MARYKNOLL FATHER'S SCHOOL

HEALTHY SCHOOL POLICY

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1. Forward

1.1 Objectives

Grounded in the core principles of holistic education and our commitment to student development, **Maryknoll Fathers' School** is dedicated to cultivating a healthy, safe, and nurturing school campus. This policy aims to help students establish positive lifelong health habits, solid moral values, and emotional resilience. By strengthening their physical, mental, social, and spiritual well-being, we empower students to resist negative influences and harmful temptations, ensuring they grow up healthy and prepared to serve society.

1.2 Four Core Pillars of the Healthy School Policy

The policy is driven by four integrated components:

- **Management & Organization**: Setting up a dedicated system to coordinate health promotion.
- **Healthy School Environment**: Constructing a safe, hygienic, and supportive campus.
- **Healthy Lifestyle Habits**: Enhancing students' physical fitness, positive values, and health awareness.
- **Early Identification & Support**: Formulating effective referral mechanism protocols for students in need.

1.3 Organization Management & Task Force

The school shall establish a Healthy School Policy Task Force.

- **Chairperson / Convenor**: Vice-Principal
- **Core Members**: Discipline Master/Mistress, Counseling Master/Mistress, Career Guidance Head, Co-curricular Activities Coordinator, Religious & Moral Education Head, School Affairs Manager, and School Social Workers.
- **Primary Duties**: Formulating school-based health policies, coordinating cross-departmental health and wellness programs, reviewing health metrics regularly, maintaining close collaboration with the School Crisis Management Team, and reporting directly to the IMC.

2. Healthy School Catering Policy

2.1 Rationale and Objective

- The school environment plays a critical role in shaping students' eating habits. The primary objective of this policy is to ensure that all meals, snacks, and beverages supplied on campus provide optimal nutrition to support adolescents' growth, prevent childhood/youth obesity, and foster a lifelong culture of healthy eating.
- This framework strictly aligns with the Department of Health's "Nutritional Guidelines on Choice of Mid-day Meals for Primary and Secondary School Students" and the "Nutritional Guidelines on Choice of Snacks for Students."

2.2 The 3:2:1 Nutritional Standard for Lunch Boxes

To ensure a balanced meal that provides approximately one-third of a student's daily nutritional requirements, the school mandates that all vendor lunch boxes must adhere to the 3:2:1 volume ratio of grains, vegetables, and meat.

2.3 Fair Procurement & Legal Compliance

The selection of lunch vendors must follow the EDB's Procurement Procedures for Aided Schools using fair, open competitive bidding at a maximum interval of 3 years. Vendors are contractually required to use reusable or biodegradable containers to minimize waste.

3. Smoke-Free Campus Protocols

3.1 Statutory Compliance and Scope

- In strict accordance with the Smoking (Public Health) Ordinance (Cap. 371) of the Laws of Hong Kong, the entire school premises is designated as a statutory no-smoking area.
- Smoking is strictly prohibited across all indoor and outdoor areas of the school campus. This includes, but is not limited to, classrooms, staff rooms, offices, washrooms, corridors, sports courts, assembly halls, covered playgrounds, and school vehicles.
- This ban is in effect 24 hours a day, 365 days a year, regardless of whether it is a standard school day, weekend, or public holiday.

3.2 Regulated Individuals and Prohibited Items

- This policy applies universally to all individuals entering the school campus, with no exceptions. This includes all teaching and administrative staff, janitorial staff, students, parents, external coaches/tutors, engineering contractors, delivery personnel, and all visitors.
- The use, consumption, possession, or distribution of the following items is strictly forbidden on campus:
  - Traditional tobacco products (cigarettes, cigars, pipe tobacco).
  - Electronic cigarettes (e-cigarettes), Heated Tobacco Products (HTPs), and any other solid or liquid nicotine-delivery devices.
  - Any herbal or non-tobacco smoking alternatives.

3.3 Professional Conduct and Commercial Independence

- The school strictly rejects any form of donation, financial sponsorship, scholarship, free materials, or promotional support from tobacco manufacturers, distributors, or their affiliates.
- All school personnel are expected to set a positive example by practicing a smoke-free lifestyle. This strict standard extends to all off-campus school-sanctioned events, such as school picnics, camps, Sports Days, and cross-border study trips.

4. Alcohol-Free Campus Protocols

4.1 Core Principles and Prohibition Limits

- To secure the physical and psychological development of adolescents, prevent underage drinking, and uphold institutional integrity, the school implements a zero-tolerance alcohol policy.
- No individual shall consume, possess, or be under the influence of alcoholic beverages within the school campus at any time.
- Students are strictly prohibited from bringing any beverages containing alcohol (including beers, ciders, wines, spirits, or food items containing high alcohol content like certain chocolates) onto school grounds.

4.2 Commercial and Brand Restrictions

- No advertisements, posters, or branding materials displaying alcoholic beverages or promoting drinking culture shall be permitted on school property.
- The school will not accept any financial backing, corporate funding, or named event sponsorships from alcohol manufacturing companies or related entities.

4.3 Enforcement and Disciplinary Actions (Applicable to Smoke-free and Alcohol-free Campus Protocols)

Protocols for Students

- Violations are met with immediate staff intervention, item confiscation, parental contact, and referrals to the Discipline and Counseling Teams for sanctions and support programs.
- Distribution or trafficking of restricted items on campus leads to immediate police consultation via the School Liaison Officer and EDB reporting.

Protocols for Staff Members

Staff breaches are treated as professional misconduct, prompting formal reviews and disciplinary actions under the *School Administration Manual* and *Employment Ordinance*.

Protocols for Contractors and Visitors

Uncooperative visitors are escorted off premises, while contractor violations involve formal employer complaints and potential contract remedies.

5. Anti-Drug & Substances Abuse Policy

5.1 Rationale and Strategic Objectives

In response to the evolving nature of youth drug abuse, particularly the trend towards hidden drug abuse involving new substances such as synthetic cannabinoids or etomidate, and the grave EDB concerns regarding younger individuals being lured into drug trafficking offences, the School establishes this preventive and responsive framework.

5.2 The core objectives of this policy are:

Preventive Fortification: Developing students' refusal skills and core values through structured curricula to prevent drug exposure.

Early Intervention: Equipping staff with standardized observation metrics to identify vulnerable or high-risk students early without labeling or stigmatization.

Structured Crisis Action: Establishing an EDB-compliant emergency response system focused on student care, inter-agency collaboration, and legal liability awareness.

5.3 Three-Tier Prevention Strategy

A. Student Level: Core Curriculum and Refusal Skills

- **Curriculum Integration:** Anti-drug education is integrated into the regular curriculum (e.g., Religious & Moral Education, Life & Society). Lessons explicitly cover the irreversible damage of hazardous drugs on physical and spiritual health, alongside the legal consequences of drug offenses (possession and trafficking).
- **Life Skills Training:** The Student Development Committee coordinates workshops during class teacher periods and assemblies to cultivate peer resistance skills.
- **Experiential Learning:** The school may schedule educational visits to the Narcotics Division's *Hong Kong Jockey Club Drug InfoZone* and brings anti-drug theater productions into the school.

B. Staff Level: Professional Identification and Confidentiality

- **Early Detection Metrics:** Teachers (especially class teachers and PE teachers) must familiarize themselves with the school's behavioral observation metrics to detect early warning signs across four core dimensions:
    - **Academic:** Persistent loss of concentration, sleeping in class, or sudden decline in cognitive/retention abilities.
    - **Emotional:** Uncharacteristic mood swings, sudden irritability, emotional volatility, or sluggish responsiveness.
    - **Physical Habits:** Frequent use of washrooms, unexplained nosebleeds, sudden drastic weight changes, or wearing long sleeves in hot weather to conceal needle marks.

- **Suspicious Possessions:** Unidentified powders, pills, foil wrappers, or juice boxes modified with dual straws (paraphernalia).

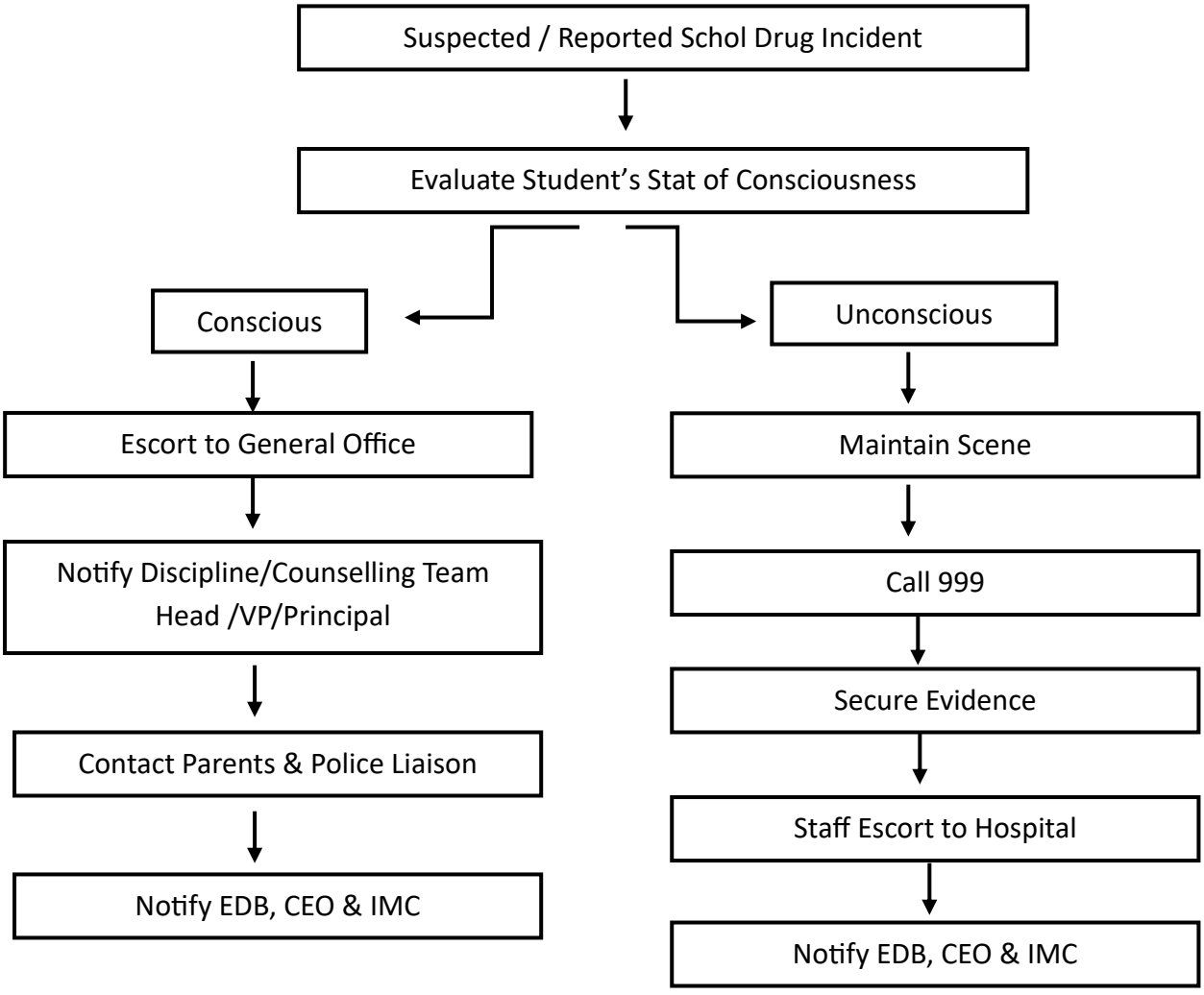
- **Absolute Confidentiality:** To avoid labeling, staff must maintain strict confidentiality. Student identities and case details must never be discussed or shared outside the authorized crisis handling team.

C. Parent Level: Home-School Cooperation

- **Parental Awareness:** The school collaborates with the PTA to regularly distribute anti-drug leaflets and bulletins.
- **Identification Seminars:** Expert-led parent seminars are hosted to equip parents with tools to recognize hidden drug use within the home environment and to advocate for early assistance.

5.4 Emergency Response Protocols

Under the Dangerous Drugs Ordinance (Cap. 134), the consumption, possession, and trafficking of dangerous drugs are criminal offenses. School personnel must execute standard emergency procedures based on the student's status:



6. Healthy, Safety and First Aid Controls

6.1 Student Medication and Medical Room Management Guidelines

A. Absolute Prohibition on Unauthorized Medication Administration

- Under no circumstances shall school personnel distribute any oral medication (including over-the-counter painkillers, cough syrups, or cold tablets) or apply external medicated oils/ointments to students on their own initiative. The school does not maintain or provide inventory for any form of oral medication.
- School personnel are only permitted to assist students with oral medication upon receipt of a formal written request from parents accompanied by a valid registered medical practitioner's prescription label.

B. Standardized Step-by-Step Medication Administration Workflow

Upon receiving a verified parental request, the assigned staff member must execute the following safety cross-checks:

- Step 1: Identity Verification: Check the student's school ID card and strictly verify the name, details, and expiration date printed on the prescription label/bag to ensure it belongs exclusively to that student.
- Step 2: Dosage Confirmation: Measure and administer the exact dosage specified in the physician's written instructions.
- Step 3: Systematic Logging: Immediately enter the transaction details into the *Student Medication Log*, specifying the date, class, name, exact time of ingestion, and the administrator's signature.
- *Adverse Reactions:* If a student experiences any discomfort post-medication, administration must cease immediately, and parents must be notified. For acute medical emergencies (e.g., anaphylactic shock, fainting), staff must call 999 immediately.

C. Medical Room Operational Control

- The Medical Room is reserved for students who become suddenly unwell during the school day and are temporarily unable to attend classes.
- Unwell students must obtain permission from their subject teacher, then be escorted by the class monitor to the General Office to log their entry. Rest time is restricted to a maximum of one period (10–15 minutes for minor issues).
- If the student's condition does not improve after resting, the General Office will notify the class teacher to sign an early dismissal slip and contact parents to pick up the student. If parents are unable to come to campus but provide explicit verbal and written authorization, the student may be permitted to leave campus independently to seek medical treatment.

6.2 Prevention of Infectious Disease Transmission Policy

A. Environmental Hygiene and Surveillance Controls

- Classrooms and special rooms must keep windows open or exhaust fans active to maintain excellent indoor airflow. Air conditioning filter nets must be routinely cleaned by janitorial staff.
- During periods of high infectious disease prevalence, school facilities must be regularly disinfected using 1:49 diluted household bleach (1 part bleach mixed with 49 parts water). Surfaces must be rinsed with water and wiped dry after 30 minutes of application.
- The school enforces a daily tracking mechanism for student absences. If a cluster of students is found absent due to similar infectious symptoms (e.g., fever, persistent vomiting), the Principal will immediately report the case to the EDB Regional Education Office and the Centre for Health Protection (CHP).

B. Re-admission Compliance Framework

- To prevent cross-contamination, sick students are required to stay at home for proper rest. The school strictly mandates that recovering students must obtain a medical certificate issued by a registered doctor confirming they are fully recovered and non-infectious before they are allowed to resume classes.

6.3 Structural, Fire, and Occupational Safety Policy

A. Structural Safety and Fire Defense Management

- The School Affairs Committee oversees campus maintenance and coordinates routine inspections by authorized professionals to secure building structural safety. Visible safety warnings (e.g., "Slippery Floor", "Caution") must be displayed in hazardous locations.
- The school ensures that all classroom exits, corridors, stairwells, and all fire escape routes remain completely unobstructed by miscellaneous objects or furniture at all times.
- The school conducts a full-campus fire evacuation drill at least once every 6 months (twice per academic year) to guarantee that all staff and students are familiar with assigned emergency exit pathways and assembly points.

B. Occupational Health and First Aid Capacity Building

- All laboratory apparatus, workshop machinery, and sports gear must comply with Hong Kong's occupational safety and health regulations. Purchasing officers must provide safety training and operating demonstrations for relevant staff before any new equipment is used.
- To ensure immediate response during accidents, the school maintains a few qualified first aiders among teaching and janitorial staff e.g. PE teachers and lab technicians who hold valid first aid certificates and regularly attend EDB or Labour Department safety courses.

6.4 Emergency Response Protocols for Serious or Life-Threatening Incidents

When a serious or life-threatening incident occurs on campus (e.g., severe head injury, falling from heights, third-degree burns, acute asthma attacks, or cardiac arrest), the school will instantly activate its crisis response mechanism:

- **Immediate Rescue**: The detecting staff member or certified first-aiders on scene must administer initial stabilization and first aid immediately. No oral medication shall be given.
- **Emergency Call**: General Office staff will immediately call 999 for emergency ambulance services or contact the St. John Ambulance brigade. Before paramedics arrive, designated first-aiders must monitor and log the student's vital signs (pulse, airway clearance, breathing rate, and consciousness).
- **Administrative & Parental Escalation**: The incident must be reported immediately to the Principal, Vice-Principal, or Assistant Principal. The General Office will instantly contact parents to meet directly at the hospital Emergency Room.
- **Mandatory Ambulance Escort**: If parents cannot arrive at the school in time, a designated teacher, administrative officer, or social worker must accompany the student in the ambulance. The escort is responsible for reporting the details of the accident to the medical personnel and must remain at the hospital until the parents arrive to take over the case. A formal report must be submitted to the Principal afterwards.
- **Documentation Tracking**: The handling teacher must fill out a comprehensive Physical Education Lesson or Activity Accident Report Form detailing the root cause, path of injury, location, and student actions. Electronic and paper versions of this log must be archived securely for EDB inspection and insurance claims.

7. Intervention Protocols for Anti-Bullying

7.1 Definition of Bullying

When handling suspected incidents, school personnel must confirm that the behavior concurrently satisfies the following three core criteria:

1. **Repetitive Nature**: The aggressive behavior occurs repeatedly over a period of time, rather than as a single, isolated conflict.
2. **Malicious Intent**: The bully intentionally oppresses, excludes, or harms the victim.
3. **Imbalance of Power**: The bully is visibly in a position of strength (in terms of physical size, group numbers, or social status), leaving the victim unable to protect themselves.

- Types of Bullying include: Physical violence (shoving, punching, kicking), verbal abuse (mocking, intimidation), social exclusion (malicious isolation, spreading rumors), and cyberbullying (posting humiliating comments or altered images on online social media platforms).

7.2 Stage 1: Immediate Emergency Response

When a teacher witnesses or receives a student report of an active bullying or violent incident, they must arrive at the scene immediately and execute the following actions:

- **Halt the Behavior**: The teacher must instruct the students to stop the hazardous behavior using a firm, calm, and authoritative voice. Promptly separate the bully and the victim—safety is the absolute priority.
- **Assess Injuries and Seek Medical Aid**: Prioritize checking whether the victim has sustained physical injuries. If necessary, immediately direct a colleague to contact the General Office to call an ambulance (999 or St. John Ambulance) and provide basic first aid on the spot.
- **Disperse Bystanders**: Disperse students gathered around the scene to prevent the incident from escalating and to shield the victim from secondary psychological distress.
- **Preserve Evidence**: If the incident involves damaged property or cyberbullying, immediately take photos, save screenshots, or secure relevant physical items (such as blood-stained items or threatening notes) for subsequent investigation. Do not move or destroy potential evidence.
- **Immediate Notification**: Submit a preliminary verbal report to the Discipline Team, Counseling Team, and School Management within the same school day.

7.3 Stage 2: Investigation & Fact-Finding

The Discipline Team and Counseling Team will take over the case to conduct a comprehensive investigation on the day of the incident or the following day:

- Independent Interviews: Investigators must interview the following parties separately and privately. Under no circumstances should face-to-face confrontations between the opposing sides be arranged:
  - The Victim: Inquire about the details of the incident in a supportive and caring manner, console their emotions, and evaluate whether their immediate personal safety remains under threat.
  - The Bully: Listen to their statement objectively, point out how their actions violated school regulations, and utilize a "Restorative Approach" to guide them to reflect on the consequences of their behavior.
  - Bystanders / Witnesses: Interview classmates or peers present at the scene to reconstruct the chain of events from an objective, third-party viewpoint, and document their key points.
- Objective Documentation: Fill out the standardized school case record form comprehensively. Document only known objective facts and verbatim statements; investigators must strictly refrain from inserting personal assumptions, biases, or subjective speculations.

7.4 Stage 3: Parent Consultation

The school contacts parents on the day of the incident for separate, confidential face-to-face meetings focusing on developmental care and cooperative problem-solving rather than punishment. Investigators must never arrange direct contact between opposing parents or disclose third-party student details. Safety safeguards and emotional support (including referrals to School Social Workers) are provided as needed.

7.5 Stage 4: Follow-up & Disciplinary Action

A. Support for the Victim

- **Psychological Counseling**: Long-term follow-up by the Counseling Team and School Social Workers to rebuild self-esteem and social skills.
- **Environmental Re-arrangement**: Monitoring campus safety and adjusting seating arrangements if necessary.

B. Behavioral Correction for the Bully

- **Restorative Accountability**: Mandatory participation in counseling and guided amends or apologies.
- **Disciplinary Sanctions**: Appropriate school penalties aligned with the severity of the offense.

C. Inter-agency Collaboration

Severe or criminal cases prompt direct police consultation (via the School Liaison Officer) and formal notification to the EDB Senior School Development Officer, authorized by the Principal and School Administration Committee.

7.6 Stage 5: Prevention & Annual Review

- **Whole-School Prevention**: Regular messaging on campus harmony, peaceful fellowship, and cyberbullying prevention seminars.
- **Staff Training**: Ongoing simulation exercises and case studies for frontline staff.
- **Policy Review**: Oversight by the Student Development Committee with mandatory annual efficacy evaluations and approvals by the School Administration Board and Incorporated Management Committee (IMC).

8. School Environmental Green Policy

8.1 Rationale and Theological Foundation

Grounded in our school motto and the core values of Catholic Education, and inspired by Pope Francis' encyclical *Laudato si*' on the care for our common home, Maryknoll Fathers' School is committed to cultivating a green, sustainable, and ecologically responsible campus. Through environmental education and systematic management measures, we guide our students and staff to act as faithful stewards of the Earth's resources, embedding the principle of charity into our daily green living.

8.2 Operational Resources Management Protocols

A. Energy Conservation and Water Optimization

Green Procurement Framework: The school enforces an eco-procurement policy. All newly purchased electrical appliances carry a Grade 1 Energy Efficiency Label under the Electrical and Mechanical Services Department (EMSD) system.

Climate Control Standardization: To manage power consumption responsibly, the classroom air conditioning systems must be maintained at a standard temperature of 25°C. If the ambient outdoor temperature falls below this baseline, staff are directed to maximize natural ventilation by opening windows rather than utilizing air conditioning.

Power Down Workflow: Air conditioning systems should be activated no earlier than 15 minutes before a room is occupied. Power supplies in classrooms must be turned off immediately once the space is vacant (e.g., during lunch periods or after dismissal). The final person leaving any classroom or staff office is designated responsible for ensuring all lights and appliances are completely deactivated.

Water Conservation: All campus washrooms utilize water-saving or sensor-activated faucets.

B. Paperless Administrative Digitalization

To mitigate large-scale paper consumption and optimize school resources, the school enforces a digital-first workflow across all administrative and pedagogical areas:

Digital Dissemination First: All general notices, school circulars and student notices are shared via the designated school intranet, mobile applications, and electronic mail systems.

Pedagogical Digitalization via Google Drive: Teachers are highly encouraged to adopt cloud-based instructional workflows by uploading all teaching notes, lecture materials, exercises, and supplementary learning resources directly to the school's designated Google Drive folders. This approach empowers students to access digital materials seamlessly via online learning platforms, thereby substantially cutting down the necessity for bulk paper printing.

Institutional Printing and Photocopying Quotas: To prevent resource wastage and encourage mindful consumption, the school establishes strict annual/termly printing and photocopying quotas for all teaching and administrative staff at the office multi-function copiers. Staff printing accounts are dynamically tracked via the school's centralized printer

management server. Requests for additional quota extensions due to special exam formatting or major administrative needs must be formally vetted by the School Affairs Committee.

Duplex Printing Mandate: Double-sided printing and copying are encouraged for all non-confidential print workflows. Single-sided printed paper must be placed in secondary collection trays adjacent to campus copiers to be reused for internal drafting or printing. Envelopes and display decorations for notice boards must be systematically re-used wherever practicable.

8.3 Campus Greening and Environmental Control

A Campus Greening

The General Affairs Committee coordinates routine greening initiatives, employing professional landscaping care to maintain indoor and outdoor potted plants, creating a calm learning environment.

B. Pest and Hazard Mitigation

The General Affairs Department manages contract cycles for licensed pest control operators to perform regular campus disinfection. Public corridors and classroom egresses must be kept completely free of stacked miscellaneous items to preserve public safety and structural cleanliness.

8.4 Holistic Environmental Education Framework

- **Curriculum Cross-Penetration**: Environmental ethics, sustainable ecology, and resource management models are integrated across regular academic subjects (such as Geography, Science, and Religious and Moral Education).
- **Experiential Learning Activation**: The Environment Education Team (TBC) coordinates structured campus clean-up days, green student ambassador schemes, and energy-saving competitions to seamlessly integrate sustainable habits into the daily school routine.