As the attendance register is an important official document, its completion should not normally be delegated to students.
 - b. The attendance for each class shall be recorded as soon as possible, preferably within one hour of the commencement of each school session.
 - c. The school head shall keep a daily summary showing the attendance of each class.
5. Any student who has been absent must produce satisfactory evidence from the parent or guardian stating the reason(s) for absence. Students who wish to be absent for any reason of which they are aware in advance should obtain the prior permission of their class teacher. Frequent absence for trivial reasons must not be permitted.
6. Depending on the duration of the absence, medical certificates may be required in the case of absence resulting from sickness. Any student who has been suffering from an infectious disease or contagious disease must produce a medical certificate of freedom from infection before returning to school. For more information on infectious disease, please refer to Para. 3.5.3.

7. It is of utmost importance that school heads should report the case without delay to EDB on the 7th day of the student's continuous absence without exception.
8. In case of poor weather/ road/ slope/ traffic/ transport conditions, alternative arrangements for tests or examinations should be made for students who cannot come to school or who arrive late. Students who arrive late should also be handled sensibly and flexibly.

3.2.3 Dropout

1. To uphold students' right to education, schools should comply strictly with the requirements of reporting students' non-attendance and dropouts without delay to EDB on the 7th day of the students' continuous absence, regardless of their age, class level and reasons for absence, as stipulated in **Appendix II of EDBC001/2009 "Upholding Students' Right to Education"**.
2. To ensure timely intervention, schools should report students' non-attendance and dropouts to the EDB within the stipulated timeframe. The earlier the intervention, the greater is the likelihood of a dropout resuming school. Or otherwise, the longer the students are out of school, the more difficult it will be for them to re-integrate into school, and the higher the risk of becoming a social burden in the longer term.
3. A holistic early intervention approach should be in place. School heads should involve class teacher, guidance and discipline personnel to devise and co-ordinate various measures and strategies to handle suspected dropout cases. Whenever there is truancy, unexplained absence or irregular attendance, schools should make early intervention through concerted efforts of staff members.
4. It is incumbent upon public-funded schools to accept school dropouts who are ready for schooling again, as long as the school is found to be suitable and there are vacancies. Schools have the obligation to re-admit their own dropouts unless the students or their parents decline the offer. Schools admitting or re-admitting dropouts should allow these students to attend class immediately rather than to defer to the next school term or exclude the re-admitted students from attending lessons. Experience reveals that remedial services for these student dropouts would be more effective if such services were taken forward within the school context.

3.2.4 Transfer

1. School heads should submit the relevant form regarding school transfer and cases of emigration of the students concerned to the School Places Allocation Section within 7 days of the student's departure. Schools participating in the Web-based School Administration Management System (WebSAMS) may forward their reports through the Communication Delivery System (CDS). Other schools

should forward their reports through eForm available at the [“School Portal”](#) allocated to them by EDB.

2. School heads are requested to report particulars of every re-admitted student (including a student who has been reported absent but resumed school later on), or newly admitted student transferred from another school, by using the relevant form which should be completed and returned to the School Places Allocation Section within 10 days after his/ her first day of attendance.
3. Schools should report students departed, newly admitted or re-admitted in accordance with the procedures listed in the [“Guidelines for the Student Information Management System”](#).
4. If ordinary schools have to refer their school-aged student for admission to special schools, they may first report the case to school-based educational psychologist through the school social worker, Student Guidance Officer/ Teacher/ Personnel. If the student is confirmed to be suitable for special school placement, schools have to submit his/ her application and the latest assessment report/ information to Special Education Support 2 Section for follow-up.

3.3 Records, promotion, progression and repetition

3.3.1 Records

1. Establish a well-planned student record system

- a. The school should keep proper records of its students which should be maintained timely and retrieved easily.
- b. These records, among other things, provide important information for other schools, the tertiary institutes or intending employers about the performance, conduct and achievement of its former or present students.
- c. When handling the students' personal data including data collection, use of data, data security and data access, etc., schools should observe the provisions of the Personal Data (Privacy) Ordinance.

2. Set up rules governing access to student records

- a. The school should be aware that the disclosure of the students' personal data should be in line with the Personal Data (Privacy) Ordinance.
- b. Each school shall keep and maintain a log book documenting any refusals to requests for data access or correction.

3. Student Information Management System

- a. The EDB computerized record system will keep information on full-time students from P1 to S7 reported by the schools. For each student, EDB will compile his/her personal particulars on an EDB Record List for the school's reference. The EDB Record List will be sent to schools through the Communication and Delivery System.
- b. The EDB Record List is to be kept by the schools and schools are responsible for informing EDB, by means of the prescribed forms, when there are changes to the particulars or the status of their students, e.g. when a student leaves school or when a student repeats a grade in a new school year.
- c. Schools should refer to the uploaded "[Guidelines for the Student Information Management System](#)" for details of the operation of the Student Information Management System.

3.3.2 Promotion and repetition

1. Promotion

- a. Students should normally be promoted at the end of each academic year and retention of a student in a particular class to repeat a whole year's work should be the exception rather than the rule.

- b. It is especially important that repetition should not be associated with failure to obtain a fixed mark in any test or examination and it should not be made automatic in such cases.
- c. Exceptions to the general rule of promotion from one class to another may however be allowed at the discretion of school heads where it is clear that it is in the best interests of a student that he/ she should be allowed to repeat an academic year for educational reasons.
- d. All P6 students shall be presented for the allocation of secondary school places through the Secondary School Places Allocation (SSPA) System except as PSEd may otherwise approve.

2. Repetition

- a. Repetition is not a desirable course of action. It is more appropriate for schools to adopt remedial measures to assist students with weak academic performance to cater for individual needs.
- b. Schools are discouraged from allowing students to repeat for the following reasons:
 - students may become overaged;
 - they may take up school places which should be given to others;
 - Without appropriate remedial measures and follow-up work, repetition may only reduce the students' interest in learning.
- c. After consultation with the school councils, PSEd may from time to time prescribe a maximum rate of repetition either generally or at particular education levels. Restrictions on repetition for ordinary school students:

Primary schools

- The maximum number of repeaters should not exceed 3% of the total enrolment of the school.
- Students should only be allowed to repeat once in the whole primary course.
- Students are not allowed to repeat in P6.

Secondary schools

- The maximum repetition rate of the secondary schools should not exceed 5% but the number of S1 repeaters should not exceed two repeater places per class of the total number of the approved S1 classes for the preceding school year; and
- Whether a student is required to repeat or not should be decided by the principal in accordance with the principles of education and the student's individual situation. Under normal circumstances, schools should not ask a lot of students to repeat at a certain level.

3.3.3 Progression of students in special schools

1. According to the Code of Aid for Special Schools, schools for children with hearing impairment, physical disability, intellectual disability, and visual impairment cum intellectual disability are provided with a pre-set quota to allow students with such a need and valid reasons to extend their years of study in these schools.
2. In exercising school-based professional judgment to arrange students to extend their years of study, the schools concerned are required to put in place a proper mechanism in accordance with the requirements/guidelines as set out in **EDBC003/2010 on “Improvement Measures on Extension of Years of Study for Students of Aided Special Schools”**.

3.4 Safety matters

3.4.1 Safety precautions

1. Safety precautions

- a. Schools should ensure that all school equipment and installations are properly installed and maintained by qualified personnel. Students should not be allowed to perform dangerous practical experiments. All reasonable precautions should be taken to guard against accidents. All dangerous chemicals/ poisons should be kept in a locked cupboard checked regularly by qualified personnel.
- b. In order to ensure the safety of the students, students must be taught to be aware of the possible risks in connection with the use of machine tools, electrical appliances, lifts, sharp tools, inflammable and toxic substances, etc. Clear guidelines for both staff and students will certainly help prevent the occurrence of such mishaps and ensure that proper actions are taken in case of such incidents.
- c. To guard against accidents to students during school hours, the school head should assign members of staff to be on duty during recess and also during lunch time when students stay at school for lunch. The school head should also arrange for members of staff to be on duty to ensure that students leave the school premises safely at the end of the school session.
- d. Schools should formulate a contingency plan in advance to deal with closure of school or suspension of classes due to inclement weather. Measures to be taken under such weather conditions are set out in circular issued by EDB, the latest issue of which is [EDBC003/2007 “Tropical Cyclones and Heavy Persistent Rain Arrangements for Kindergartens and Day Schools”](#).
- e. For information about school safety, please visit the [“School Safety & Insurance” webpage](#).

2. Safety precautions during lessons and school activities

a. Science subjects

- Guidelines on safety precautions in science laboratories, the setting up of a Standing Committee on Laboratory Safety and the drawing up of an Emergency Plan are given in the handbook [“Safety in Science Laboratories”](#).
- For the latest information about laboratory safety, please refer to the [“Science Education - Laboratory Safety and Management” webpage](#).

b. Technology subjects

- [“Safety in School Workshops” \(2009\)](#)
- [“Teaching Home Economics in Secondary Schools - Safety Booklet” \(2000\)](#)

c. Visual Arts

- [“Guidelines on Safety of Visual Arts in Primary Schools”](#) (previously entitled “Guidelines on Safety of Art and Craft Subject in Primary Schools”)
- [“Guidelines on Safety for Visual Arts in Secondary Schools”](#) (previously entitled “Guidelines on Safety for Art and Design in Secondary Schools”)

d. Physical Education

- [“Safety Precautions in Physical Education for Hong Kong Schools”](#) (1999)

e. Games day, swimming and athletics activities

- EDBC004/2001 “Safety Precautions in School Games Day”
- EDBC001/2000B “Safety Precautions in School Swimming Galas, Lessons and Training”
- EDBC004/2000B “Safety Precautions in School Athletic Meets, Lessons and Training”
- [“Physical Education - Safety Guidelines”](#) webpage

f. Extra-curricular activities, outdoor activities and study tours

- [“Guidelines on Extra-curricular Activities in Schools”](#)
- [“Guidelines on Outdoor Activities”](#)
- [“Guidelines on Study Tours Outside the HKSAR”](#)
- EDBC002/2001C “Guidance Notes for the Arrangement of School Visits to Historic Monuments and Archaeological Sites in Hong Kong”

3.4.2 Handling Accidents

1. Handling minor accidents

For minor accidents such as cuts and bruises, the injured student should be given first aid treatment in school.

2. Handling serious accidents

In the event of a serious accident, the school head's duties are to:

- a. ensure that there is a teacher to look after the student, including accompanying him/ her to a hospital in an ambulance; ensure that when the student is taken home, there is someone there to take over the responsibility of looking after him/ her;
- b. inform forthwith the parents and the Senior School Development Officer of the accident and submit a written report to the Senior School Development Officer, giving all the details of the accident; and
- c. inform the insurance company of the accident.

3. Emergency

If any student should fall sick or be hurt at school, the parent or guardian should be informed immediately. The school should make arrangements to send the student concerned to a clinic or hospital for treatment. Please refer to **EDBC043/2002 “Charge for Accident and Emergency Services”** for the charge for accident and emergency service at public hospitals.

4. First aid training

Schools should encourage teachers (e.g. PE teachers, teachers of science subjects or teachers responsible for ECA, etc.) to attend first aid training courses regularly to ensure the proper care of students in distress, before the arrival of ambulance services. For updated information on first aid training courses, please browse the [“Training Calendar”](#).

5. Record

The school head should keep a record of all accidents and details of treatment given.

3.4.3 First aid

1. R55 of the Education Regulations reads:
 - a. There shall be provided in the premises of every school at least one first aid box.
 - b. At least 2 teachers in every school shall be trained in administering first aid.
 - c. First aid boxes must be fitted outside and adjacent to all science laboratories and school workshops. All science teachers, workshop teachers and their assistants must be familiar with the contents and their use.
 - d. First aid boxes shall be maintained fully equipped at all times.
 - e. The PSEd may require the provision of a suitable room for medical inspection and first aid in the premises of any school which has more than 100 students.
2. The recommended first aid items in the First Aid Box are listed at Appendix 1.

3.4.4 School bus services

1. Schools may arrange for the provision of school bus service for their students. The school bus services (including the school private light bus, school bus or school hire car services) should be properly chosen and supervised by a committee. To monitor the school bus service, an independent School Bus Service Committee should be set up as soon as possible, or the work be taken up by the Monitoring Committee on Trading Operations set up to handle various types of trading operations.

2. After establishing the needs of parents for school bus service, the Committee should:
 - a. draw up detailed routes and stops in consultation with parents, call for quotations/ tenders for the service and select the most suitable offer through proper tendering procedures.
 - b. disseminate to parents information on the school bus service available (including the fares for the various routes) together with the application procedures, stressing that it is not compulsory for students to use the specified school bus service and that claims and compensation for injuries in the event of a traffic accident should be dealt with between parents and the service operator; and
 - c. draw up guidelines for the school, students, parents/ guardians, the operator(s), escorts and drivers with reference to the [“Guidelines for Ensuring Safety of Pupils on School Transport Vehicles”](#), and ensure that guidelines are adhered to.
3. Besides, according to the licensing conditions in the Passenger Service License (with effect from 1 February 1997), a school bus with 17 seats or more for primary school students should have an escort. The Transport Department has also advised that, with effect from 1 September 2008, school private light bus providing service for both primary and kindergarten students (nanny van with a seating capacity of 16 or less) is required to provide escort while in operation. For details, please refer to [“Guidelines for Ensuring Safety of Pupils on School Transport Vehicles”](#).

3.4.5 Flag days

1. Schools are requested from time to time by charitable organizations to ask students to assist in selling flags on approved flag days. EDB fully supports such community service and encourages all schools to participate. PSED has given schools the permission since September 1999 to conduct fund-raising activities as stipulated in Para. 6.2.2 of Chapter 6. School heads should be aware that student participation in the events must be on an entirely free and voluntary basis and that the prior consent of parents should be obtained.
2. School should inform participating pupils assisting charitable organizations in selling flags outside school premises the following points:
 - to wear school uniform and be accompanied by other flag sellers nearby during the events.
 - the choice of safe locations not too close to busy traffic;
 - the steps to be taken to summon help should they run into difficulties;
 - their responsibilities in the safe holding and depositing of the money they collect;
 - the importance of minimizing the inconvenience to the public;
 - the need for courtesy when approaching the public for donations;
 - the avoidance of exerting pressure on any person to subscribe;

- the arrangements in case of typhoon signal No. 3 or above being hoisted and of the AMBER-RED-BLACK colour coded alert being issued under the current rainstorm warning system; and
 - the recommended measures when the Air Pollution Index or its forecast reaches very high or severe level. For details, schools should refer to [EDBC009/2010 “Air Pollution Index”](#).
3. Regarding the relevant conditions for organizing a flag day, please browse the [“Control of Charitable Fund-raising Activities-Flag Days”](#) webpage of the Social Welfare Department.

3.4.6 Insurance

1. On behalf of all aided schools, the Government arranges the Block Insurance Policy which comprises Public Liability and Group Personal Accident coverage for students. For details, please browse the [“School Safety and Insurance”](#) webpage and refer to [EDBC014/2009 “Block Insurance Policy for Public Liability, Employees’ Compensation and Group Personal Accident for 2009/2010 and 2010/2011 School Years”](#).
2. Public Liability Insurance covers legal liabilities arising from injuries of students. Group Personal Accident Insurance provides nominal benefit to students who suffer from accidental death or permanent disablement whilst participating in any school activities. EDB will notify schools of the insurance contractor for each contractual period and the insurance specifications under the Block Insurance Policy.
3. Schools may, on behalf of parents, arrange separate additional cover for group personal accidents of students with any insurance company, if necessary. However, parents should be given full discretion in accepting the afore-said arrangement, if any. Besides, the Group Personal Accident Insurance under the BIP should not be considered as a comprehensive personal insurance coverage for students. If parents wish to have a comprehensive personal insurance coverage for their children, they may acquire it separately at their own costs from any insurance company.

3.5 Health matters

3.5.1 Healthy learning environment

1. To ensure students can receive an all round education, it is important to cultivate a sense of physical and mental health awareness among them so that they have the necessary knowledge, attitudes and skills for maintaining good health.
2. Schools should provide students with integrated and positive experiences and structures that promote and protect their health, through strengthening those factors which produce a healthy setting for growth, development and learning. Hence, schools should work in collaboration with parents, students and relevant parties to develop policies, practices and structures towards this goal.
3. Under the Smoking (Public Health) (Amendment) Ordinance 2006, schools have been designated as no smoking areas. For details, please refer to [EDBC002/2007 “Smoking Ban in Schools”](#).

3.5.2 Points to note

1. Schools should keep students’ health records properly

- a. Schools should issue a circular letter annually to parents to solicit their co-operation in reporting the medical history of their children. However, this should be on a voluntary basis and parental choice should be respected. A sample record form is at Appendix 2.
- b. Schools should keep students’ health records for reference. Schools must ensure that such information is for internal reference only and should not be divulged to other parties without the consent of the parents concerned. Schools should observe the Personal Data (Privacy) Ordinance in handling the concerned records.

2. Schools should follow doctors’ advice to arrange appropriate amount of physical exertion for students with health problems

- a. If students suffer from cardiovascular diseases, respiratory diseases, epilepsy, anaemia, diabetes mellitus, etc., schools should advise their parents/ guardians to submit a medical certificate issued by an attending physician stating the appropriate level of physical exertion suitable for their children. Schools should make suitable arrangements for the above-mentioned students and follow doctors’ advice to arrange appropriate amount of physical exertion for them, especially during PE lessons, extra-curricular activities, etc.
- b. Schools should be watchful for the health conditions of their students, in particular those with a known history of diseases. When conducting school activities,

teachers responsible should ask unwell students to take a rest, check their conditions and medical history, and inform their parents/ guardians when necessary. In case of serious illnesses, schools should send the students to hospital for treatment and contact their parents/ guardians at once.

- c. If the Air Pollution Index (API) or its forecast reaches 101-200, schools should arrange for all students to reduce physical exertion and outdoor activities. If the API or its forecast exceeds 200, schools should arrange for all students to avoid physical exertion and outdoor activities. For details, schools should refer to [EDBC009/2010 “Air Pollution Index”](#).

3. Schools should take proper care of students with mental problems

- a. Students diagnosed with mental illnesses need treatment from the medical professionals. Usually, these students will be followed up by psychiatrists, clinical psychologists or medical social workers. With parental consent and having regard to the students’ conditions and needs, schools should arrange the school social worker or guidance personnel to provide them with necessary support. With parents’ written consent, schools could make appropriate assistance/ arrangement to facilitate the students in taking medication as prescribed by the doctor. Schools could also seek professional advice and support from educational psychologists to provide students with counseling, assist teachers and parents to handle students’ emotions, social integration and learning problems, etc. Should there be a need to arrange multi-disciplinary case conferences on the students, educational psychologists and the school personnel should jointly discuss with the psychiatrists appropriate support strategies.
- b. For information on various mental illnesses, please visit the [“Hospital Authority” website](#). Please also visit the [“EDB” website](#) on how schools can help students with mental problems.

3.5.3 Health services

1. School Dental Care Service

- a. Parents of primary school students should be encouraged to enroll in the School Dental Care Service through their schools. Parents should complete an application form and return it to the schools with a nominal fee. The enrolment information will be posted on the [“School Dental Care Service” website of the Department of Health](#) in August and September each year. A link to this website will also be uploaded on the website of EDB to facilitate schools in downloading the enrolment information and collection forms.
- b. School Dental Care Service provides basic dental treatment to students and promotes good oral health care habits for the prevention of dental diseases.
- c. For Primary 1 to 5 students, they will be provided a return bus service from school to attend consultation at their designated school dental clinics.

- d. For Primary 6 students, they will be arranged to attend consultation outside the school hours.
- e. A 24-hour interactive voice response system (Tel.: 2928 6132) is available to provide information on SDCS and oral health in Cantonese, Putonghua and English.

2. Student Health Service

- a. Parents should also be encouraged to enroll their children in the Student Health Service introduced by the Department of Health in the 1995/96 school year. It aims to safeguard both the physical and psychosocial health of school children through comprehensive, promotive and preventive health programmes and enable them to gain the maximum benefits from the education system and develop their potential.
- b. Enrolled students will be given an annual appointment to attend a Student Health Service Centre for a series of health services. The services include physical examination; screening for health problems related to growth, nutrition, blood pressure, vision, hearing, spine, psychological health and behaviour; individual counseling and health education. Vision and hearing screening tests for primary one students are also included. Students found to have health problems will be referred to the specialist clinics or other organizations for detailed assessment and follow-up.
- c. The Adolescent Health Teams formed in 2001 reach out to schools to provide school based health promotion services for adolescents through interactive activities and workshops.

3. School Immunisation Service

The School Immunisation Teams (SIT) under the Centre for Health Protection (CHP) of the Department of Health implement two immunisation campaigns for primary one and six students, i.e. Hepatitis B and Measles/ Mumps/ Rubella in the first school term and Diphtheria/ Tetanus/ Acellular Pertussis and Inactivated Polio Vaccine in the second school term. Details of the immunisation campaign are available at the Health Education Hotline 2833 0111 (press 3 and then follows the instructions). SIT also deliver health education concerning school immunisation on a need or invitation basis. For enquiries on school immunisation programmes, schools may contact the School Immunisation Teams at 2615 8567.

3.5.4 Handling incidents of infectious diseases

- 1. The CHP assists schools to prevent and control infectious disease outbreaks. For information on or notification of particular communicable diseases, schools may contact the Central Notification Office of the CHP (Tel: 2477 2772; Fax: 2477 2770).
- 2. Schools should refer to "[Guidelines on Prevention of Communicable Diseases in Child Care Centres/ Kindergartens/ Schools](#)" issued and distributed to schools by the CHP. The Guidelines and health information on common childhood

communicable diseases can also be downloaded from the [“CHP” website](#). The following practices will help handle such incidents effectively:

- a. Designate a staff to take up the responsibility of coordinating and monitoring the implementation of preventive measures for communicable diseases.
 - b. Keep an up-to-date sick leave record of students and staff.
 - c. Obtain prior consent from parents/ guardians at the beginning of a school year for the release of their personal data, such as names and telephone numbers, to the CHP for investigation of infectious disease outbreaks in schools.
 - d. Inform CHP when there are signs of outbreak of infectious diseases or abnormal upsurge in the number of absentees with similar symptoms in the school.
3. When a student is obviously not well, the parents should be contacted in the first instance, if possible, and the student sent home with a note suggesting medical attention. If the student is seriously ill, he/ she should be sent to the nearby Accident and Emergency Department if the parents/ guardians cannot be contacted.
 4. Schools 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. Schools should also require parents to notify the school immediately should their children develop symptoms of infectious diseases or be admitted to hospital.
 5. Teachers or other staff with symptoms suggestive of tuberculosis should seek medical consultation promptly. If a student has such symptoms, the parents should be contacted and advised to seek medical consultation for the student. For telephone numbers of the Chest Clinics, please browse the [“Tuberculosis and Chest Service” website of the Department of Health](#).
 6. Since infectious diseases can be controlled with appropriate treatment, students suffering from such diseases can resume schooling on the advice of their attending doctor.
 7. The incubation period of communicable diseases and the recommended sick leave period are tabulated below:

Communicable Disease	Incubation Period (days)	Recommended Sick Leave Period#
Bacillary Dysentery*	1-7	Until diarrhoea has ceased and stool has been shown to be free of the bacteria
Chickenpox*	14-21	About 1 week or until all vesicles have dried up
Cholera*	1-5	Until certified free from infection
Conjunctivitis	1-12	Until eye discharge has ceased

Diphtheria*	2-7	Until certified free from infection
Hand, Foot and Mouth Disease	3-7	Until all vesicles have dried up or as advised by doctors. If enterovirus-71 is confirmed to be the pathogen, take 2 more weeks of sick leave after all vesicles have dried up.
Measles *	7-18	4 days from the appearance of rash
Meningococcal infections (invasive)*	2-10	Until the completion of the bacteria removal course.
Mumps *	12-25	9 days from onset of swelling
Poliomyelitis*	7-14	At least 14 days from onset of symptoms
Rubella* (German measles)	14-23	7 days from the appearance of rash
Scarlet fever*	1-3	5 days from starting antibiotics or as advised by doctors
Tuberculosis *	Variable	As advised by doctors
Typhoid fever*	7-21	Until at least 3 consecutive stool specimens collected no less than 24 hours apart are tested negative for such bacteria
Viral Gastroenteritis	1-10	Until 48 hours after the last episode of diarrhoea or vomiting
Viral Hepatitis A*	15-50	Until at least 1 week after onset of jaundice or as advised by doctors
Whooping Cough *	7-10	5 days from starting antibiotic course or as advised by doctors

These are general recommendations based on consideration of the infectious period only. The advice of the attending doctor should be adhered to.

* Notification of these communicable diseases to the Department of Health is required by law.

The above list is not exhaustive. Information concerning other infectious diseases may be obtained from the Centre for Health Protection medical officers of schools as defined in S79 of the Education Ordinance. For more updated information, please browse the [“Infection Control Corner” of the CHP website](#).

8. For the latest information, please browse:
 - a. [“Virtual AIDS Office” website of the Department of Health](#)

- b. [“Prevention of Influenza \(including Human Swine Influenza / Avian Flu\) and Other Communicable Diseases \(including SARS\) in Schools” webpage](#)
- c. [“Guidelines on the Prevention of Blood-borne Diseases in Schools”](#)

3.5.5 Healthy meal

1. Meal Arrangements

- a. Schools should make their meal arrangements for pupils according to their individual situations. Schools should set up co-ordination groups to work out the healthy and environmentally friendly meal policy and practices for school, to supervise, co-ordinate and improve meal arrangements for their pupils. The group should be chaired by a senior member of the teaching staff and comprise teachers' and parents' representatives. Alternatively, schools may set up one committee overseeing tuck-shops, meal arrangements and other trading activities.
- b. To make the meal arrangements in schools more effective, schools should refer to the following guidelines to define food requirements and ways of waste reduction as the core component in the contracts signed with lunch suppliers:
 - [EDBC017/2009 “Meal Arrangements in School”](#)
 - [EDB “Guidelines on Meal Arrangements in School”](#)
 - [Department of Health “Nutritional Guidelines on School Lunch for Primary School Students”](#)
 - [Environmental Protection Department “Guideline on How to Promote Green Lunch in Schools”](#)
- c. The responsible team or committee is expected to perform the following duties:
 - request the food suppliers to provide documents to prove that they possess valid food factory licences from the Food and Environmental Hygiene Department with endorsement for the manufacture/ preparation of lunch boxes;
 - assist to establish appropriate procedures to select the lunch supplier most capable of providing nutritious and environmentally friendly meals for pupils;
 - take notice of the nutrition value of the food, the method of packing, transportation and treatment of the used containers used by the food suppliers;
 - encourage the lunch suppliers to use reusable containers and cutlery such as those made of stainless steel and plastic for the meal boxes;
 - encourage parents to co-operate by providing healthy meal boxes/ snacks for their children and to cultivate in them healthy and environmentally friendly eating habits;
 - discourage students from patronizing illegal hawkers;
 - assist teachers to enhance pupils’ knowledge about healthy and environmentally friendly eating and to inform parents of the healthy and environmentally friendly policy on meal arrangement adopted by the school; and
 - advise tuck-shop operators to sell and promote healthy snacks. School should refer to [“Nutritional Guidelines on Snacks for Primary School Students”](#) issued by the Department of Health.

d. Schools should strive to provide a positive and enabling environment so that students are encouraged and supported to practise healthy eating and active living. Where schools may exercise control, students' access to unhealthy foods (meals and snacks) should be limited and reduced as far as possible, coupled with stakeholder communication and education. Specific examples that merit attention may include:

- Not accepting commercial sponsorships that promote unhealthy food products or brands;
- Not allowing tuck shop vendors to offer unhealthy snacks to students;
- Avoidance of using food items as gifts and rewards to children.

2. “EatSmart@school.hk” Campaign

a. The Central Health Education Unit of the Department of Health works with schools under the “EatSmart@school.hk” campaign to promote healthy eating among primary school students. Professional advice is offered for the formulation of healthy eating policies and planning, organization and implementation of health enhancing interventions. Specific guidance on selection of school lunch suppliers, surveillance of nutritional quality of school meals and choice of healthy snacks is also provided.

b. For detailed information, please refer to [EDBC017/2009 “Meal Arrangements in School”](#) and [“EatSmart@school.hk campaign”](#) webpage of the Department of Health.

3.6 Discipline

3.6.1 General principles

1. The school should be a place where care, concern, support and mutual respect are practised. Such principles should be strictly observed in handling students with discipline problems. All teachers should understand that discipline is the concern of every teacher and not just of discipline teachers. Hence, a Whole School Approach to discipline, involving teachers, students and their parents, should be adopted.
2. Every school should have its own discipline policy and procedures, and a discipline team headed by the discipline master/ mistress to oversee the planning, organization, development and monitoring of matters relating to student discipline at school. The school should refer to [“Guidelines on Student Discipline” \(1999\)](#).
3. The guidance and discipline teams are the two most important pastoral service teams in the school. The two teams should join hands in helping students with discipline problems. Some schools may prefer a discipline-cum-guidance team to foster better coordination and cooperation between the two units. Schools should encourage the teachers to attend the professional training related to the guidance and discipline work, e.g. the courses organized by the tertiary institutes as well as the thematic seminars and workshops organized by EDB.
4. Wherever possible, good discipline should be achieved through democratic rather than autocratic means.

3.6.2 School rules

1. School rules are a system of rules for conduct. The system should aim at developing self-discipline in students and creating a harmonious environment where effective learning and teaching can take place.
2. The basic belief of an "Educative Approach to Discipline" is that most students misbehave not out of willful decision to misbehave. They need guidance from teachers to steer them towards the appropriate response in class and during social interactions.
3. A set of school rules should be drawn up with input from teachers, parents and students. Besides, discussion and promotion activities can be organized to enable students to apprehend the meaning of the school rules as well as to reach a common understanding and consensus towards school rules. Students and parents should be provided with a school document setting out the specific rules of the school prior to admission and at the beginning of each school year. Schools should also review the school rules periodically.
4. The school rules should cover basic behaviour of students around the school.
5. School rules should be :

- a. simple, clear, reasonable and kept to a minimum;
- b. meant to teach, guide and protect students; and
- c. enforced fairly and consistently.

3.6.3 Reinforcing positive behaviour

1. Good discipline is not just a matter of rules and punishment. Schools should make good use of praise and rewards as inducements to good behaviour.
2. A system of commendations or merit marks for positive achievements can be very successful in motivating students.
3. Students with successful experience will strive towards greater achievement. Schools may set up their own awards schemes to give students encouragement for improvement. Students who work hard and attain the best improvement in a subject, extra-curricular activities, conduct or overall performance can be nominated for awards.

3.6.4 Handling misbehaviour

1. General principles

- a. The purpose of all disciplinary measures is to bring about positive changes in students' behaviour and to teach self-discipline among students.
- b. Teachers are encouraged to adopt more positive means to bring about good behaviour among students.
- c. Clear guidelines on disciplinary procedures should be drawn up and discussed among staff so as to maintain fairness and consistency during implementation.
- d. There is also a need to let parents know about the disciplinary system and measures within the school prior to admission and/ or at the beginning of each school year.
- e. Where appropriate, students with persistent lack of academic progress or behaviour problems, school may consult the respective Regional Education Offices for professional support.

2. Points to note when administering disciplinary measures

- a. Punishment should be exercised promptly to avoid unnecessary anxiety on the part of the students.
- b. Punishment should be meaningful and educational.
- c. Punishment should be in proportion to the severity of the offence committed.
- d. Under all circumstances, school discipline should be administered in a manner consistent with students' human dignity, rights to education, individual differences and health conditions, including the physical, psychological and mental health conditions and in conformity with the present laws. In accordance with

regulation 58 of the Education Regulations, no teacher shall administer corporal punishment to a pupil.

- e. Effort should be made to ensure that the student and his/ her parents understand what wrong he/ she has committed and its related moral values.
- f. A monitoring system should be set up to ensure that punishment is not overused.
- g. Teachers should directly inform parents of the misconduct of students and/ or disciplinary measures to be taken.
- h. Students should be supervised during detention and work should be assigned to them.
- i. In the case of students studying in primary schools and special schools, school needs to make arrangements for parents to bring the students back home after detention.

3. Searching students and their belongings at school

a. General principles

During school hours, the authority of a school teacher is the same as that of a parent. When a parent sends his child to a school, he delegates to the school principal and other teachers his own authority, so far as is reasonable and necessary for the child's welfare and so far as is reasonable and necessary for the maintenance of discipline with regard to the child's interests and those of the school as a whole. However, the "[General Principles for Searching Students and Their Belongings at School](#)" should be noted.

b. Search of a student's belongings

To search a student's belongings is an interference with his privacy and can only be justified if such interference is lawful and not arbitrary. If in doubt, school should consult the respective Police School Liaison Officers or the school's legal advisor. In the event that a search is inevitable and judged to be lawful and not arbitrary, the "[Principles and Procedures for Searching a Student's Belongings](#)" should be observed.

c. Search of a student's body

To conduct search of a student's body is a very serious interference with his privacy; therefore, it is not recommendable, and the school also bears the burden of justifying the search. Under no circumstances, even if parental consent has been obtained, should a student be subject to strip search or be required to take off his/ her clothes. Under no circumstances, even if parental consent has been obtained, should a search of a student's body be conducted if the student objects to the arrangement. In the rare case where a school considers it lawful, necessary and appropriate to conduct a body search, the "[Principles and Procedures for Searching a Student's Body](#)" should be noted.

4. Suspension from class

- a. When a student continually exhibits behavioural and emotional problems after the teachers have exhausted all other means of classroom management, the teachers might consider temporary time-out of the student or suspending the student from class. Suspension from class is a strategy for managing students' behavioural or emotional problems. By temporarily removing a student from the original learning environment or activities, the student can be calmed down and has self-reflection on his/ her inappropriate behaviour or emotion.
- b. In administering class suspension, schools should consider the student's dignity, rights to education, individual differences and health conditions, including the physical, psychological and mental health conditions. Class suspension should be kept to the shortest duration. When the student concerned regains his/ her self-control, he/ she should be arranged to return to the normal classroom learning activities. When class suspension is completed, school should provide relevant academic support and follow-up counseling service to the student concerned.
- c. Schools should collect views from teachers, parents and students to reach a consensus and common understanding of class suspension. The purpose and criterion of class suspension should be made known to them.
- d. When a student is removed from the classroom during the suspension from class, he/ she should be arranged to stay in a safe environment with supervision from a school personnel. During the suspension from class, suitable reflection activities or class-work should be assigned to the student to minimize the negative impact of suspension.
- e. If a school finds that suspension from class is not able to decrease the disruptive behaviour of a student or arouse even stronger behavioural or emotional response from him/ her, the school should cease the suspension from class. Given parents' consent, the student should be referred to receive further counseling service.
- f. For review purpose, each school should document the records of students being suspended from class including the reasons, time, duration and evaluation of the effectiveness.

5. Suspension of students

- a. Suspension from school is not an appropriate way to treat a student who has misbehaved. Under most circumstances, the student in question should be allowed to continue normal schooling, pending the outcome of any investigation by the school into the cause of his/ her misbehaviour.
- b. A student may be suspended from class for a short period of time if he/ she exhibits serious misbehaviour and shows no improvement after repeated warnings and notifications to the parents or guardians. Students on suspension from class should receive proper supervision and counseling from the school.

- c. PSEd shall be informed of all cases of suspension from school for more than 3 school days.
- d. All schools shall keep a record of all suspension and expulsion cases with supporting reasons for each case and the approval of PSEd, if applicable.
- e. In most cases, the main reason for misbehaving is learning or adjustment difficulties in schools. As a preventive measure, the school should adopt the Whole School Approach to guidance and discipline, whereby all teachers in a school participate actively in the creation of a positive learning environment and helping students resolve their problems. All teachers should have a part in developing a healthy and positive school ethos.

6. Expulsion of students

- a. EDB disapproves of the practices of some schools which advise students to leave school voluntarily and is of the view that such practices are educationally undesirable. They defeat the purposes of providing schools with various resources to promote education for all abilities and to provide free and universal basic educational opportunities for all children, including children with diverse needs, up to junior secondary level.
- b. Students admitted into the primary course (P1-P6), junior secondary course (S1-S3) and the senior secondary course (S4-S7) should normally be allowed to complete that course. No primary student or junior secondary student aged under 15 years should be expelled without proper warning and notice to parents and without the approval of PSEd. No senior secondary student should be expelled without proper warning and notice to parents and PSEd should be kept informed of all such cases at the warning stage.
- c. If the school head is contemplating the expulsion of a student, every effort must be made to interview the parents. A warning letter shall be sent to the parents or guardians and at the same time a full report shall be submitted to PSEd for his/ her consideration.
- d. Students must not be expelled solely on the ground that they are academically weak.
- e. No student should be considered for expulsion except on grounds of:
 - a repeated breach of school discipline after reasonable measures to enlist the co-operation of parents have proved unsuccessful ; or
 - non-payment of fees printed on the fees certificate.

【Note: SMCs and school heads are expected to investigate the circumstances and, if they are convinced that the non-payment is genuinely deliberate, to inform PSEd accordingly before expelling the student. This applies to all students, whether they are subject to universal basic education or not.】

3.7 Serious Student Behavioural Problems

3.7.1 Student suicide cases

1. All schools should set up a Crisis Management Team (CMT) for the management of all kinds of student suicides and critical incidents at school. Incidents of student suicide can bring traumatizing experiences to students and teachers. A CMT can serve the following two functions:
 - a. **Safety:** to ensure the immediate safety of all students and staff; and
 - b. **Stability:** to restore the stability of the school routine as soon as possible
2. Regarding the detailed operation of a CMT, school personnel can refer to the [“eBook on School Crisis Management” \(2005\)](#) by the EDB and accessible from the EDB homepage.
3. School personnel can also refer to the Resource Packages titled [“Student Suicide for Secondary and Primary Schools” \(1997\)](#) regarding preventive measures, handling procedures and advice in the aftermath of a suicide case.
4. A [“Suicide Risk Assessment Checklist”](#) and a checklist on [“Assessment of the Internet Habit of Youngsters and Suicide Risk”](#) are also accessible from the EDB homepage.
5. Student suicide cases can be classified into three categories:
 - a. **Suicide threats:** cases where a student is reported to have indicated suicidal intentions, whether verbally or in writing, to his/ her teachers, classmates, parents, etc.
 - b. **Attempted suicide:** cases where a student is reported to have clear death intent and has taken action trying to kill himself/ herself.
 - c. **Fatal cases:** cases where a student is reported to have died as a result of a suspected suicidal act.
6. School heads should report to their respective SSDO of all suicide cases involving student or teacher which come to their knowledge through calls from students, their classmates, parents, and teachers or through the police and the media. The school concerned should promptly activate its CMT to assess the situation, formulate a crisis management plan and take appropriate measures in response to the critical incident.
7. Students may be affected psychologically by a suicide incident. Schools should solicit support from their Student Guidance Officer/ Student Guidance Teacher/ Student Guidance Personnel or School Social Worker to provide them with counselling services. If students are suspected to have suicidal risk, professional support from educational/ clinical psychologists, psychiatrists, medial and/ or

police officers should also be promptly solicited to ensure that appropriate “intervention measures” will be taken.

8. Should a student display abnormal emotional or behavioural reactions to the suicide incident, before professional assistance is available, others can help by offering emotional support to the student. The helper should keep calm and try to assess the situation. In case of emergency, school should call the police or the ambulance. The Dos and Don'ts in handling suicidal cases are:

Dos

- a. take seriously every suicide threat, comment or act;
- b. be willing to listen and understand;
- c. take away tools of suicide;
- d. contact parents/ guardians and request their presence at school;
- e. stay with the student before the crisis is over;
- f. those to whom the youngster feels close to, be around to share his/ her feelings and offer possible alternatives; and
- g. play down the suicidal episode afterwards, de-dramatise.

Don'ts

- a. don't underestimate any suicide threat and the seriousness of its consequence;
 - b. don't challenge, e.g. by saying "go ahead and do it";
 - c. don't argue with the student about whether he should live or die;
 - d. don't assume that given time students can cope with stress and pain by themselves; and
 - e. don't over-patronise afterwards.
9. When a crisis is over, the school should conduct an evaluation on the effectiveness of its crisis management work and adopt precautionary measures to prevent recurrence of similar incidents in the future.

3.7.2 Drug taking and trafficking

1. Prevention

To enhance students' awareness of the detrimental effects of taking drugs (including psychotropic substances) so that they can stay away from drugs, schools are advised to step up their efforts in promoting anti-drug education. Schools should take seriously the severe harm caused by psychotropic substances such as ketamine, “Ice” and “Ecstasy” and traditional drugs such as heroin to the physical and mental well-being of youths. Schools may refer to [EDBC002/2010 “Healthy School Policy”](#) for formulating a school-based Healthy School Policy with an anti-drug element. For

details, please browse the [“Healthy School Policy” webpage](#). The policy should include the following features:

- a. appoint an experienced staff with overall responsibility for all health issues within the school;
- b. ensure school members are aware of and support the Healthy School Policy;
- c. review the school-based Healthy School Policy and evaluate effectiveness for improvement;
- d. develop a school-based anti-drug education programme to enrich students' knowledge, skills and values conducive to adopting a healthy lifestyle;
- e. adopt a whole school approach to anti-drug education, by integrating anti-drug messages into the school curriculum; of which teaching objectives should include correcting the students' misconceptions about drugs, and supporting students with guidance services;
- f. promote a caring school atmosphere that facilitates students' healthy growth and development of positive values;
- g. encourage, support and arrange teachers to attend relevant training so as to update their knowledge and skills of anti-drug education;
- h. proactively communicate with the professional organizations (including government and non-government organizations with information at Appendix 3) in order to arrange for the anti-drug education and counselling service. To help schools formulate a Healthy School Policy with an anti-drug element, the Action Committee Against Narcotics, Narcotics Division of the Security Bureau and the Education Bureau have commissioned the Hong Kong Federation of Youth Groups to produce an Anti-drug Resource Kit for Schools. For details, please browse the [“Anti-drug Resource Kit for Schools” webpage](#); and
- i. develop an anti-drug culture. Drug testing should not be seen as a standalone panacea, but it could be a part of a comprehensive programme to implement the Healthy School Policy.

2. Management of drug-related incidents

a. Drug Taking

When students are suspected to have taken drugs, schools should:

- contact the parents concerned and find out the situation of the students;
- consult the respective Police School Liaison Officer; and
- seek as early as possible the support of the following personnel or organizations in providing appropriate counselling and follow-up services for the students concerned:
 - student guidance officer/ student guidance teacher/ student guidance personnel of primary schools;
 - school social worker of secondary schools; and

- the organization which provides professional counselling services to drug abusers.

b. Drug Intoxication

When students are suspected of or ascertained to be suffering from the harmful effects of drugs and are in need of medical care, schools should:

- send them to the hospital at once with the company of a member of the teaching/ non-teaching staff of the school. If possible, the sample and the container of the substance found should also be taken to the hospital for analysis. The suspected substance should be properly preserved to avoid contamination;
- notify the parents concerned at once;
- consult the respective Police School Liaison Officer; and
- seek as early as possible the support of the following personnel or organizations in providing appropriate counselling and follow-up services for the students concerned.
 - student guidance officer/ student guidance teacher/ student guidance personnel of primary schools;
 - school social worker of secondary schools;
 - where appropriate, an organization which provides professional counselling services to drug abusers.

c. Drug Possession/ Trafficking

When students are suspected to be possessing drugs or involved in drug trafficking, schools should:

- consult the respective Police School Liaison Officers or report to the police direct;
- inform parents concerned of the actions taken;
- wait for the police's arrival to handle the case; and
- properly preserve the suspected substance to avoid contamination.

3.7.3 Sex related problems

1. Students often face challenges and temptations during their development. Schools should organize preventive and developmental guidance activities for students to explore the issues of relationship with the opposite sex, dating, intimate behaviors, attitude towards sex, etc in order to help them develop appropriate value and attitude. This is to enable students to handle the related problems with rational analysis and make responsible decisions.
2. If students are found to be involved in sex-related problems, teachers should work closely with the student guidance personnel/ school social workers and provide counseling to these students. According to the nature and seriousness of the problem, student guidance personnel/ school social workers should refer students to related organizations or departments for appropriate services and closely monitor the case through multidisciplinary collaboration.

3. If the cases are suspected to involve sexual abuse, schools should follow the [“Procedural Guide for Handling Child Abuse Cases \(Revised 2007\)”](#) of the Social Welfare Department to consult the Family and Child Protective Services Unit of the Social Welfare Department or the Child Abuse Investigation Team of the Police Department for appropriate actions. For cases suspected to involve criminal offence, schools should report to the Police.

3.7.4 Pornographic materials

1. This issue is best dealt with through education programmes in both the school curricula and other learning experiences.
2. For enquiries and complaints on the regulation of obscene and indecent articles, please contact the [“Television and Entertainment Licensing Authority”](#) through –

Complaints telephone hotline: 2676 7676
Email: nrs@tela.gov.hk
Post: 9/F, Revenue Tower,
5 Gloucester Road, Wanchai

3.7.5 Gambling

Schools should always be on the alert for students' interest in gambling and gambling activities in school. A proactive whole school approach has to be adopted to help students stay away from the bad hobby. Education is indispensable for not only enhancing students' awareness and understanding of the adverse impact of gambling, but also for instilling into students a sense of responsibility and positive values, and training them to be able to think critically and resist the temptations of everyday life. The following measures are suggested to combat gambling problem in school:

1. Prevention

- a. reach a consensus as to the stance of the school on gambling and work out a whole-school policy on the issue so that concerted efforts can be made to deter students from gambling;
- b. review on a regular basis the school policy and regulations on gambling behaviour and activities in school;
- c. explain to all students the revised policy and regulations so that they know clearly the school's stance on gambling;
- d. inform parents of the school policy and regulations concerned so that they can cooperate with the school in preventing and combating gambling;
- e. watch out for students displaying signs and symptoms of gambling addiction as follows:
 - Unaccounted absences from school
 - Unsatisfactory performance in class or a sudden drop in academic results

- Decreased participation in social activities or family functions
- Sudden change in behaviour and personality
- Unusual interest in newspapers and magazines with betting rates of horse racing and football matches
- Frequent use of gambling terms in conversations
- Participation in games with gambling element
- Possession of sports gambling tickets or lottery tickets
- Boasting about experience in winning in gambling
- Exaggerated display of unreasonable amount of money and valuables
- Shortage of money even with an adequate supply of pocket money
- Borrowing money or in debt

f. contact organizations with expertise in gambling related issues for mass preventive programmes and/ or individual/ group counseling and follow-up services. Information of some of the organizations is as follows:

[Caritas AG Counselling Centre](#)

18/F, Emperor Plaza, 55 Chung On Street, Tsuen Wan

Tel: 183 4633 / 2499 7828 Fax: 2499 7820

[TWGHs Even Centre](#)

11/F, Tung Sun Commercial Centre, 194-200, Lockhart Road, Wanchai

Tel: 183 4633 / 2827 4321 Fax: 2827 4884

[Sunshine Lutheran Centre](#)

2/F, Podium, Fu Shin Shopping Centre, Fu Shin Estate, Tai Po

Tel: 183 4633 / 8108 3933 Fax: 2667 2199

[Zion Social Service Yuk Lai Hin Counselling Centre](#)

Room 703, 7/F, Lemmi Centre, No. 50 Hoi Yuen Road, Kwun Tong, Kowloon

Tel: 183 4633 / 2703 9811 Fax: 2703 9311

- g. call 2835 1348 of the Home Affairs Bureau, to make comments and complaints, if any, in connection with the regulation of football betting. For publicity materials on anti-gambling, please visit the [“Do Not Gamble” website](#);
- h. encourage teachers to acquire anti-gambling related knowledge and skills to help students recognize the hazards of gambling and stay away from gambling;
- i. organise educational programmes on gambling prevention in both the school curriculum and other learning experiences to inculcate in them anti-gambling messages. For teaching materials on anti-gambling, please browse the [“Moral, Civic and National Education” webpage](#).

2. Intervention

- a. If a student is found to be involved in gambling activities, he/ she should be referred to student guidance personnel/ school social workers for counseling and follow-up services and parents concerned have to be informed.
- b. If a student is found to be involved in illegal gambling activities, schools should seek advice from their respective Police School Liaison Officers, and notify parents concerned at once. The student should also be referred to relevant professionals for counseling and follow-up services.

3.7.6 Bullying

1. Schools should take positive measures to ensure the safety of students and against bullying in school. To prevent and handle bullying incidents, schools should refer to:
 - **EDBC018/2008 “Creating Harmonious School”**
 - the resource package on [“Co-creating a Harmonious School”](#) (2003)
 - the resource package on [“Co-creating a Harmonious School – Stop Bullying”](#) (2010)
2. Schools should adopt a “Whole School Approach” to formulate and implement anti-bullying strategies. Principles of an anti-bullying policy should include:
 - Clear standpoint of “Zero Tolerance”;
 - Reporting mechanism and handling procedures;
 - Monitoring with high transparency;
 - Handling each bullying incident with proactive and serious attitudes.
3. If bullying incidents occur, schools should handle the incidents according to the principles of education, counseling and protecting students. In order to restore a harmonious school environment, schools should follow the [“Flowchart for Handling School Bullying”](#) in the related EDB web resources, to intervene and follow up the bullying incidents as soon as possible.
4. Owing to the rapid development of information technology, cyber bullying happens sometimes. Schools should teach students to use information technology appropriately and protect their private information carefully. In addition, schools should also foster students’ attitude in respecting each other and to master communication and social skills as well as conflict management skills. For details, schools should refer to [“Handling Cyber Bullying”](#) in the related EDB web resources.

3.7.7 Gang activities

1. It is in the interests of students and schools to make effort to detect, curb and eradicate gang activities. In this regard, preventive, developmental and remedial work/ activities should be conducted to facilitate the healthy growth of students.

2. School heads are urged to make teaching staff and students aware of the grave dangers of conniving at such activities, and to encourage them to report to the school authorities any instance of suspected gang activity.
3. School heads may consider soliciting support from the respective Police School Liaison Officers to protect students from being endangered by gang activities. For details of the Police School Liaison Programme, please refer to Section 4.5.2 and browse the [“Police School Liaison Programme” of the Hong Kong Police Force webpage](#) (Chinese version only).

3.8 Support services

3.8.1 Counseling and Guidance Services

Counseling and guidance in schools caters for the developmental needs of students by providing developmental, preventive and remedial service to students so that the ultimate educational goal of enhancing students' whole person development and life-long learning can be achieved.

1. Objectives

- a. to cultivate a positive and caring school culture;
- b. to build a mechanism for school self-evaluation to ensure the effective implementation of the student guidance service;
- c. to provide teachers with professional training and consultation related to guidance;
- d. to promote home-school cooperation and develop parent education;
- e. to develop and maximize potentials of students and to help them acquire basic knowledge, skills and attitude in the four areas of personal, social, academic and career development;
- f. to help students with individual needs through individual and group counseling; and
- g. to identify, counsel and refer students with behavioral, family, psychological, mental health problems, etc. to relevant professional support services.

2. Existing services

- a. Schools are encouraged to integrate student guidance service with other school systems, such as Management and Organisation, Learning and Teaching, Professional Development for Teachers and Parent Education etc. to develop a comprehensive student guidance service mechanism.
- b. In most aided primary schools and some government primary schools, student guidance service is provided by the Student Guidance Teachers (SGTs) of the school or Student Guidance Personnel (SGP) hired with the Student Guidance Service Grant. Such service in some government primary schools and some small-sized aided primary schools is provided by the Student Guidance Officers (SGOs) of the Guidance and Discipline Section of EDB.
- c. For secondary schools, guidance service is provided by guidance teachers with professional support from school social workers of non-government organizations (NGOs). Details of the School Social Work Service are outlined in Para. 3.8.2.
- d. Guidance personnel of the primary and secondary schools should keep systematic records of student casework for the purposes of reviewing the cases regularly and service improvement.

- e. In special schools, the student guidance service is provided by teachers and school social workers.

3. Related supporting services

Educational psychologists (EPs) of the EDB provide educational psychology services for target schools. Such service covers assessment service for students, consultation support and professional development for teachers as well as consultation to schools concerning policy and mechanism to cater for students' diverse educational needs. EPs also support schools on the management of crisis and critical incidents.

3.8.2 School social work service for secondary schools

1. The general objectives of the School Social Work Service are to:
 - a. help students develop their potential to the fullest, achieve healthy personal growth, attain adequate and proper school education, establish harmonious interpersonal relationship and elicit their concern for the community;
 - b. help students with their personal, family and interpersonal relationship or schooling problems; and
 - c. strengthen the linkage among students, families, the school and the community.
2. School social workers work closely with the school personnel, collaborate with other welfare service units, other youth services and local stakeholders, mobilize the community resources and make appropriate referral in providing necessary professional support to the needy students.
3. The Social Welfare Department (SWD) is the overall coordinator of the School Social Work Service provided by the non-government organisations (NGOs). Schools may contact the NGOs or the Youth Section of the SWD for all matters relating to the provision of the service.
4. Schools should work closely with the School Social Worker to provide guidance and help for their students.

3.8.3 Career guidance services for secondary schools

1. Careers guidance is an important area in the overall counselling and guidance for secondary students. Each aided secondary school should have a Careers Master/Mistress in charge of a careers guidance team to be responsible for the provision of careers guidance services.
2. The EDB will provide teachers and students aptly with information and support through conducting teacher training courses/ professional development activities, school visits, updating EDB webpage, compiling handbooks and organising seminars for local/ overseas further studies etc. For details on overseas studies, please refer to [EDBCM090/2010 "Non-local Further Education"](#).

3.8.4 Support for students with special educational needs

1. Schools are encouraged to adopt a Whole School Approach (WSA) to providing systematic and comprehensive support for students with special educational needs (SEN) to develop their potential through inclusive policy, culture and practices. Ordinary schools adopting the WSA are provided with additional resources, teacher training and professional support from the EDB.
2. Curriculum materials for students with SEN can be downloaded from the "[Special Educational Needs](#)" webpage. For the implementation details of WSA, related resources and professional support available, please refer to the following:
 - EDBC009/2008 "Learning Support Grant for Secondary Schools"
 - EDBC010/2008 "Enhancement of the New Funding Mode for Primary Schools"
 - EDBC011/2009 "Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools"
 - EDBC013/2007 "Teacher Professional Development Framework on Integrated Education"
 - EDBCM033/2010 "Enhanced Speech Therapy Grant"
 - EDBCM040/2010 "Transfer of Information of Students with Special Educational Needs"
 - EDBCM129/2009 "School Partnership Scheme in Supporting Students with Special Educational Needs for the 2009/10 and 2010/11 School Years"
 - "[Whole School Approach to Integrated Education](#)" webpage
 - "[Whole School Approach to Integrated Education - Operation Guide](#)" (Chinese only)

3.8.5 Support for gifted students

1. The "Gifted Education Strategy Paper" in 2000 promulgates the provision of gifted services via the Three-tier Model. Schools are encouraged to adopt a school-based approach (i.e. Level 1 - whole class approach and Level 2 - school-based pull-out approach) to nurture and develop the potential of gifted and talented students. A broad definition of giftedness using multiple criteria should be adopted in identifying students for the gifted programmes.
2. A range of web-based curriculum resources including "Teacher Training Packages for School-based Gifted Programmes", "Guidelines on School-based Gifted Development Program", Reference Manual in Implementing Gifted Education in School: Acceleration Programmes, exemplars and resource packages of the "Cluster School Gifted Projects" and pilot school-based pull-out programmes can be downloaded from the "[Gifted Education](#)" webpage. Printed copies of most of the resources were also sent to schools for reference.

3. An initiative entitled “Support Measures for the Exceptionally Gifted Students”, started since 2001, has helped nurture and develop the potential and talents of the exceptionally gifted students at level 3 (off-site support). In addition to enhancement programmes accustomed to the needs and attributes of the exceptionally gifted students, parallel support for the teachers and parents are also organised to help strengthen the competence of these parties in nurturing and supporting the exceptionally gifted students.
4. In the Policy Address 2006 by the Chief Executive, it was announced that an Academy for Gifted Education would be established, with a set up fund of \$200 million, to take over the [“Support Measures for the Exceptionally Gifted Students”](#). Since September 2008, the Hong Kong Academy for Gifted Education has been providing a series of free-of-charge programmes for gifted students aged 10-18 and their teachers. The Academy expects to provide off-site support services for 10,000 – 12,000 students between 2008 and 2011. Other than collaborating with the EDB and tertiary institutions in providing diversified face-to-face programmes in the domains of mathematics, science, humanities and leadership, the Academy would also organise web-based courses for students and teachers. It is expected that around 600 teachers and 3,500 students each year will benefit from the provision.
5. The Academy has employed an Educational Psychologist and runs a Consultation Centre from October 2008 in which its Helpline will offer information and advice for parents on gifted education. It is expected that 5,000 parents can be catered each year. Besides, the Academy will collaborate with local and overseas universities to conduct research on gifted education so as to provide feedback and suggestions on the curriculum and policy related to fostering gifted students based on these findings.
6. The Gifted Education Section also manages Fung Hon Chu Gifted Education Centre to facilitate the development of local gifted education, such as piloting enrichment programmes for the development of curriculum resources. Regular briefings, experience sharing, seminars and workshops are organised to familiarise various school personnel with various aspects and the developments of gifted education in Hong Kong.
7. Furthermore, the Gifted Education Section would also liaise with related organisations/ bodies and network community resources to promote gifted education in Hong Kong.
8. The Gifted Education Section organises various competitions in every year as planned. The one on creative problem-solving in mathematics is extended to secondary schools in the 2008/09 school year, so is the Elite Student Project in Primary Chinese Language in the 2009/10 school year. A cyber platform is being developed to provide extended learning to outstanding winners of the Budding Poets Award.

9. Other than the web-based learning courses on astronomy, earth science and mathematics, the web-based courses on Humanities and Paleontology would be launched by the Gifted Education Section in the 2009/2010 and 2010/11 school years respectively.
10. With the launch of the New Academic Structure in the 2009/10 school year, the Education Bureau is providing a Diversity Learning Grant, in the form of cash, to support the diversification of the NSS school curriculum to cater for the needs of students. Schools are encouraged to make use of the grant to offer school-based pull-out programmes or to support off-site gifted education programmes for selected students.

3.8.6 Support services for newly arrived children and returnee children

Schools should take care of the adjustment problems and learning difficulties of newly arrived children, namely, the children newly arrived from the Mainland, newly-arrived non-Chinese speaking children and returnee children. Heads of schools are requested to make use of the following support services to help these children:

- a. The Induction Programme
- b. The School-based Support Scheme Grant
- c. The Full-time Initiation Programme

For details of these services, please browse the [“Education and Support Services for Newly-arrived Children” webpage](#).

3.8.7 Financial assistance for students

1. The Student Financial Assistance Agency (SFAA) administers the following financial assistance schemes for needy primary and secondary school students:
 - a. the School Textbook Assistance Scheme;
 - b. the Student Travel Subsidy Scheme;
 - c. the Subsidy Scheme for Internet Access Charges; and
 - d. schemes concerning scholarships.
2. Under the School Textbook Assistance Scheme, a cash grant is provided to needy P1 to S7 students for covering the costs of essential textbooks and miscellaneous school-related expenses. The Scheme is means-tested.
3. The Student Travel Subsidy Scheme provides travel subsidy to needy students receiving formal primary or secondary education. The student should reside beyond 10-minute walking distance from school and has to travel to school by public transport. The Scheme is means-tested.
4. The Subsidy Scheme for Internet Access Charges is introduced with effect from the 2010/11 school year. It provides subsidy to needy families whose children

are full-time students receiving education at primary or secondary level, or full-time students pursuing Project Yi Jin programmes or equivalent courses of the Vocational Training Council to meet the Internet access charges for e-learning at home for their children. The subsidy is granted on a household basis. The Scheme is means-tested.

5. A number of scholarship, grant and loan schemes are available to students studying at primary and secondary levels. Some of the schemes are administered by the SFAA and Home Affairs Bureau.
6. For details, please browse the "[SFAA](#)" website or call the 24-hour hotline at 2802 2345.

3.8.8 Handling of child abuse cases

1. Child abuse is defined as any act of commission or omission that endangers or impairs a child's physical/ psychological health and development. Child abuse is not limited to a child-parent/ guardian situation but includes anyone who is entrusted with the care and control of a child such as child-minders, relatives, teachers, etc.

2. Common child abuse behaviours are classified as follows:

a. Physical abuse

An act that causes physical injury or physical suffering to a child (including non-accidental use of force, deliberate poisoning, suffocation, burning, etc.), where there is a definite knowledge, or a reasonable suspicion that the injury has been inflicted non-accidentally.

b. Neglect

Severe or a repeated lacking in attention to a child's basic needs that endangers or impairs the child's health or development, including:

- **Physical needs:** e.g. failure to provide necessary food, clothing or shelter, failure to prevent physical injury or suffering, lack of appropriate supervision or leaving the child unattended
- **Medical needs:** e.g. failure to provide necessary medical or mental health treatment
- **Educational needs:** e.g. failure to provide education or ignoring educational needs arising from a child's disability
- **Emotional needs:** e.g. ignoring a child's emotional needs, failure to provide psychological care, or permitting a child to use alcohol or drugs

c. Sexual abuse

The involvement of a child in sexual activity which is unlawful (e.g. rape, oral sex), or to which a child is unable to give informed consent. This includes direct or indirect sexual exploitation and abuse of a child (e.g. production of pornographic material). It includes acts which may be rewarded or apparently attractive to the child. (Child sexual abuse differentiates from casual sexual relationship between a boy and a girl that does not include any sexual exploitation, though the boy can be liable for offences like indecent assault or unlawful sexual intercourse with an underaged girl.)

d. Psychological abuse

Repeated or extreme behaviour or attitudes towards a child that endanger or impair a child's emotional or intellectual development. Examples include acts of spurning, terrorizing, isolating, exploiting/ corrupting, denying emotional responsiveness, conveying to a child that he / she is worthless, flawed, unwanted or unloved. Such act will cause immediate or long-term damages to the behavioural, cognitive, affective, or physical functioning of the child.

3. Suspected cases of child abuse should be dealt with as outlined below :

- a. When a suspected case of child abuse comes to the attention of a school, the first person in contact of the child should inform the principal and consult the principal/ School Social Worker (SSW)/ Student Guidance Officer (SGO)/ Student Guidance Teacher (SGT)/ Student Guidance Personnel (SGP)/ designated personnel, and the SSW/ SGO/ SGT/ SGP/ designated personnel should handle and follow up the case.
- b. Parent(s) should be informed when making a referral of the suspected child abuse case.
- c. If the school identifies a suspected child abuse case, the principal may consult the Family and Child Protective Services Unit (FCPSU) of the Social Welfare Department.
- d. When it is apparent that medical attention is called for, the school should take the child to the nearest Accident and Emergency Department of a public hospital for medical examination/ treatment and/ or contact the Medical Coordinator on Child Abuse of the Hospital Authority for direct admission of the child as required.
- e. For cases suspected to involve criminal offence, school should report to the Police.
- f. In handling child sexual abuse cases that involve a staff member of the school, the principal should inform the School Development Officer of the respective Regional Education Office. The principal should maintain effective communication among the caseworkers concerned, the school and EDB. For details, please refer to **EDBC016/2009 "Handling Child Abuse and Domestic Violence Cases"**.

- g. For details of the procedures for handling child abuse cases, please refer to the [“Procedural Guide for Handling Child Abuse Cases \(Revised 2007\)”](#) of the Social Welfare Department website.

Appendix 1 Recommended list of first aid items

1. Antiseptics e.g. Savlon, alcohol
2. Sterile cotton wool
3. Disposable plastic/ vinyl gloves
4. Sterile dressings/ gauze
5. Adhesive plaster/ tapes
6. Bandages (of different sizes)
7. Forceps
8. Safety pins
9. Scissors
10. Sterile adhesive dressings (of different sizes)
11. Sterile eye pad
12. Triangular bandages

*Additional items recommended for physical education

1. Cold pad
2. Cotton sticks
3. Elastic tensor bandage
4. Liniment turpentine
5. Thermometer

Note:

The person(s) in charge of the First Aid boxes should ensure that

- the first aid box content list is included;
- all the medicines are labeled properly;
- the contents are checked regularly to see if any refill is needed; and
- the expiry dates of medicine are checked so that replacements can be made accordingly.

Appendix 2 Medical history of student (Sample)

(for the completion of parent/ guardian on voluntary basis)

Name of Pupil: _____ Sex: _____ Date of Birth: _____ Class: _____

Name of Parent/ Guardian: _____ Contact Tel No.: _____

1. If the pupil has ever had the following medical condition(s), please mark "X" in the appropriate box and specify details.

Medical condition	Age Detected	Details of Disease
<input type="checkbox"/> G6PD deficiency		
<input type="checkbox"/> Bronchial asthma		
<input type="checkbox"/> Epilepsy		
<input type="checkbox"/> Fits due to fever		
<input type="checkbox"/> Kidney disease		
<input type="checkbox"/> Heart disease		
<input type="checkbox"/> Diabetes mellitus		
<input type="checkbox"/> Hearing defect		
<input type="checkbox"/> Haemophilia		
<input type="checkbox"/> Anaemia		
<input type="checkbox"/> Other blood disease		
<input type="checkbox"/> Allergy to drugs		
<input type="checkbox"/> Allergy to vaccines		
<input type="checkbox"/> Allergy to food		
<input type="checkbox"/> Other allergies		
<input type="checkbox"/> Tuberculosis		
<input type="checkbox"/> Minor operation		
<input type="checkbox"/> Major operation		
<input type="checkbox"/> Mental problems (eg. psychosis, depression, anxiety disorder, obsessive compulsive disorder, etc.)		
<input type="checkbox"/> Others		

2. If the student is considered not suitable for participation in P.E. lessons or any other type of school activity, please specify :

and submit a medical certificate for the school's reference.

3. Any other remarks:

Date

Signature of Parent/ Guardian

Appendix 3 Government and Professional Organisations Promoting Anti-drug Education

Organisation	Narcotics Division, Security Bureau
Address	30/F, High Block, Queensway Government Offices, 66 Queensway, Hong Kong
Services provided	<ul style="list-style-type: none"> • Preventive drug education programmes for schools • Publications for the reference of teachers and parents
Areas served	Territory-wide
Tel & Fax	Anti-drug Abuse Hotline: 2366 8822 Fax: 2810 1790
Website	http://www.nd.gov.hk
Remarks	Government Bureau
Organisation	Hong Kong Jockey Club Drug InfoCentre
Address	Roof Floor, Low Block, Queensway Government Offices, 66 Queensway, Hong Kong
Services provided	<ul style="list-style-type: none"> • Guided tour service • Preventive drug education programmes for schools • Providing drug education reference materials
Areas served	Territory-wide
Tel	2867 2831
Website	http://www.nd.gov.hk
Remarks	Free admission
Organisation	Life Education Activity Programme
Address	3/F Chung On Hall, 15 Stubbs Road, Hong Kong
Services provided	<ul style="list-style-type: none"> • Drug education programmes for primary and secondary schools • Display board, mobile classrooms, parent programme
Areas served	Territory-wide
Tel & Fax	Tel: 2530 0018 Fax: 2524 8878
Website	http://www.leap.org.hk
Remarks	Fee-charging
Organisation	Social Service Department, Society for Aid and Rehabilitation of Drug Abusers
Address	3/F, Duke of Windsor Social Service Building, 15 Hennessy Road, Wanchai, Hong Kong
Services provided	<ul style="list-style-type: none"> • Preventive drug education programmes for schools • Anti-drug education talks for teachers and social workers • Rehabilitation services for heroin abusers
Areas served	Territory-wide
Tel & Fax	Tel : 2527 7726 Hotline: 2574 3300 Fax: 2865 5455
Website	http://www.sarda.org.hk
Remarks	Free of charge

Organisation **Community Drug Advisory Council**
 Address G/F, 12 Borrett Road, Hong Kong.
 Services provided

- Preventive drug education programmes for primary and secondary schools
- Consultation service for schools on drug issues
- Production of resources
- Drug information resource library

 Areas served Territory-wide
 Tel & Fax Tel: 2521 2880 Fax: 2525 1317
 Website <http://www.cdac.org.hk>
 Remarks Free of charge

Organisation **Caritas Lok Heep Club**
 Address Hong Kong Centre: 12/F, Southorn Centre, 130 Hennessy Road, Wanchai, Hong Kong
 Kowloon Centre: Unit 1-4, G/F, Yiu Tung House, Tung Tau Estate, Kowloon
 Services provided

- Counselling and rehabilitation services for drug abusers
- Counselling and support services for family members of drug abusers
- Drug education programmes

 Areas served Territory-wide
 Tel & Fax Hong Kong Centre: Tel: 2893 8060 Fax: 2574 1726
 Kowloon Centre: Tel: 2382 0267 Fax: 2383 0983
 Website <http://family.caritas.org.hk>
 Remarks Free of charge

Organisation **Community Education Services, The Society of Rehabilitation and Crime Prevention, Hong Kong**
 Address G/F, Chuk Yuen Community Centre, Chuk Yuen (South) Estate, Kowloon
 Services provided

- Primary school drug education programmes commissioned by Narcotics Division

 Areas served Hong Kong Island, Kowloon, Islands, Sai Kung and Tseung Kwan O
 Tel & Fax Tel: 2726 0611 Fax: 2327 7909
 Website <http://www.sracp.org.hk>
 Remarks Free of charge
 Other anti-drug education activities and anti-drug talks for teachers and social workers can be arranged on a fee charging basis.

Organisation **Barnabas Charitable Service Association Ltd**
 Address Wing A & B, G/F, Lee Wah House, Lee On Estate, Ma On Shan, NT
 Services provided

- Drug education programmes for primary schools

 Areas served New Territories (Excluding Sai Kung and Tseung Kwan O)
 Tel & Fax Tel: 2640 1683 Fax: 2640 0391
 Website <http://www.barnabas.com.hk>
 Remarks Free of charge

Organisation **Kely Support Group**
 Address 2/F, East Wing, 12 Borret Road, Hong Kong
 Services provided • Drug education programmes for international schools including English School Foundation (ESF) schools
 Areas served Territory-wide
 Tel & Fax Tel: 2521 6890 Hotline: 9039 7472 (Cantonese) 9032 9096 (English)
 Fax: 2521 6853
 Website <http://www.kely.org>
 Remarks Free of charge

Organisation **TWGHs CROSS Centre – Central Western, Southern and Islands District Office**
 Address Room 1501-1504, Tung Ning Building, 2 Hillier Street, Sheung Wan, Hong Kong
 Services provided • Drug education programmes for secondary schools
 • Anti-drug education talks for teachers and social workers
 • Counselling and rehabilitation services for drug abusers
 Areas served Central Western, Southern and Islands
 Tel & Fax Tel: 2884 0282 Fax: 2884 3262
 Website <http://crosscentre.tungwahcsd.org>
 Remarks Free of charge

Organisation **TWGHs CROSS Centre – Eastern and Wanchai District Office**
 Address 9/F, TWGHs Fong Shu Chuen Social Service Bldg., No. 6, Po Man Street, Shaukeiwan, Hong Kong
 Services provided • Drug education programmes for secondary schools
 • Anti-drug education talks for teachers and social workers
 • Counselling and rehabilitation services for drug abusers
 Areas served Eastern and Wanchai
 Tel & Fax Tel: 2884 0282 Fax: 2884 3262
 Website <http://crosscentre.tungwahcsd.org>
 Remarks Free of charge

Organisation **Evergreen Lutheran Centre, Hong Kong Lutheran Social Services**
 Address No. 2, Horse Shoe Lane, Kwun Tong, Kowloon
 Services provided • Drug education programmes for secondary schools
 • Anti-drug education talks for teachers and social workers
 • Counselling and rehabilitation services for drug abusers
 Areas served Kwun Tong
 Tel & Fax Tel: 2712 0097 Fax: 2712 9906
 Website <http://www.cheerevergreen-lutheran.org.hk/>
 Remarks Free of charge

Organisation **Rainbow Lutheran Centre, Hong Kong Lutheran Social Services**
 Address No.30, Po Tung Road, Sai Kung, N.T.
 Services provided • Drug education programmes for secondary schools

Areas served	• Anti-drug education talks for teachers and social workers • Counselling and rehabilitation services for drug abusers Wong Tai Sin and Sai Kung
Tel & Fax	Tel: 2330 8004 Fax: 2330 8071
Website	http://www.cheerevergreen-lutheran.org.hk/
Remarks	Free of charge
Organisation	Hong Kong Christian Service PS33 – Tsimshatsui Centre
Address	33 Granville Road, Tsimshatsui, Kowloon
Services provided	• Drug education programmes for secondary schools • Anti-drug education talks for teachers and social workers • Counselling and rehabilitation services for drug abusers
Areas served	Kowloon City and Yau Tsim Mong
Tel & Fax	Tel: 2368 8269 Fax: 2739 6966
Website	http://www.hkcs.org/gcb/ps33/ps33.html
Remarks	Free of charge
Organisation	Hong Kong Christian Service PS33 – Shamshuipo Centre
Address	Unit 11-16, G/F., Nam Yiu House, Nam Shan Estate, Shamshuipo, Kowloon
Services provided	• Drug education programmes for secondary schools • Anti-drug education talks for teachers and social workers • Counselling and rehabilitation services for drug abusers
Areas served	Shamshuipo
Tel & Fax	Tel: 3572 0673 Fax: 3188 1221
Website	http://www.hkcs.org/gcb/ps33/ps33.html
Remarks	Free of charge
Organisation	Hong Kong Children and Youth Services – Sane Centre
Address	M/F., Block 3, Phase I, Belvedere Garden, Tsuen Wan, N.T.
Services provided	• Drug education programmes for secondary schools • Anti-drug education talks for teachers and social workers • Counselling and rehabilitation services for drug abusers
Areas served	Tsuen Wan and Kwai Tsing
Tel & Fax	Tel: 2402 1010 Fax: 3013 8601
Website	http://www.sanecentre.net/
Remarks	Free of charge
Organisation	Hong Kong Sheng Kung Hui Welfare Council Neo-Horizon
Address	G/F, Chung Kwan House, Chung On Estate, Ma On Shan, Shatin
Services provided	• Drug education programmes for secondary schools • Anti-drug education talks for teachers and social workers • Counselling and rehabilitation services for drug abusers
Areas served	Sha Tin
Tel & Fax	Tel : 8202 1313 Fax : 2633 6630

Website <http://www.skhwc.org.hk>
Remarks Free of charge

Organisation **Cheer Lutheran Centre, Hong Kong Lutheran Social Service**
Address G/F, Ching Chung House, Ching Ho Estate, Sheung Shui, N.T.
Services provided

- Drug education programmes for secondary schools
- Antidrug education talks for teachers and social workers
- Counselling and rehabilitation services for drug abusers

Areas served Tai Po, North
Tel & Fax Tel: 2660 0400 Fax: 2662 0444
Website <http://www.cheerevergreen-lutheran.org.hk>
Remarks Free of charge

Organisation **Caritas HUGS Centre**
Address Unit 41-44, G/F, Hing Shing House, Tai Hing Estate, Tuen Mun, N.T.
Services provided

- Drug education programmes for secondary schools
- Anti-drug education talks for teachers and social workers
- Counselling and rehabilitation services for drug abusers

Areas served Tuen Mun
Tel & Fax Tel: 2453 7030 Fax: 2453 7031
Website <http://www.hugs.org.hk>
Remarks Free of charge

Organisation **Evangelical Lutheran Church Hong Kong, Social Service Head Office
ELCHK, Enlighten Centre**
Address G/F, Tze Ping House, Tin Tze Estate, Tin Shui Wai, Yuen Long
Services provided

- Drug education programmes for primary and secondary schools
- Anti-drug education talks for teachers and social workers
- Counselling and rehabilitation services for drug abusers

Areas served Yuen Long
Tel & Fax Tel : 2446 9226 Fax :2446 9456
Website <http://www.elchk.org.hk/service>
Remarks Free of charge

For more information, please visit the [Social Welfare Department website](#).