



## Operational Protocol for Protecting Students and Continuity of In-Person Education (Safe Education)

CONFIDENTIAL



**Goal:** To ensure the safety of student and educational staff through clear, consistent, and systematic procedures applied before arrival at the school, during their time on-site, at dismissal and return, and in any situation that requires preventive measures.

## Core Principles

- 1 | The safety of student and educational staff is the highest priority.
- 2 | Stay inside protected buildings or protected facilities as much as possible.
- 3 | Avoid windows, glass, and exposed areas.
- 4 | Move to internal and safe areas if needed.
- 5 | Immediate adherence to official instructions.
- 6 | Prevent crowding or uncontrolled movement.
- 7 | Reassure students and avoid spreading panic or fear during alerts.
- 8 | Photography, publishing, or sharing unofficial information during alerts is prohibited.
- 9 | Suspend movement, learning, and dismissal during an alert, and only resume once the alert is cleared.
- 10 | All external activities must be stopped.
- 11 | Educational, administrative staff, and supervisors must be trained on these procedures.
- 12 | Ensure full readiness to immediately suspend in-person learning at any time based on official directives

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Always ready to shift to DL or back site as directed.

## General Regulations

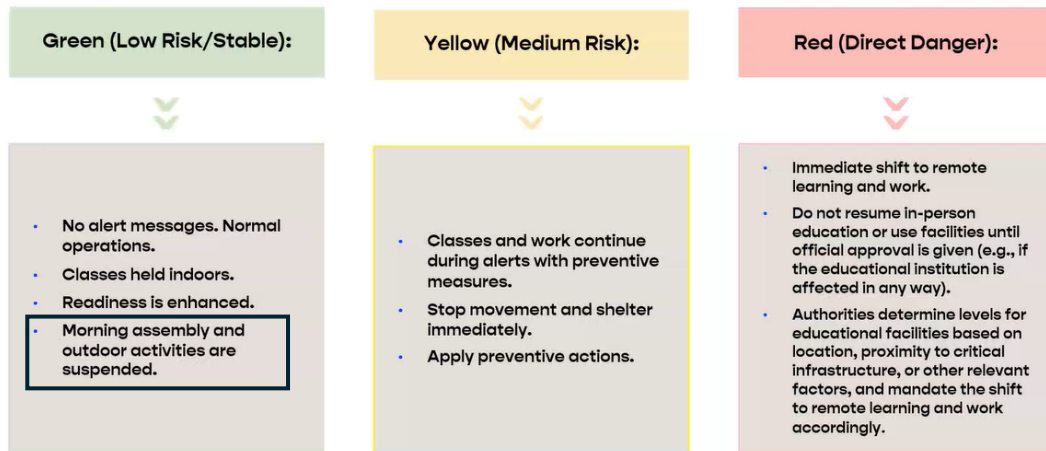
1. Flexibility in morning grace period and consideration for delays due to alerts.
2. Use checklists to confirm readiness of educational institutions.
3. Return to normal operations only after the alert is cleared.
4. Train staff and enhance communication with parents/guardians and relevant authorities.
5. Organize movement, entry, and exit to ensure safety.
6. Provide and designate internal safe areas for student and staff during alerts.
7. School Bus transportation: No government decision has been taken regarding whether bus services will resume at this time. Please ensure that students and parents are being supported and that flexibility
8. is being shown to them regarding attending on time or inability to physically attend. Ensure obtaining a signed acknowledgment/undertaking from the parent or guardian to return their student to in-person education.



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Flexibility specific to transportation

## Operational risk levels



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## Stages starting from arrival to school until dismissal and return

Stage 1: Before Arrival at school	Stage 2: Arrival & Handover	Stage 3: Inside school	Stage 4: Dismissal & Return
<p><b>If no alert occurs:</b> student leaves school normally with / parent/ guardian.</p> <p><b>When a sudden alert occurs before leaving the house:</b></p> <ol style="list-style-type: none"> <li>student stays at home in a safe internal place away from windows and glass and waits for the all-clear message.</li> </ol> <p><b>If an official alert received while en route: With parent:</b></p> <ol style="list-style-type: none"> <li>Follow the official message immediately.</li> <li>Do not drop the student off in exposed areas;</li> <li>proceed to a safe place or return home.</li> </ol> <p><b>If an official alert received while en route: Student:</b></p> <ol style="list-style-type: none"> <li>Go to a safe place immediately.</li> <li>Do not go out until the alert has been lifted.</li> </ol>	<p><b>If no alert occurs:</b> student shall enter the building directly. No morning assembly. No gathering at gates, yards, or sidewalks.</p> <p><b>When an alert is in place, with a parent/guardian:</b></p> <ol style="list-style-type: none"> <li>The parent/guardian and student must enter the building immediately, if it is safe to do so.</li> <li>Do not wait outside.</li> </ol>	<p><b>If no alert occurs:</b> Classes continue as usual. No morning assembly or activities in (yards/exposed areas/hear windows and glass) including break time, which should be inside classrooms.</p> <p><b>When an alert is in place:</b></p> <ol style="list-style-type: none"> <li>All activities must stop immediately.</li> <li>Stay in a safe area until advised otherwise. It is recommended to keep students engaged to support their wellbeing and help prevent panic.</li> <li>The student should sit in a low, calm position away from windows and glass.</li> </ol> <p><b>If staff are outside:</b></p> <ol style="list-style-type: none"> <li>Go to the nearest safe internal facility immediately.</li> <li>Do not stay in exposed areas.</li> </ol>	<p><b>If no alert occurs:</b> Dismissal is orderly, swift, and staggered with parents/guardians.</p> <p><b>If sudden alert before leaving home:</b></p> <ol style="list-style-type: none"> <li>Suspend dismissal immediately.</li> <li>Do not evacuate students from the building.</li> </ol> <p><b>If alert occurs during dismissal with parent/guardian:</b></p> <ol style="list-style-type: none"> <li>Move to a safe place.</li> <li>Do not stand in exposed areas.</li> </ol> <p><b>When the alert is lifted:</b></p> <ol style="list-style-type: none"> <li>Dismissal resumes in an orderly, staggered way.</li> <li>Students are handed over to guardians in an organized manner; no crowds at gates or sidewalks.</li> </ol> <p><b>If an official alert received while en route: Student:</b></p> <ol style="list-style-type: none"> <li>Go to a safe place immediately.</li> <li>Do not go out until the alert has been lifted.</li> </ol>
<p><b>What is important at this stage</b></p> <ol style="list-style-type: none"> <li>Do not send the student to school during alerts.</li> <li>Do not stop or drop off in open areas.</li> <li>The official message is your main reference.</li> </ol>	<p><b>What is important at this stage</b></p> <ol style="list-style-type: none"> <li>Avoid crowding and gatherings.</li> <li>Minimize time spent outside the building.</li> <li>Do not hand over or pick up student in open areas.</li> <li>Make safety the guiding principle for decision-making.</li> </ol>	<p><b>What is important at this stage</b></p> <ol style="list-style-type: none"> <li>Indoor sheltering is essential.</li> <li>Outdoor activities must be suspended.</li> <li>Maintaining calm is more important than speed.</li> </ol>	<p><b>What is important at this stage:</b></p> <ol style="list-style-type: none"> <li>No handover during danger.</li> <li>No gatherings at gates.</li> <li>Protection continues until safe arrival.</li> </ol>

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## Roles and Responsibilities



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### School Management:

- Activate the protocol.
- Suspend handover and dismissal.
- Communicate with parents/ guardians.
- Oversee student's movement to safe areas.
- Educate and train student for sheltering or evacuation if needed.



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### Educational Staff:

- Guide and organize students.
- Confirm student counts.
- Prevent disorder and calm students.



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### Parents / Guardians:

- Do not send the student during alerts.
- Do not gather at school gates.
- Follow official instructions and school messages.

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## Registration & acknowledgement

### Safe Area — What Is a Safe Area?

#### Definition:

A designated interior space within the nursery building, carefully selected and equipped to provide temporary protection for children and staff during emergencies or security threats.

- The safe area must be integrated into the nursery/school emergency protocol.
- Clear labeling and signage of safe areas must be in place.
- Student and staff must be trained on these safe areas.

#### Features of a safe area:

- 1 | Indoor Location**  
Away from external facades and windows
- 2 | Structural Strength**  
Reduces impact and blast waves
- 3 | Hazard-Free & Spacious**  
Safe internally and fits all occupants
- 4 | Fast & Easy Access**  
Can be accessed within 1 minutes
- 5 | Approved Operational Procedures**  
Linked to the nursery's emergency plan

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## Emotionally Supporting Students During Sirens & Loud Sounds



### Regulate Yourself First

Take slow, deep breaths  
Keep your voice steady and calm  
Avoid panic — student read  
adult body language instantly



### Gather & Reassure

Move student away from windows  
Say: "We are safe here together"  
Keep the group close to you  
and to each other



### Use Simple, Honest Words

"That was loud, but we are safe"  
"The adults are taking care of it"  
Normalize: "It's okay to feel  
scared or surprised"

## After the Incident — Recovery & Emotional Support

### 1 Check In Gently

- Ask calmly: "How is everyone feeling?"
- "Did the sound surprise you?"
- Listen — don't push student to share
- Normalize fear, curiosity, or silence

### 2 Offer Creative Expression

- Drawing or colouring
- Storytelling or imaginative play
- Role-play / pretend play
- Journaling for older students

### 3 Restore Routine

- Gradually return to the normal schedule
- Familiar routines rebuild safety & control
- Brief, factual update to parents/caregivers
- Avoid news or scary details near student

### 4 Signs Extra Support Is Needed

- Excessive fear, crying, or clinginess
- Withdrawal or difficulty concentrating
- Physical complaints (headaches, nausea)
- ← Inform leadership & school counsellor

## Operational Requirements

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1. Adhere to the inspection checklist issued by the Department of Education and Knowledge for safe operations, and ensure that requirements are continuously met
2. Develop a mechanism for handling incidents, injuries, and fatalities, and for managing communication with parents..
3. Ensure contact details for parents/guardians are up to date.
4. Train educational, administrative, and supervisory staff to demonstrate mature behavior during alerts and avoid panic
5. Assign additional field supervisors and private security, along with training.
6. Assessment of facilities in terms of safe areas, classrooms with limited windows, other safe rooms, or any suitable spaces designated .
7. Moving to safe rooms should take about one minute maximum.
8. Using the emergency public address (PA) system to ensure that alerts reach everyone inside the building as effectively as possible.
9. Safe points must be marked with identification signs and everyone informed inside the building.
10. If a covered area is available (e.g., underground parking), it can be used for drop-off and dismissal zones