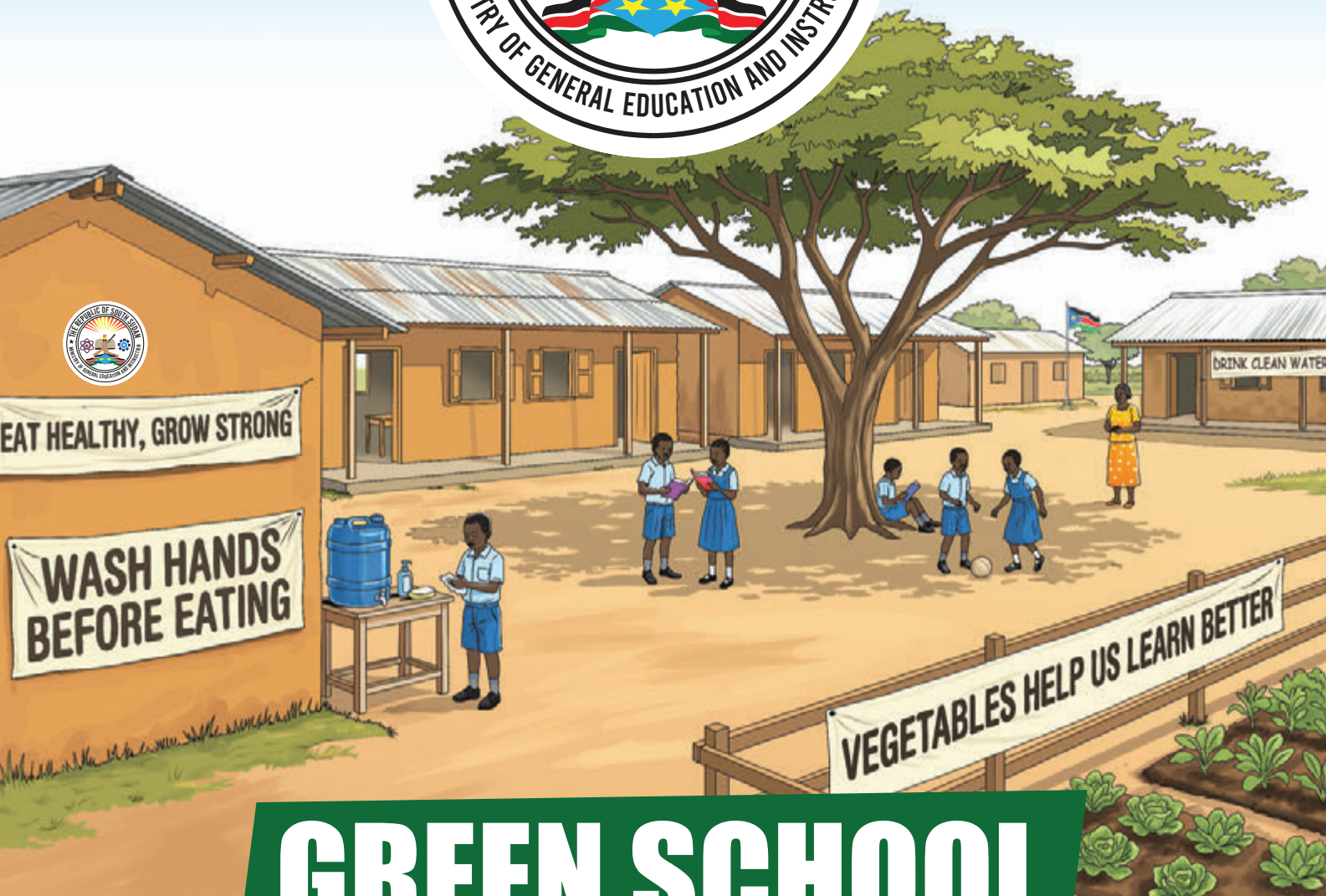
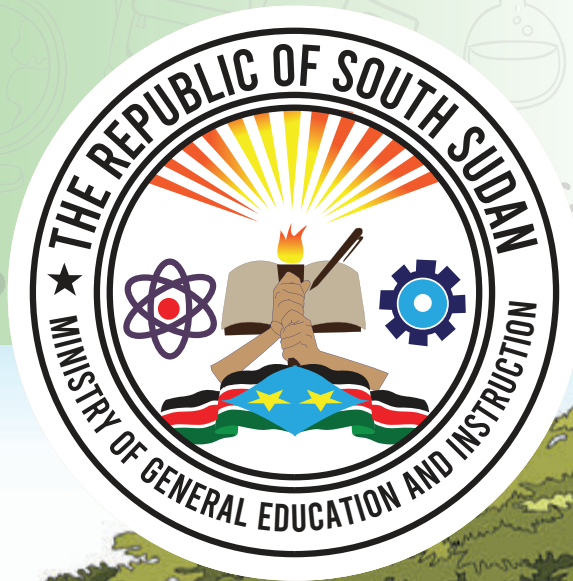




GREEN SCHOOL

SAFETY OPERATIONAL GUIDELINE

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FORWARD

Climate change with its associated detrimental effects on the education of learners is well documented. South Sudan is unfortunately not immune from these impacts. The Ministry of General Education and Instruction is committed to putting in place the necessary Frameworks and standards to aid in the fight against this threat that knows no borders.

It is against this background that the Ministry of General Education and Instruction collaborated strategically with Save the Children (South Sudan and Australia Country Offices), UNESCO, IIEP, NNGOs, institutions of learning, teachers and learners to develop the first of its kind South Sudan National Green School Framework – a tool designed through the lens of the country's unique attributes to not only strengthen the climate resilience of the education sector in South Sudan but also advance global efforts to combat climate change.

When utilized in synchronization with other national and international policy Frameworks, it is my belief that the effective utilization and implementation of the provisions of the Green School Framework will shield learners, teachers, school administrators and the general education public from the adverse impacts of climate change and its associated stressors. It will therefore prevent the education sector loss through enhancing safe learning facilities, enabling school-based disaster risk reduction and management and promoting risk reduction and resilience education in the long term

The fight against climate change is a global fight and should be undertaken through a coordinated and unified stance. This document is testament to the unwavering commitment from the Ministry of General Education and Instruction to strengthen the climate resilience of the education sector through adopting sustainable practices such as; strengthening systems and policies, ensuring that education infrastructure is safer, greener and more resilient to the impacts of climate change, enhancing education stakeholders' capacity to strengthen school safety and educational continuity management.


Hon. Kuyok Abol Kuyok

Minister of General Education and Instruction

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Hon. Omot Okony Olok

5/6/2026

Undersecretary, Ministry of General Education and Instruction
Republic of South Sudan.

1) Preface

The Green School Safety Guideline for Schools in South Sudan aligns with the commitments of the Ministry of General Education and Instruction (MoGEI) and other key line ministries responsible for climate change, environmental sustainability and disaster risk management in South Sudan.

It is consistent with the following national policies and frameworks:

South Sudan Education Act, 2012. The Act provides the legal framework for the education system with a primary goal of ensuring access to quality education for all. The Act highlights the importance of ensuring uninterrupted education, particularly for children, during times of emergency, and the importance of safe and health learning environments.

MoGEI, General Education Strategic Plan (GESP), 2023-2027. The GESP explicitly recognises climate change and the impacts of conflict and disasters on the education system in South Sudan and emphasises safe, inclusive and quality education, along with the role of School Management Committees and Board of Governors, enabling decentralised decision-making and community engagement in school management.

MoGEI, School Governance Training Manual, August 2025. This manual provides a comprehensive framework to guide the governance of primary and secondary schools across South Sudan. It recognises that effective school leadership is a shared responsibility among head teachers, School Governing Bodies (SGBs), Payam Education Offices (PEOs), County Education Departments (CEDs), State Ministries of General Education and Instructions (SMoGEIs), and MoGEI.

MoGEI, Emergency Preparedness Plan (EPP), 2025 The EPP places strong emphasis on school safety management through risk-informed planning, school-level emergency preparedness, early warning systems, and community engagement via structures such as School Management Committees.

The National Disaster Risk Management Policy, 2013, provides a comprehensive framework for disaster risk management in South Sudan, offering detailed guidance on preparedness, response, and mitigation efforts across all sectors, including education.

Implementation approach

This guideline is designed to be implemented through the existing school inspection and supervision system in South Sudan, including through training of inspectors who in turn will train county, payam and school leadership. It supports practical application of national policies related to education, school safety, and climate change at school level.

2) Introduction

South Sudan faces significant climate change, disaster and environmental risks, including floods, droughts, heatwaves and disease outbreaks. These events damage schools, disrupt learning, and increase safety risks for girls and boys, teachers, and school communities.

Schools play an important role in preparing for and responding to these risks while promoting environmental sustainability and safe learning environments.

Purpose of this Guideline

This is a short, practical guide for schools — especially **School Governing Bodies (SGBs), School Management Committees (SMCs), Parent Teacher Associations (PTAs), headteachers as well as teachers, students and school communities.**

This guideline brings together green schools and school safety into one approach.

The guideline provides a step-by-step process to help schools:

- Reduce climate, disaster, and environmental risks,
- Improve the safety of students and staff, and
- Strengthen the environmental sustainability of the school environment.

The approach is participatory. Each step includes practical guidance supported by an accompanying tools pack to help schools take action.

The activities described in this guide can be integrated into existing school governance processes, daily school operations, and School Improvement Plans (SIPs). The approach encourages participation from the entire school community.

3) Key terms

Before beginning the process, it is helpful to understand some key terms used throughout this guideline. Schools may wish to share these definitions with SGBs, SMCs, PTAs, and the wider school community to develop a shared understanding.

Anticipatory action means making plans to help you act early — before a predicted disaster happens — to reduce harm.

For example, if heavy flooding is expected, a school might move books to higher shelves, clear drains, or close early to keep children safe.

Biodiversity means all the different plants, animals, and living things in one area.

Biodiversity loss happens when these plants and animals disappear or die out, which can disturb the balance of nature.

Child protection means keeping children safe from harm.

It includes preventing and responding to violence, abuse, neglect, exploitation, and harmful practices, so children can grow, learn, and live in safety and dignity.

Climate change means long-term changes in weather patterns.

For example, it may cause hotter temperatures, heavier rains that are linked to floods or longer droughts.

Climate change adaptation (CCA) means adjusting how and where we live, learn, build, and work so we can reduce the harm caused by climate change.

For example, building flood-resistant classrooms or planting trees for shading.

A **disaster** is a serious event that causes a lot of damage, loss, or suffering and disrupts people's normal lives.

Early warning means getting information in advance about a possible danger (like floods or storms) so people can prepare and stay safe.

Educational continuity means making sure learning doesn't stop even when schools close because of disasters, conflict, or extreme weather.

For example, using radio lessons or homework packs, or creating temporary learning spaces.

Disaster risk reduction (DRR) means taking steps to reduce the impact of disasters before they happen.

For example, clearing drainage before floods or practicing evacuation drills.

Global warming means the Earth is becoming hotter over time. It is a human-made phenomenon caused by the burning of fossil fuels that produce greenhouse gases. These gases trap heat in the atmosphere leading to global warming. This is one of the main causes of climate change.

Green school is a school that protects and restores the natural environment.

For example, it conserves water and energy, plants and protects trees, and keeps the school surroundings clean and safe.

A **hazard** is something that can cause harm.

For example, a flood, fire, drought, or armed attack.

Risk is the chance that a disaster and harm might happen because of a hazard.

For example, if a school is near a river, there is a higher risk of flooding.

School safety means making sure students, teachers, and staff are protected from danger and know how to be and feel safe at school.

It includes safe buildings, clear emergency plans, and protection from violence.

4) Overview of the Five Steps

The guideline introduces a five-step process that schools can follow to strengthen climate resilience, environmental sustainability, and safety.

The five steps are:

1. **Establish** and strengthen a Green School Safety Committee
2. **Assess** risks and resources within the school community
3. **Develop** a Green School Safety Action Plan
4. **Implement** the action plan
5. **Monitor** progress, review activities, and celebrate achievements.

5) Steps to implementation

Step 1: Establish and/or strengthen a Green School Safety Committee and identify focal points

What is the purpose of this step?

The purpose of this step is to establish or strengthen a committee that will lead and coordinate all activities in this guideline.

What should you do?

1. Form or identify a committee

Decide how your school will organise this committee. You may choose to:

- Create a new committee dedicated to this task
 - Form a sub-committee of the SMC/PTA
 - Use your existing SMC/PTA to take on the role
- ✓ Choose the option that works best for the size and needs of your school.

2. Appoint leadership

The committee should have strong leadership. This may include, for example,

- The Headteacher
- The SMC/PTA Chair
- Designated focal point teacher or school community member (e.g for safety or environment)

3. Select members

Ensure the committee reflects the whole school community. Members may include:

- SMC/PTA members
- Teachers and non-teaching staff
- Students
- Parents and caregivers
- Local government representatives
- Community DRR, climate, environment, health or child protection representatives

✓ Aim for gender balance and inclusion of people with disabilities

4. Agree roles and responsibilities

The committee should:

- Conduct a yearly **school risk assessment and identify high-risk seasons**,
- Develop and implement an **action plan and link that plan to the SIP**,
- Monitor progress throughout the year,

- Plan activities using the **school calendar**,
 - Review **early warning information and act** when needed,
 - **Raise awareness** in the school and community,
 - Engage with **local authorities**, and
 - Promote **safe, inclusive, and environmentally friendly practices**,
 - **Others** as agreed with your committee.
- ✓ **Use Tool 1: Terms of Reference.** Adapt and agree roles with all members.

5. Hold an introductory meeting

Bring together the school community to introduce the committee and raise awareness on climate change, environmental protection, and school safety.

Topics to discuss:

- Climate change and environmental issues in your area
- Who is most affected and why
- Benefits of preparing in advance
- Roles of different groups (teachers, parents, students, etc).

What is the output of this step?

By the end of Step 1, your school should have:

- A functioning **Green School Safety Committee**
- Clearly defined **roles and responsibilities**
- Identified **leaders and focal points**
- Agreed **Terms of Reference**
- Increased awareness among the school community

Step 2: Assess risks and resources within the school community

What is the purpose of this step?

The purpose of this step is to understand:

- Which risks affect your school and surrounding community
- Who may be most vulnerable
- What resources you already have

This helps you decide which actions to prioritise.

What should you do?

1. Identify the main hazards

Work with your committee and school community to list the main risks affecting your school. Examples: Flooding, drought, heatwaves, fire, conflict or insecurity, environmental issues (e.g. deforestation, water pollution).

- ✓ **Use Tool 2: Hazard Ranking.** Rank each hazard as high, medium, or low. Agree on the top 3 hazards affecting your school.

2. Understand how these hazards affect your school

With your committee discuss:

- How do these hazards affect learning?
- How do they affect school buildings and the environment?
- Who is most at risk (e.g. girls, young children, learners with disabilities)?

- ✓ **Use Tool 3: Hazard Impact Assessment**

3. Identify when risks are highest

Some hazards are seasonal.

- ✓ **Use Tool 4: Hazard Calendar.** Mark when each hazard is most likely to occur. Identify high-risk periods (e.g rainy season)

4. Review early warning and preparedness

Some hazards can be predicted in advance.

- ✓ **Use Tool 5: Early Warning.** Discuss: Who receives early warning information? How is it shared (radio, SMS, community leaders)? What actions should be taken when a warning is received?

Examples:

- Heavy rainfall forecast → move materials to safe storage
- Rising river levels → prepare for early school closure

5. Map risks and resources in your school

Look at your school environment to identify:

- unsafe areas
- safe evacuation routes
- safe assembly points
- available resources

- ✓ **Use: Tool 6: Hazard Hunt Checklist and Tool 7: School Supplies Checklist**

Who should be involved?

- Green School Safety Committee
- Teachers and school staff
- Students (e.g. through environment clubs)

- Parents and community members
- ✓ Girl and boy students can provide important insights, and they can present their risk assessment findings to the Green School Safety Committee.

What is the output of this step?

By the end of Step 2, your school should have:

- A list of the **top 3 hazards**
- A clear understanding of **how these hazards affect the school**
- A **hazard calendar** showing high-risk periods
- Agreed **early warning actions**
- A **basic map of risks and resources** in the school

Step 3: Prepare a Green School Safety Action Plan

What is the purpose of this step?

To decide what actions your school will take to reduce risks and improve safety and environmental sustainability.

This plan will guide your activities over the coming year.

What should you do?

1. Review your findings from Step 2

Look at:

- Your **top 3 hazards**
- How they affect your school
- Your **hazard calendar**
- Available resources and capacities
- Have your **school environment club present** their findings to ensure the priorities of children – including girls and boys are included
- ✓ Focus on the most important risks first.

2. Identify priority actions

Agree on practical actions your school can take to reduce risks. Start with **low-cost and achievable activities** then expand over time.

Examples:

- Conduct evacuation drills
- Improve waste management
- Plant trees for shade
- Clear drainage before rainy season
- Set up early warning actions

- Provide psychosocial support activities
- Establish school gardens
- ✓ Choose actions that are realistic for your school context.

3. Assign responsibilities

For each activity decide: who is responsible? Who will support them?

- ✓ This ensures accountability and follow-through.

4. Set timelines and triggers

Decide:

- When each activity will happen
- Whether it should be linked to a **season or early warning trigger**

Examples:

- Before rainy season – clear drainage
- When heavy rain is forecast – move school materials to safe storage

5. Identify resources needed

Consider:

- What materials or support are required?
- What is already available in the school or community?
- Do you need support from local authorities or partners?

6. Record your plan

Write all agreed actions into a clear plan.

- ✓ **Use Tool 8: Action Plan Template.** Your plan should include: Risk, Action, Timeline (or trigger), Responsible person(s), resources needed.

7. Link your plan to school systems

To ensure implementation:

- Integration the plan into the **School Improvement Plan (SIP)**
- Include activities in the **school calendar**
- Display the plan in the school (if possible)

What is the output of this step?

By the end of Step 3, your school should have:

- A **written Green School Safety Action Plan**

- Clearly defined **priority actions**
- Assigned **roles and responsibilities**
- Agreed **timelines and triggers**
- Integration with the **School Improvement Plan and calendar**

Step 4: Implement your plan with the wider school community

What is the purpose of this step?

To put your plan into action with the support of the whole school community. This step focuses on turning planned activities into real changes in the school.

What should you do?

1. Share your plan

Make sure others know what the school is doing. Share your plan with the school community, community leaders, local disaster management or climate change committees, local authorities or partner organisations.

- ✓ This helps build support, coordination and partnership.
- ✓ Implementation works best when everyone is involved.

2. Carry out planned activities

Start implementing the activities in your plan. For example, run evacuation drills, plant trees or create green spaces or organise school clean-up days.

3. Raise awareness in the school and community

Help students and the wider community understand risks and how to stay safe
Examples:

- Display information on notice boards
- Organise school events, competitions and exhibitions
- Invite community members to share experiences
- Use drama, art or storytelling to communicate messages
- Share information with children who are not in school

4. Practice emergency procedures

Ensure everyone knows what to do in an emergency.

- ✓ **Use Tool 9: Drills and Standard Operating Procedures (SOPs).** Conduct regular drills (e.g fire, evacuation, lockdown) and make sure students and staff understand the procedures. Update as required.

5. Prepare for learning to continue during disruptions

Prepare for situations where school be interrupted.

- ✓ **Use Tool 10: Education and Protection Continuity.** Discuss: How learning will continue if the school closes, how girls and children with disabilities will be supported, where alternative learning spaces may be, how students will travel safely, how attendance will be tracked after reopening.
- ✓ **Plan in advance to reduce disruption.**

By the end of Step 4, your school should have:

- Implemented key **safety and environmental activities**
- Increased **awareness** among students and the community
- Conducted **emergency drills**
- Established **clear procedures for emergencies**
- Prepared plans to support **learning during disruptions**

Step 5: Monitor, review and celebrate success

What is the purpose of this step?

To check what is working, identify what needs improvement, and ensure the school continues to strengthen safety and environmental practices over time.

What should you do?

1. Review progress regularly

At least once a year, bring the committee and school community together to reflect on progress.

Discuss:

- What activities have worked well?
- What challenges were encountered?
- What improvements are needed?
- What actions should be prioritised next?

This helps you learn and adjust your plan.

2. Track your progress

Use a checklist to assess how your school is doing.

- ✓ **Use Tool 11: Annual Implementation Checklist.** Review each area (leadership, risk assessment, planning, implementation, etc). Mark progress as Yes/In Progress/No, and identify priorities and gaps.

3. Update your action plan

On an annual basis you can review your action plan and adjust activities that are not working, add new priorities if needed, and update timelines and responsibilities.

- ✓ Your plan should be flexible and improve over time.

4. Celebrate achievements

Recognise the efforts of students, staff, and the community. Examples: share success stories at assemblies, display achievements in the school, organise small events or recognition activities.

- ✓ Celebrating success motivates continued action.

What is the output of this step?

By the end of Step 5, your school should have:

- Reviewed progress and identified **strengths and gaps**
- Updated the **action plan**
- Tracked progress using a **simple checklist**
- Improved support for **student return and learning continuity**
- Shared results with the **school community**
- Celebrated key **achievements**

6) Annex: Toolkit

What is this toolkit?

This toolkit provides **tools and templates** to help schools carry out the five steps in this guideline.

- Each tool supports a specific step
 - Tools can be used during meetings or school activities
 - Schools can adapt tools to their context
- ✓ You do not need to use all tools at once. Start with what is most relevant.

Tool 1: Terms of Reference for the Committee

Purpose: To define how the Green School Safety Committee will work

Instructions: Complete this form together as a committee. Keep a copy for reference and update if needed

School

name: _____

Payam: _____ County: _____ State: _____

School head contact details: Name _____ Phone number _____

Committee leadership:

Committee Focal Point: Name _____ Phone number _____

Early warning Focal Point: Name _____ Phone number _____

Committee members (list names and roles)

- Head Teacher, SMC, PTA member: Name _____
- Teaching and non-teaching staff: Names _____
- Students _____
- Climate change or DRR committee member: Name _____
- County or Payam Education official: Name _____
- Others: _____

Roles and Responsibilities

The Committee will:

- Conduct annual risk assessments,
- Develop and implement an action plan,
- Monitor progress
- (Add more as needed).

Agreement

Signatures:

Date of signature:

Tool 2: Hazard Ranking

Purpose: To identify the most important risks affecting your school.

Instructions: List hazards affecting your school. Rank each: High (3), Medium (2), Low (1). Select the top 3 hazards.

Hazard	Low = 1	Medium = 2	High = 3
Flood			
Environmental issues			
Fire			
Conflict/insecurity			
Drought			
Extreme heat			
Other:			

Top 3 hazards

1.	2.	3.
----	----	----

Tool 3: Hazard Impact Assessment

Purpose: To understand how hazards affect your school

Instructions: For your top 3 hazards, discuss impacts below

Impact area	Hazard 1	Hazard 2	Hazard 3
Damage to school facility			
Disruption to learning			
School attendance			
Injuries or death			
Environment			
Child protection risks			
Add others as required			

Tool 4: Hazard calendar

Purpose: To identify when risks are highest during the year

Instructions: List hazards. Mark months or seasons when they occur or are more intense. Also include hazards that are year-round (e.g environmental degradation), along with school terms, holidays and exams.

Template: School hazards calendar

Months/Season	J	F	M	A	M	J	J	A	S	O	N	D
Hazards												
<i>Example: Flood</i>												

The diagram below provides an example completed hazard calendar.

Events	When	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
High Temp.	Past	**	***										
	Present			***	**								
Drought	Past	**											***
	Present			***	***								
Rainy Season	Past			**	***								
	Present				**	***	*						
Strong Wind	Past	*											*
	Present	**											**
Landslide	Past				*	*							
	Present					*							
Farming	Past			***	**	**			*	*			
	Present				***	**		*	*				
Animal Diseases	Past			***	***								
	Present	***	**										
Human Disease (Diarrhea etc.)	Past			*	*					*	*	*	*
	Present		*	*						*	*		
Mosquito Bite	Past				*								
	Present				***	***							

Tool 5: Early warning worksheets

Purpose: To plan how your school will respond to early warnings

Part 1: Early warning systems.

Instructions: List hazards relevant to your school. Discuss whether early warning is available. Check if information reaches all groups (including persons with disabilities).

Hazard	Warning Available?	Reaches people with disabilities?	Comments
Fire	☐ Yes ☐ No	☐ Yes ☐ No	
Flood	☐ Yes ☐ No	☐ Yes ☐ No	
Storm	☐ Yes ☐ No	☐ Yes ☐ No	
Drought	☐ Yes ☐ No	☐ Yes ☐ No	
Extreme heat	☐ Yes ☐ No	☐ Yes ☐ No	
Other	☐ Yes ☐ No	☐ Yes ☐ No	

Part 2: Communication Methods

Instructions: Identify how warnings are shared. Tick all methods used.

Early warning message delivered by:	Fire	Flood	Heat wave	Other
Television				
Radio				
Bell, alarm, loudspeaker or megaphone				
Message from community leaders				
Short message to telephone				
E-mail or social media				
In-person				
Other: Add as required				

Part 3: Early Warning and Trigger Planning Sheet

Instructions: For each priority hazard, agree what triggers action, what action should be taken, who is responsible. You can incorporate the findings within your overall plan in step 3.

Hazard	Forecast source	Trigger Threshold	Lead Time	Action	Responsible
<i>Example: Flood</i>	<i>Radio</i>	<i>River greater than</i>	<i>48 hours</i>	<i>Move books, notify parents</i>	<i>Headteacher</i>
<i>Example: Heat</i>	<i>SMS</i>	<i>Temperature greater than X</i>	<i>24 hours</i>	<i>Adjust hours</i>	<i>Committee member</i>

Tool 6: Hazard Hunt Checklist

Purpose: To identify risks in and around the school

Instructions: Walk around the school with your committee. Observe different areas (classrooms, playground, toilets, etc). Identify any risks. Discuss what actions are needed and assign a priority level (high, medium, low). Record the findings in the table below.

Area	Risk identified	Action needed	Priority action levels (high/ medium/ low)
Classroom 1			
Classroom 2			
Playground			
Toilets			
Roof/gutters			
Electricity			
Waste disposal			
Tree shading			
Add additional lines as required			

Tool 7: School supplies list

Purpose: To ensure materials are available for action

Instructions: Review the list of items below. Check each item in your school, mark whether it is available, needs replacement or is missing. Identify items that need to be purposed or prepared. Update this checklist regularly.

Item	Available	Needs replacement	Missing
Student register			
Emergency contacts			

First aid kit			
Fire extinguisher			
Megaphone			
Flashlight			
Shovel			
Ladder			
Tree seedlings			
Waste sorting bins			
Other:			

Tool 8: Action Plan Template

Purpose: To plan actions to reduce risks

Instructions: Review findings from Step 2. Identify key risks and priority action. For each action, agree what will be done, when it will be done, who is responsible and resources required. Keep the plan realistic and achievable. Insert the actions into your school calendar. Review and update regularly.

RISK	ACTION	Timeline/Trigger	Responsible	Resources
1 <i>Example:</i> <i>Flood</i>	<i>Clear drainage</i>	<i>Before rainy season</i>	<i>Committee</i>	<i>Time and tools</i>
2				
3				
4				
5				

Tool 9: Standard Operating Procedures (SOPS) and drills

Purpose: To guide actions during emergencies

Instructions: Identify the main emergency situations affecting your school. For each situation, define: when the procedure is used (trigger), what staff should do, what students should do.

Keep procedures short and clear. Share procedures with all staff and students and practice regularly through drills.

These are built around the following emergency procedures detailed below:

- Evacuation
- Shelter-in-Place
- Lockdown

For all these SOPs, ensure your school has a simple communication tree and agree in advance:

- Who will inform parents
- How information will be shared (SMS, WhatsApp, community leaders, radio, notice board)
- Who contacts the County Education Department
- How updates will be shared if learning continues elsewhere

Keep contact lists updated each year.

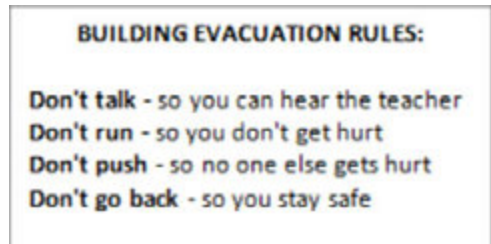
SOP: BUILDING EVACUATION

Purpose: To protect students and staff in case of fire or other hazards in the building.

First person to verify the danger: Sound the unmistakable building evacuation/fire alarm sound.

Administration: Activate standardized emergency response system, as needed. Maintain communication. Announce '*All Clear*' when emergency ends.

Staff:



1. Remind students of Building Evacuation Rules: *Don't talk. Don't run. Don't push. Don't go back.* (Be sure young children are practiced in holding on to a looped handle on evacuation rope).
2. Close doors and windows.
3. Position one teacher at head and one at the back of two classes.
4. Take Classroom Emergency Clipboard or Notebook.
5. Check safety of the route.
6. Lead students to regular places to *Assemble and Shelter Outside*.
7. If, and when conditions are safe, lead *Reverse Evacuation* back to classrooms, following same rules.

Students:

Follow rules and instructions and help out.

Are your exit routes clear, and marked? Any adaptations for your school?

SOP: ASSEMBLE AND SHELTER OUTSIDE

Purpose: To protect students and staff and provide for their comfort until everyone can be safely reunified with their families.

Staff:

1. Remind students to follow instructions for building evacuation: "Don't Talk. Don't Push. Don't Run. Don't Turn Back." Students should exit with buddies in twos.
2. Check that students or staffs needing special assistance have it.
3. Take your Classroom Emergency Clipboard or notebook
4. Evacuate with one adult in the front to check that the evacuation route is clear and a responsible student monitor or teacher should be at the rear of the group, seeing that everyone is together. (This can be done with 2 classrooms with first teacher at front and second at the back).
5. Lead students to the emergency assembly area and take student roll.
6. Remind students about student-release procedures and their purpose to keep them safe.
7. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.

Students:

Go to the designated assembly area for your class. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow *Safe Family Reunification* procedures.

Where is your assembly area? Does everyone know where to assemble in their class groups? Any changes required for your school?

SOP: LOCKDOWN

Purpose: To protect students and staff from violent intrusion or threat of violence.

School Administration: Use a unique loud siren or alarm (*NOT fire alarm!*) to signal immediate lockdown. Monitor situation and reassess. Be prepared to transfer command to police or public safety authorities. Provide *All Clear* when it is safe to do so. Following incident inform students and parents and provide time for review and discussion.

Staff:

1. Warn others to take immediate shelter.
2. Gather students inside in secure area away from threat.
3. Close and lock doors. Move furniture to block access from threat.
4. Have everyone drop and cover behind furniture, and be as small a target as possible.
5. Turn off lights, and radios and silence cell phones.
6. Stay out of sight away from doors and windows.
7. Make sure everyone stays calm and very quiet.

Students: Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

Tool 10: Education and Protection Continuity

Purpose: To plan how learning continues during disruptions

Instructions: Discuss the questions with your committee. Consult teachers, parents, community members and children – including boys, girls and children with disabilities. Agree on practical solutions for continuing learning and protecting children. Record key decisions and share with the school community.

Key questions:

- How will learning continue if school closes?
- Are alternative learning spaces available? If alternative learning spaces are identified, agree arrangements before crisis occurs.
- How will students travel safely to the alternative space?
- How will teaching and learning materials be shared so children can continue their studies or what alternative modes of instruction can be considered?
- How will attendance be tracked after reopening?
- If early closure is triggered, how will parents and caregivers be informed?
- If the school is used as a temporary shelter (for example, in the event of a flood), what is the plan for school clean-up?
- How can we protect girls and boys from increased exposure to physical danger, violence, neglect, exploitation, or abuse? Can we consider a buddy system for children with disabilities?
- What psychosocial support needs might need to be considered to support students and teachers?

- Will school-based services like health checks and school feeding continue if your school is closed rapidly due to extreme heat or other emergency?

Tool 11: Monitoring Checklist

Purpose: To track progress each year

Instructions: Review each indicator as a committee. Discuss your progress honestly. Tick yes, in progress, no. Count up the totals and identify areas for improvement. Use the results to update your action plan.

School name: _____

Payam: _____

County: _____

Date: _____

Completed by: _____

Indicator	Yes	No	In progress	Comment
Committee established				
Focal point(s) identified				
Risk assessment complete				
Top 3 hazards identified				
Early warning source and trigger agreed				
Action plan exists				
Low-cost activities identified				
Plan linked to School Improvement Plan				
Responsibilities assigned				
Activities included in school calendar				
At least two drills conducted per year				
Action plan priorities implemented				
Girls and boys included in plan development and implementation				

SUMMARY STATUS

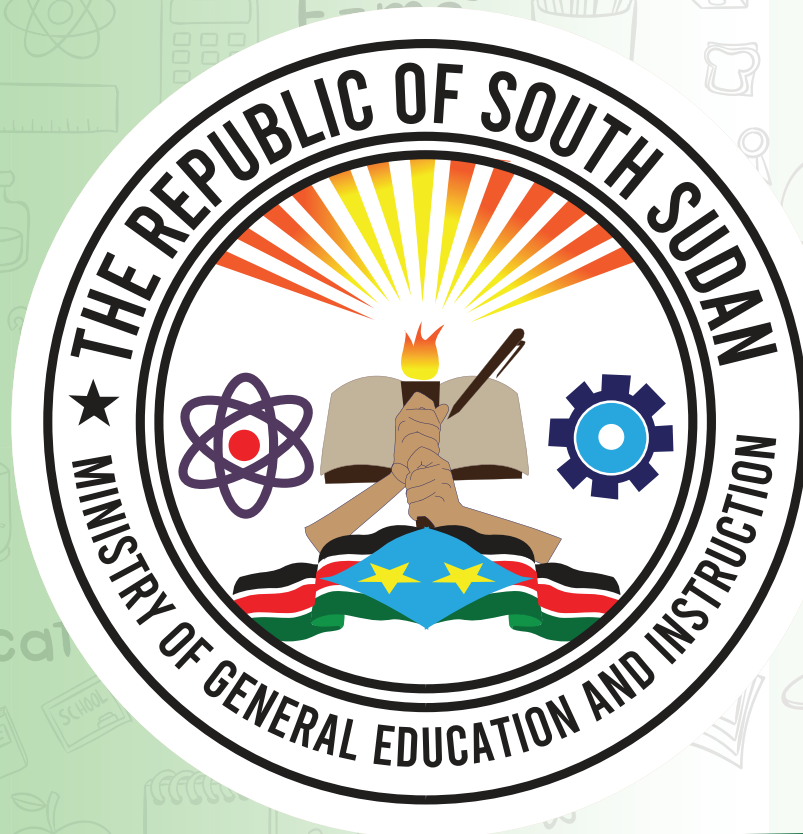
Total Yes: _____

Total In Progress: _____

Total No: _____

OVERALL STATUS

- ☐ Strong Implementation
- ☐ Moderate Implementation
- ☐ Early Stage
- ☐ Requires Immediate Support



GREEN SCHOOL

SAFETY OPERATIONAL GUIDELINE