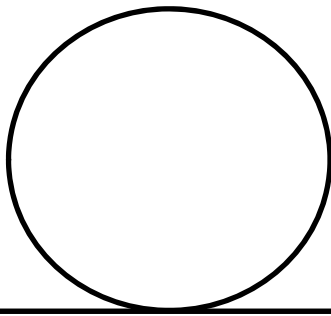


## ○Greeting



Chairman of the Toshima  
City Board of Education

**Kazunori Mita**

## ○Greeting



Principal of the Toshima City  
Municipal Ikebukuro Junior  
High School

In accordance with a policy to obtain the international designations for each junior high school block in order to create Safe and Secure School for all the elementary and junior high schools in Toshima City, based on the “Safe Community” plan which has been promoted by Toshima City, we, together with the Ikebukuro Dai-ichi Elementary School, announced our wish to be designated as ISS in May of 2016.

In the previous year, the Ikebukuro Honcho Elementary School, which is a combined elementary and junior high school sharing the same school building, was designated as ISS, and they are truly advancing the establishment of Safe and Secure School with their community.

Regarding our activities, we set six priority goals: 1) train students how to predict and avert danger, 2) establish a school leadership, 3) prevent bullying and improve social skills, 4) raise awareness toward disaster prevention and respond to disasters, 5) raise safety awareness toward SNS, etc. 6) improve the environment. Since our school started engaging in ISS activities for the first time among all other junior high schools in the city, further to

say, among all other junior high schools in Tokyo, we were groping in the dark, trying to find out what to do and how, but with the support of the people in our community and guardians, most importantly the students, with the leadership of the student council and various committee, started the activities, saying we should suggest this or we should work on that, in order to establish Safe and Secure School. As a result, each student started giving a thought and put it into practice to be designated as ISS.

We, Ikebukuro Junior High School, together with its community, will continue to train students who can contribute to create Safe and Secure City.

## ○Greeting



Chairman of Parents and  
Teachers Association  
**Masatoshi KIHARA**

In the areas of Ikebukuro Honcho and Kami Ikebukuro, which consist the Ikebukuro Junior High School district, the people who have been living there from old times and the people who newly moved in are giving energy to the areas. Since the waves of aging society and informatization are sweeping toward our town without exception, the expectations toward young people who can handle changes of new age are getting higher. Moreover, the construction of the new school building was completed in August of 2016, more people expect the school building to be utilized as a regional disaster prevention base, and the junior high students to take the lead and respond to emergencies such as natural disaster.

Our students, vis the ISS activities, are voluntarily and actively taking actions, aiming to establish Safe and Secure School, and, as I see it, they grew up and became quite reliable.

The Ikebukuro Junior High School PTA, together with the students, school and community, think about Safe and Secure Life, and are improving the measures to “crack down on bullying”, based on heartwarming mingling such as morning greetings and evening patrolling.

Taking ISS designation as an opportunity, the school, community and PTA as a united one body, would like to assure children’s safety and their peace in mind, and create a school where they can go with smile every day and can improve themselves even though they are in the middle of major reform.

## ○Greeting



Chairman of ISS Regional  
Policy Committee  
**Koichiro TANAKA**

We’ve started various activities in order to be designated as International Safe School (ISS), for the first junior high school in Toshima City.

In June, 2017, we made improvement toward the on-site examination scheduled in December, following the instructions from the examiners in the previous examination, and we are making efforts steadily to have a designation ceremony in February, 2018.

Regarding the Ikebukuro Junior High School Block, the Ikebukuro Honcho Elementary School which is sharing its school facilities with us, obtained the designation last year, and the Ikebukuro Dai Ichi Elementary School, at the same time as our school, has also declared their wish to be designated as ISS and started the activities.

ISS’s purposes are; school, home and community are united as one body, guarantee the students’ safety, and make sure the students can have meaningful school life without concerns, feeling secured and having smile at all times.

Therefore, the representatives from Town Association, Welfare Commissioners and Child Welfare Commissioners, Youth Developing Committee, Parents’ Association, Local Fire Brigade, Opening Public Facilities Committee, OB Committee, Community Centers, etc. established Community’s Taskforce Committee. The representatives, working with the government, school, parents and relevant organizations, engage in morning greeting program, patrolling in the day and night, disaster drills, and traditional festivals, working and strengthening the bond with the student, assuming that creating a safe and secure town and school is their mission for the local community.

We are aiming to become a model junior high school in Toshima City with the students who studied at Ikebukuro Honcho Elementary School and Ikebukuro Dai Ichi Elementary School which had been designated as ISS.

## Chapter 2 Programs for International Safe School Initiatives

### 1 Background of our initiatives

Until August of 2016, our school building was located on the north side of our current school building (current playground of Ikebukuro Junior High School), and the total floor space of the school building was 12,915 m<sup>2</sup> and the area of the playground was 3,800 m<sup>2</sup>. In August, 2016, we moved into the new school building, which is a joint-establishment with the Honcho Elementary School, and the total floor space of the new school building is 17,271 m<sup>2</sup> (the construction of the playground was completed in September of 2017 bringing the total area of the playground to 10,212 m<sup>2</sup>). Even though the environment has improved, it is still necessary to continue to taking steps to create a safe and secure school.

The new school facilities are also expected to function as local disaster prevention base. Since our school zone is crowded with wooden structures, the general danger level is high in the case of disaster, thus it is necessary to improve awareness of disasters and require appropriate responses in the case of disaster.

In consideration of the above-mentioned situations, we would like to improve the system for developing the students' ability to avoid risks and achieve a safe and secure school by working in unison with community residents and parents by taking these initiatives toward the ISS designation as a good opportunity.

### 2. History of our Activities

Table 2-1

	School Activities		Pro-active Activities of Students	
2016	May	Declaration of commitment to the ISS Project (5/18)	May	Students' Declaration of Commitment (5/18)
	July	Observation and interchange of Saitama Municipal Jionji Elementary School	June	Commencement of Student ISS Committee
	Aug.	Relocation to the new school building	July	1 <sup>st</sup> ISS Committee Meeting Creation of ISS Slogan
		Observation and interchange of Chichibu Municipal Chichibu Daini Junior High School	Sept.	2 <sup>nd</sup> ISS Committee Meeting
		Observation and interchange of Atsugi Municipal Mutsuai Higashi Junior High School	Oct.	3 <sup>rd</sup> ISS Committee Meeting Interchange with Ikebukuro Honcho Elementary School (Friendship school lunch) (10/18)
	Sept.	First Community's Taskforce Committee Meeting (9/29)	Nov.	4 <sup>th</sup> ISS Committee Meeting
	Oct.	Observation and interchange of Atsugi Municipal Shimizu Elementary School	Dec.	5 <sup>th</sup> ISS Committee Meeting
	Nov.	Observation of Urawa Gakuin Private High School	Jan.	6 <sup>th</sup> ISS Committee Meeting
	Dec.	Observation and interchange of Saitama Municipal Jionji Elementary School	Feb.	7 <sup>th</sup> ISS Committee Meeting Morning Greeting Program (1/16~20)
	Feb.	Mr. Shiraishi's school visit		Participation in Ikebukuro Honcho Elementary School ISS Designation Ceremony (2/9)
	Mar.	2 <sup>nd</sup> Community's Taskforce Committee Meeting (3/13)	Mar.	8 <sup>th</sup> ISS Committee Meeting Morning Greeting Program (3/14~16)
2017	Apr.	1 <sup>st</sup> PR brochure "Safe School Ikebukuro Junior High School" issued Mr. Shiraishi's school visit	Apr.	1 <sup>st</sup> ISS Committee Meeting (2017 School Year)
	June	First Community's Taskforce Committee Meeting (6/2 School Year 2017) Safety Seminar (SNS) (6/7) Start of Evening Patrol (6/12) Pre-examination by Asia Region ISS Certification Center (6/23)	May	2 <sup>nd</sup> ISS Committee Meeting Students' General Assembly (Confirmation of each Committees' ISS Activities) Morning Greeting Program (5/22~26)
	July	Observation and Interchange of Chichibu Municipal Chichibu Daini Junior High School	June	3 <sup>rd</sup> ISS Committee Meeting Morning Greeting Program (6/12~18) ISS DAY (Friendship Meeting : From 3rd graders to 1 <sup>st</sup> graders) Local Disaster Prevention Drill (6/25)
	Sept.	Mr. Shiraishi's School Visit	July	4 <sup>th</sup> ISS Committee Meeting Interchange with Ikebukuro Honcho Elementary School (Friendship school lunch) (7/4)

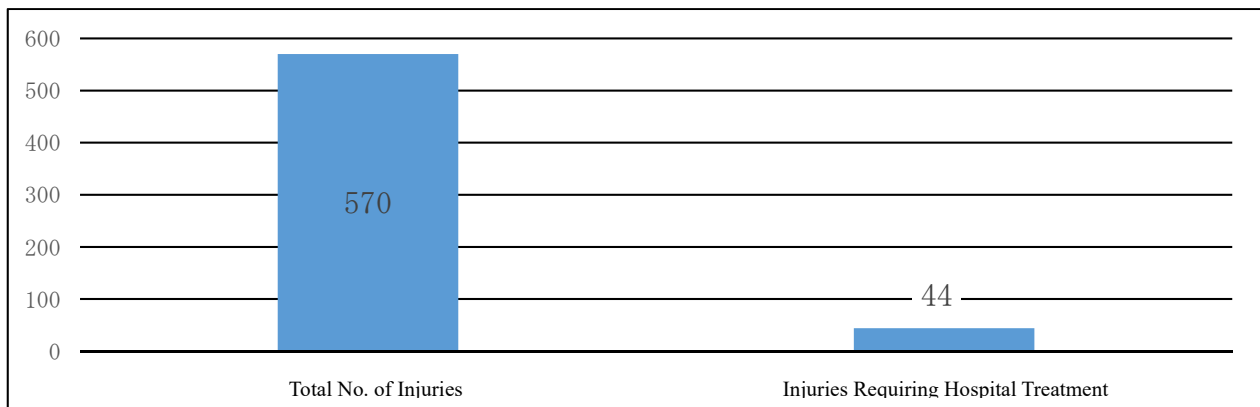
## Chapter 3 Situation of Injuries

### 1 Injuries inside the school

Injuries that occur in-school and are treated at the school infirmary are documented as, “School Infirmary Data.” “School Infirmary Data” does not include injuries that are not treated at the school infirmary for example injuries occur on school over-night(s) events or club activities during off-school days.

The “School Infirmary Data” injuries that require hospital treatment are documented as, “School Infirmary and Hospital Treatment Data.”

Table 3-1 Number of injuries during the 2015 School Year (From “School Infirmary Data” and “School Infirmary and Hospital Treatment Data”) ( No. of cases)



(1) Situation of injuries occurrence including minor ones (From “School Infirmary Data”)

Table 3-2 By location (2015 School Year) (No. of cases)

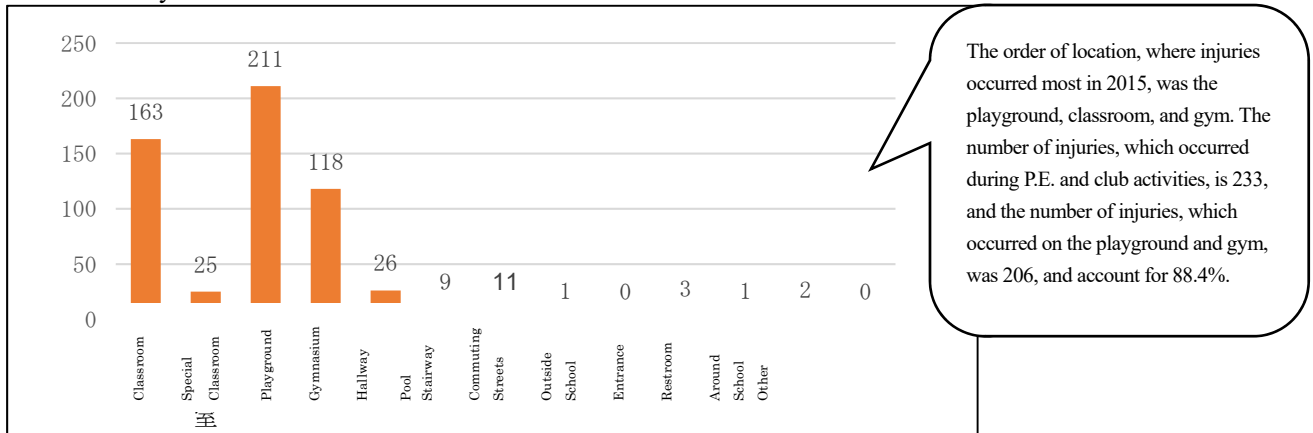


Table 3-3 By time zone (2015 School Year) (No. of cases)

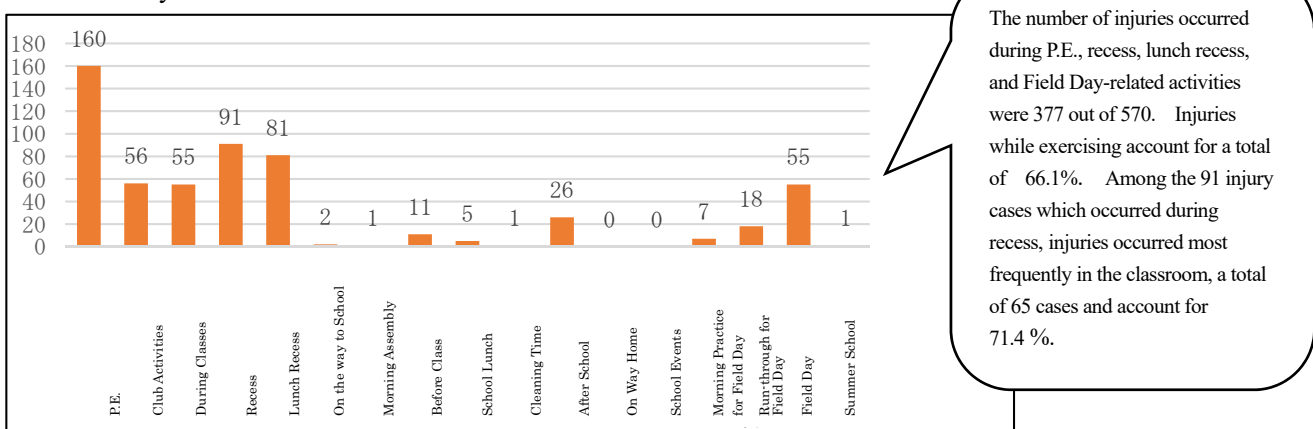
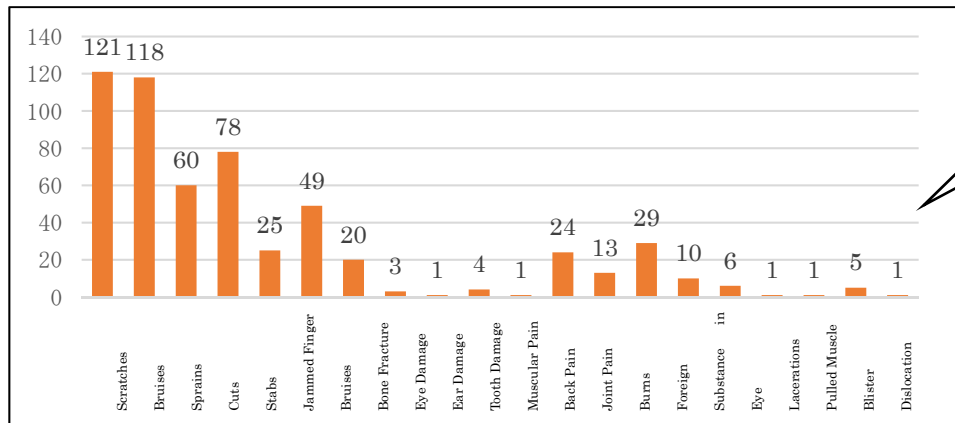


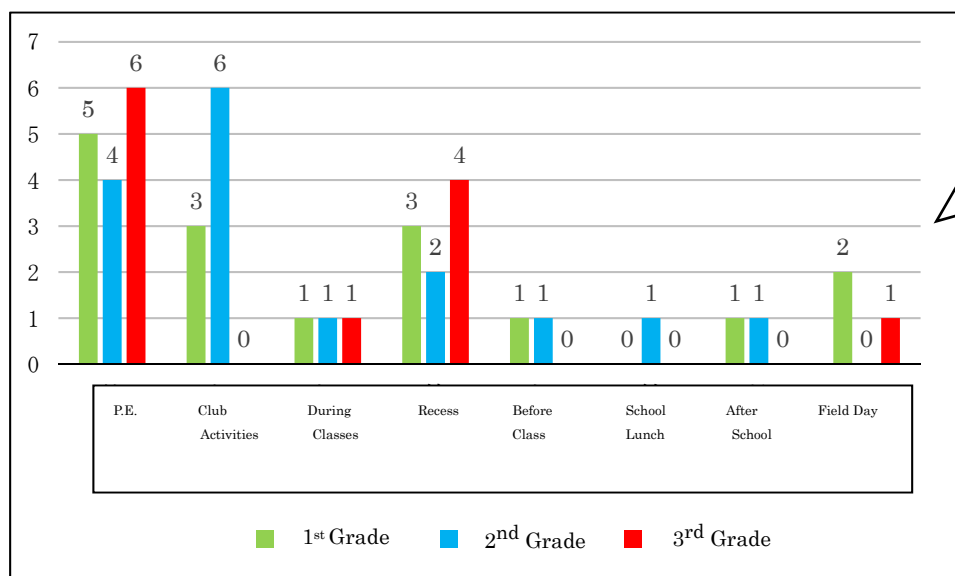
Table 3-4 Types of Injuries (2015 School Year) (No. of cases)



Scrapes and bruises were most common in 2015.

(2) Occurrence of Injuries that Required Hospital Treatment (From “School Infirmary and Hospital Treatment Data”)

Table 3-5 Injuries that Required Hospital Treatment by Grades (2015 School Year) (No. of Cases)



This graph explains the 44 injuries that required hospital treatment in 2015. The number of injuries was high during P.E. (34.1%), Recess (20.5%) and Club Activities (20.5%).

(3) Emotional injuries due to bullying (from “Survey about school life” )

The school is aiming to create a bullying-free school where the students can spend their time safely feeling cheerfully and happy.

The definition of bullying is: “an action done by a student who has a certain relationship with the targeted student and the action causes the targeted student emotional or physical pain.” Bullying is a violation of a human right that gives serious influence on the targeted student’s life, healthy growth of his/her emotion and body, and development of personality. Measures, for prevention, early detection and early response, have to be taken against bullying and SNS/ Internet-related trouble, and initiatives must be taken, whether inside or outside of school, to eliminate bullying, respecting all the students’ life, and making sure students can spend their school life without worries.

The school is also enhancing the activities for prevention, early detection and early response, defining bullying as “emotional injury”. “Survey about school life” is conducted 3 times a year (schedule: June, December and February) to detect bullying in the early stage, targeting the students in all grades, and makes efforts to find any incidents that might lead to bullying.

Table 3-6 Survey about school life conducted in 2016

平成28年3月1日  
池田中学校生活指導部

## 学校生活 アンケート調査

年 級 番 氏 名 \_\_\_\_\_

「他の大切さ」「自分さ大切にする」「相手さ大切にする」「自分たちの生活さ大切にする」ということをよく書きて、1学期の学校生活を振り返り、アンケートに書えてください。  
安心して気持ちよく学校生活を過ごせるように、全校をあげて取り組んで行きましょう。

1 1学期の期間中、いじめをうけたことがありますか。

はい ・ いいえ (口をつけてください)

↓ はいと答えた人

・ それほどのようなことですが、具体的に書いてください。  
くいつ・どこで・誰に・どのようにされたか>

2 いじめを受けている人さ、または受けていると思われる人さ見たり聞いたたりしたことが  
あります。

はい ・ いいえ (口をつけてください)

↓ はいと答えた人

・ それほどのようなことですが、下に具体的に書いてください。  
くいつ・どこで・誰が・誰に・どのようにされている>

3 その他、学校内の生活や授業で困っていることがあれば、下に書いてください。

Chart 3-1 Situation of bullying occurrence (from Survey about school life)

	2016
No. of suspected bullying and bullying cases	0
No. of solved cases	0
Under guidance	0

## 2 Injuries outside School

### (1) Emergency Transportation by paramedics for traffic accidents and disaster (Toshima City)

The number of emergency transportation by Ikebukuro Paramedic Unit for traffic accidents and disaster in 2015 was 3759, and this counted the seventh largest number among 243 units.

Ikebukuro Junior High School has been expected as a disaster prevention base since the new school facilities were built, thus we will also work on lifesaving measures for traffic accidents and disasters.

Table 3-2 Change in the top 10 units of paramedic dispatches over the past 4 years  
(From Tokyo Fire Department HP)

Rank	2012		2013		2014		2015	
1	Okubo	4076	Okubo	4333	Okubo	4426	Okubo	4385
2	Kanda	3845	Hongo	3919	Totsuka	4026	Totsuka	3902
3	Joto	3765	Ikebukuro	3874	Ikebukuro	3970	Sunamachi	3893
4	Taisimae	3760	Shinjuku Gyoen 1	3860	Hongo	3948	Kyobashi	3835
5	Setagaya	3758	Tachibana	3825	Kyobashi	3859	Fukagawa	3792
6	Tachibana	3757	Ginza	3808	Shimura	3797	Oshima	3770
7	Shinjuku Gyoen 1	3756	Kyobashi	3774	Joto	3791	Ikebukuro	3759
8	Ogu	3754	Nishi Shinjuku 1	3753	Sunamachi	3769	Nishi Shinjuku 1	3759
9	Nishi Shinjuku 1	3752	Shinjuku Gyoen 2	3745	Nishi Shinjuku 1	3758	Minami Ayase	3756
10	Ikebukuro	3744	Shimura Sakaue	3736	Minami Ayase	3744	Tachibana	3743
Total Unit	233 Units		233 Units		233 Units		233 Units	

### (2) Students' injuries inside the school zone

There are 4 cases of injuries suffered to the students from Ikebukuro Junior High School on the way to/ from school over the past 2 years.

Although the number of the cases is not many, the school is working on prevention of injuries, as well as the injuries inside school.

Chart 3-3 Situation of Occurrence of Injuries in the School Zone over the past 2 years

	2015	2016
No. of cases	2	2
Situation	<ul style="list-style-type: none"> <li>Fell and scraped knees</li> <li>Commuting with poor-fitting shoes and got shoe sore</li> </ul>	<ul style="list-style-type: none"> <li>Fell and scraped knees</li> <li>Sprained ankle in the stairway</li> </ul>

### (3) Injuries caused by intentional factors in our school

In case that a violent act or abuse is suspected, urgent transaction is taken in collaboration with related organizations (Tokyo Child Guidance Center, Child Home Support Center, Toshima City Board of Education, Police Station, etc.). The school is presently continuing to watch over the students while exchanging information with some families.

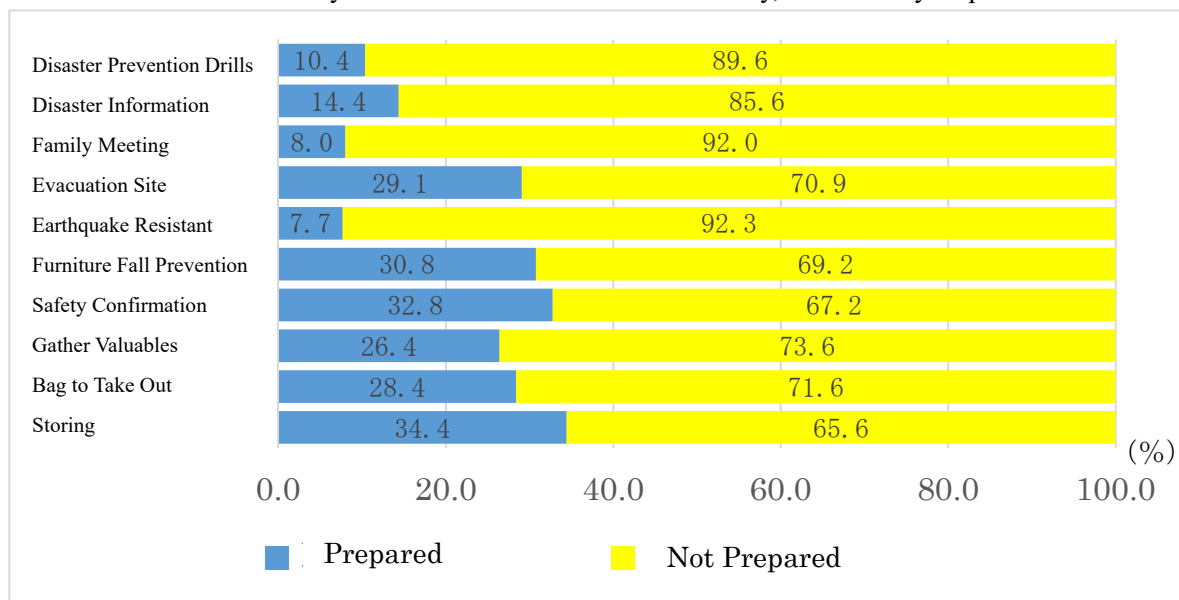
#### (4) Disaster prevention at home and in local community

There are many wooden houses in this school zone and the width of many streets (small alleys) is less than 4 meters. People in this are worried about serious damage if or when an expected earthquake with an epicenter directly below the metropolitan area occurs.

Survey indicators of the data of local danger level from the Tokyo Government include, danger level of building collapse, danger level of fire, and overall danger level, as well as there is also an indicator, taking the above-mentioned indicators into consideration, danger considering “difficulty of activity dealing with disaster.” The overall danger level of our school zone is level 3 or 4 among 5 levels, thus the danger level for our school is comparatively high. Against this background, the junior high school students who spend time in the local area during day time are expected to take part in the activities in the case of disaster.

On the other hand, the students’ awareness toward disaster prevention is not enough. The students are still required to study about disaster, deepen the knowledge, and realize that they are responsible for disaster prevention in the local community.

Table 3-14 Awareness Survey about Disaster Prevention (As of May, 2017 Survey respondents 299)



#### (5) Trouble caused by SNS

Along with the rapid popularization of smart phones, more trouble has been occurring due to SNS. The prevalence of smart phone and the number of trouble have been increasing. From the view point of preventing bullying which might cause emotional injuries, it is necessary to teach proper way to use SNS.

Chart 3-3 The number of trouble cause by SNS

	2016 (Survey respondents 262)	2017 (Survey respondents 303)
Prevalence of communication devices such as smart phone	89%	88%
No. of occurrence	12	20
Common incidents	<ul style="list-style-type: none"> <li>• Slander</li> <li>• Excluded from the group</li> <li>• Account being hacked</li> <li>etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures being posted without authorization</li> <li>• Excluded from the group</li> <li>• Slander</li> <li>etc.</li> </ul>



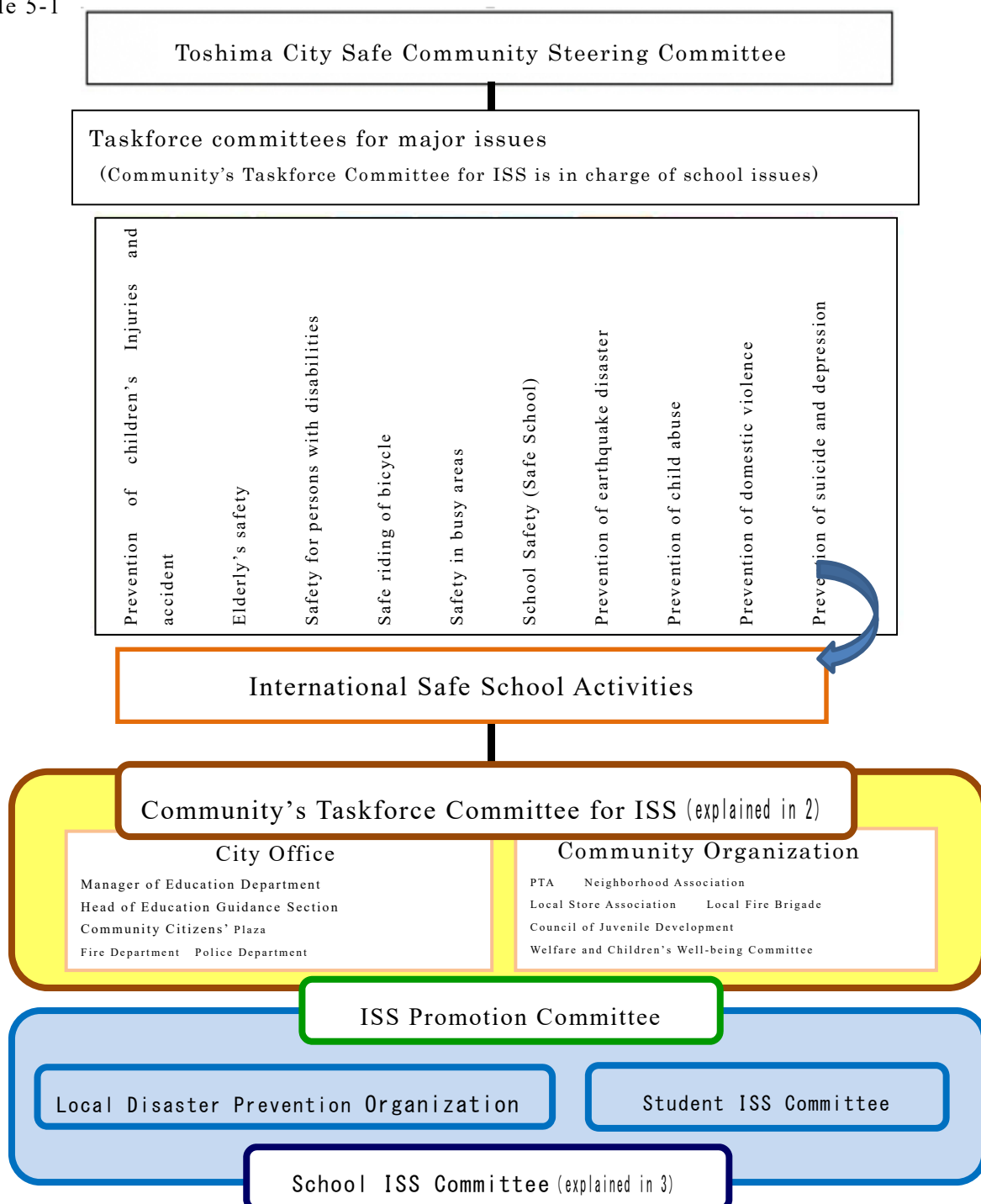


Indicator 1: An operational infrastructure to work on safety improvement has been established based on collaboration among teachers & students, office & technical staff, and parents

1 International Safe School steering organization

International Safe School activities have been transferred to the Board of Education from the School Safety Taskforce Committee of the Toshima City Safe Community Steering Committee. The school belongs to the Community Taskforce Committee which consists of members of PTA, Neighborhood Association, Council of Juvenile Development, Welfare and Children's Well-being Committee, etc., aiming prevention of traffic accidents and deterrent of crimes committed by suspicious persons, as well as to the Community Taskforce Committee for ISS which consists of teachers' organization. The Student ISS Committee carries out activities with support from the above organizations.

Table 5-1



## 2 Community's Taskforce Committee for ISS

### (1) Community's Taskforce Committee for ISS

The Community's Taskforce Committee for ISS that serves as a facilitator of Safe School is chaired by the representative of the Neighborhood Association directors and consists of members/officers of PTA, Neighborhood Association, Local Store Association, Local Fire Brigade, Council of Juvenile Development, Welfare and Children's Well-being Committee, Community Citizen's Plaza, Ikebukuro Police Station, Ikebukuro Fire Station, Toshima City Board of Education, and Toshima City. As a general rule, the Committee meeting is held once every school semester, where school and community activities and problems are reported to be shared and opinions are exchanged.

Table 5-1

	Date of Meeting	Agenda
2016	Sept. 29	Introduction of horizontal banner Observation report of advanced ISS
	Mar. 13	Introduction of sash and cap
2017	June 2	Creation of local safety map Scheduling of evening patrol, etc.

### (2) Activities of Community's Taskforce Committee for ISS

The Committee identified problems and exchanged opinions to remove dangerous environments surrounding students. The Committee also carries out specific supportive activities of various organizations such as Neighborhood Association.

In 2017, the Committee helped the students' field work for making "Community Safety Map", and conducts "Evening Patrol" to watch over the students on their way home after club activities led by Neighborhood Association, Juvenile Development Committee, PTA, etc.



Table 5-2

Category	Group/Organization
Residents' Organization	Neighborhood Association director
	Representatives of organizations related to Youth Sound Growth Association
	PTA
School Organization	School Representatives
Administrative organ	Police Station, Fire Station, Concerned personnel
	Toshima City

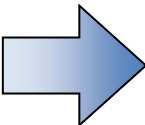
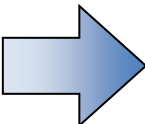
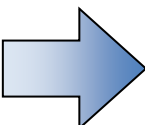
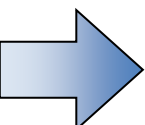
Table 5-3

	Date of Meeting	Agenda
2016	Jan. 16-20	Morning Greeting Program (5 days)
	Mar. 14-16	Morning Greeting Program (3 days)
2017	May 22-26	Morning Greeting Program (5 days)
	June 12	Start of Evening Patrol
	June 12-16	Morning Greeting Program (5 days)
	June 25	Local Disaster Prevention Drill
	July 8	Cooperation in creation of local safety map
	June 12, 26, July 4, 12, 20 July 4, 12, 20	Evening Patrol
	July 21-23	Festival Patrol

## Chapter 4 Setting targets for prevention measures based on the occurrence of injuries situation

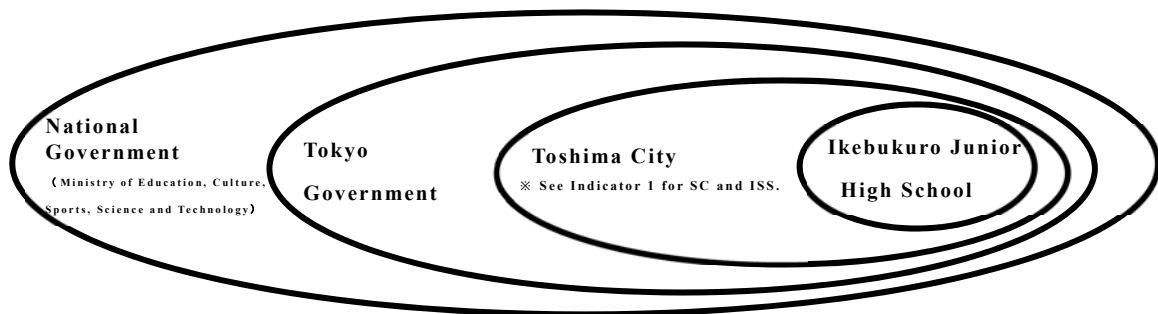
Based on occurrence situations of injuries, targets for prevention measures are set for effective implementation of prevention activities with reference to the occurrence of injuries both inside and outside school.

Table 4-1

Occurrence situation of injuries		Prevention Measures	
Inside School	<ul style="list-style-type: none"> <li>○ Of all injuries, including minor ones, injuries during P.E. class, at recess, lunchbreak, and extracurricular activities accounted for a high percentage. 2015 66.1% (see Table 3-3)</li> <li>○ There many injuries that occurred at playground or gym during P.E. or club activities. 2015 88.4% (see Table 3-2)</li> <li>○ There are many injuries that occurred in a classroom during recess. 2015 71.4% (see Table 3-3)</li> <li>○ As for the injuries that required hospital treatment, many injuries occurred during P.E. (7.7% of the whole body) 2015 34.1% (see Table 3-5)</li> <li>○ There are worries about bullying that might cause emotional injury.</li> </ul>		Injuries that occurred during recess Injuries that occurred while exercising (P.E., club activities, Field Day, etc.)
			Emotional injury due to bullying
Outside School	<ul style="list-style-type: none"> <li>○ The number of disaster(fire) cases that occurred in Toshima City over the past 2 years is 123. ※The assumption in the case of an earthquake whose epicenter is directly under Tokyo (North side of Tokyo Bay Earthquake), based on the Great East Japan Earthquake, some areas will experience maximum seismic intensity 7, and 70 % of the city areas will experience seismic intensity 6 plus or more. Moreover, the crowded residential areas with many wooden houses will experience major damage due to building collapse/ fire, and the expected casualties will be about 9,700 at most. The overall danger level in the school zone in the case of disaster is 4 or 3.</li> <li>○ There are SNS-related problems that might cause emotional injuries. 2016 12 件 (See Chart 3-3)</li> </ul>		Response to emergency
			Emotional injuries due to SNS caused trouble

Indicator 2 Policies and plans/measures have been determined in accordance with the directional movement of the local government and Board of Education and stipulated clearly, by going along with the Safe Community project.

Table 5-5 Relationship with governments with regards to the school



#### 1 National (Ministry of Education, Culture, Sports, Science, and Technology) Policy “Plan to promote school safety part 2”

In April 2012, the Ministry of Education, Culture, Sports, Science, and Technology released the basic directions of policies related to school safety for the next 5 years (2012-2016,) and in March, 2017 the revised policy (Plan part 2) by the Cabinet. The safe school program was recommended as a demonstrative and scientific program to promote school safety.

##### Development of Policy Based on Ideas of Safety Promotion

- Maintenance and strengthening of the system to collect information on incident and accident disasters
- Strengthening of function for analysis and investigation to provide demonstrative safety control
- Recommendation of cases of outstanding programs (ISS, etc.)

#### 2 Measures taken by Tokyo Metropolitan Board of Education

##### (1) “Safety Education Program”

In order to promote safety education that aims to have all students acquire ability to predict and avoid danger and quality/capability to contribute to other people and society. The Tokyo Metropolitan Board of Education created the “Safe Education Program” as the material for comprehensive guidance in 2009 and has been distributing it to all teachers of the municipal schools in Tokyo. The material distributed are utilized at each school for development of safe education.

##### (2) “Anti-bullying Comprehensive Measures Part 2”

In accordance with “Tokyo Municipal Ordinance on advancement of bullying prevention measures”, which came into effect in June, 2014, the Tokyo Municipal Board of Education, in July of the same year, Tokyo Metropolitan Board of Education made “Tokyo Municipal Fundamental Act on advancement of bullying prevention measures” and “Tokyo Metropolitan Board Of Education Anti-bullying Comprehensive Measures (previously called Anti-bullying Measures)”. The Anti-bullying Measures was revised in 2016 taking the results and problems of the activities over the past 3 years into consideration, and “Anti-bullying Comprehensive Measures Part 2” was made. “Anti-bullying Comprehensive Measures Part 2” was distributed to all the teachers in Tokyo and in use at each school.

##### (3) “Human Rights Education Program”

This is a practical guidebook on human rights education for teachers of municipal kindergartens and schools in Tokyo. This guidebook covers attitude to promote human rights, preparation of comprehensive plan and annual educational programs for human rights education, practice/guidance examples for each human rights issue, relevant materials on human rights education, etc. and is utilized at each school.

### 3 Toshima City Policies

#### (1) “Toshima Education Vision 2017”

Excerpt from 【Chapter 2 School Education 6. Programs for International Safe School Initiatives】  
Toshima City is aiming to obtain ISS designation for all elementary and junior high schools, setting the goals to advancing the creation of safe and secure schools, developing the students' abilities to avoid danger, and improve the watch-over system in coordination with local community and parents.

#### (2) Policy regarding school safety within the safe community

The school safety taskforce (community taskforce) working together with Toshima City safe school steering committee has discussed basic policies and has promoted the safe school activities.

Chart 5-5

Prevention Target	Challenge	Measures
Injuries inside the school (during recess, exercising, etc.)	Development of students to predict and avoid dangerous situations.	Safe school activities led by the students themselves
	School instruction system	Data sharing, Safety instruction, environmental maintenance
	Prevention of bullying Improvement of social skills	Advancement of emotional education
Injuries outside the school (emergency response trouble due to SNS, etc.)	Improvement in awareness of disaster prevention Response in the case of disaster	Conducting evacuation and disaster prevention drills
	Improvement of safety awareness of SNS, etc.	Safety seminars

### 4 School policies of Toshima City Ikebukuro Junior High school

#### (1) School operating policies

##### **Educational Goals**

Raise up the students who live through vigorously and proactively based on a spirit of respecting human rights

Become a person who aggressively studies and puts it into practice

Become a person who has a grateful heart and takes responsibility

Become a person who is both mentally and physically healthy

**School Goal: School that has full of attractiveness and vitality and is trusted by the local community and parents**

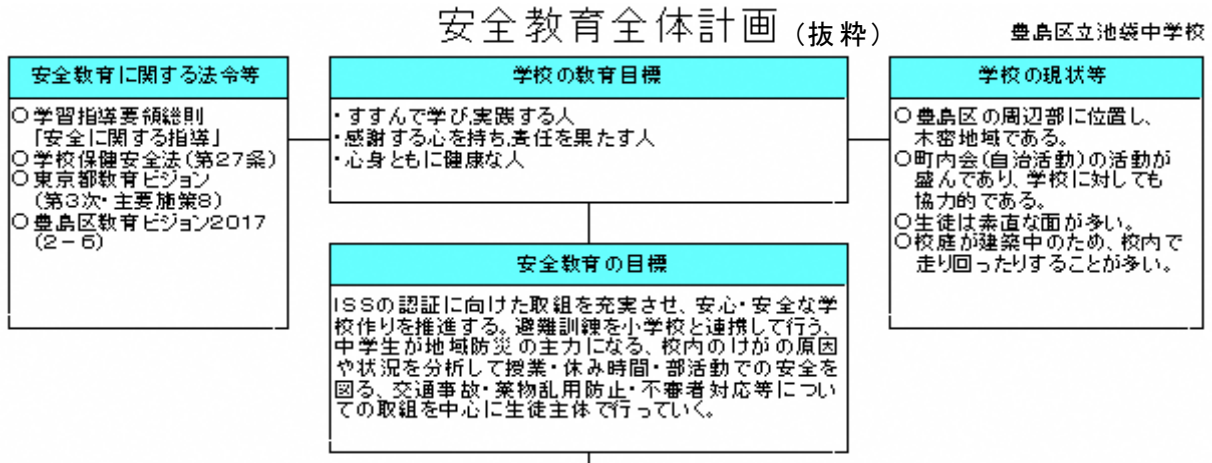
In August, 2016, Toshima City Ikebukuro Junior High School moved into a school building which is shared with an elementary school and junior high school. While “Ikebukuro Junior High School” and “Ikebukuro Honcho Elementary School” are sharing the facilities, the school started with a sense of unity as an integrated school, assuring their own independence. The school provides the students a 9-year consecutive study and development experience.

Therefore, the school is making efforts to create a safe and secure educational environment under the policy of national government, Tokyo government, Toshima City Safe Community, and Toshima City Board of Education. The school works on raising up the students who live through strongly and proactively with the spirit of human rights respect, and sets the goal to create a school that has attractiveness and vitality and be trusted by the local community and parents.

## (2) Overall plan of safety education

The school conducts safe instructions in accordance with the school educational goal, following the overall plan of safety instructions, and the ISS activities are included in the overall plan.

Table 5-6



## (3) Safety education annual instruction plan

The school carries out in accordance with the Safety educational annual instruction plan. All through the year, the school gives safety education intentionally and systematically in ISS activities, safety instructions, evacuation drills, each class, and special activities.

Table 5-6

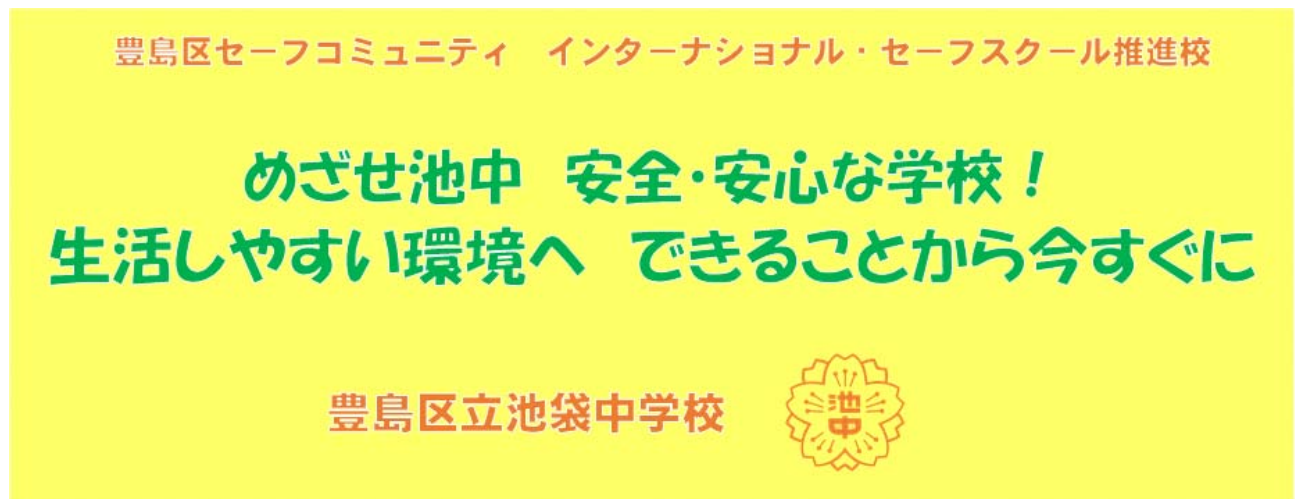
### 2017 School Year Safety Areas Annual Instruction Plan (Excerpt)

Toshima City Ikebukuro Junior High School  
(Grade1-3)

	Goals	Safety Management	Safety Instruction Contents	Drills, etc.
April	<ul style="list-style-type: none"> <li>Check out school commuting routes and commute safely</li> </ul>	<ul style="list-style-type: none"> <li>Understand the commuting routes</li> <li>Set up safety rules</li> <li>Create evacuation routes</li> </ul>	<ul style="list-style-type: none"> <li>Confirmation of commuting routes(document in the student understanding chart)</li> <li>Knowledge of safe school life</li> <li>Traffic safety week in spring</li> </ul>	Occurrence of earthquake
May	<ul style="list-style-type: none"> <li>Learn how to make a first move in the case of earthquake</li> </ul>	<ul style="list-style-type: none"> <li>Pool inspection</li> <li>Countermeasure against earthquake</li> </ul>	<ul style="list-style-type: none"> <li>Safety instructions at the pool</li> <li>Evacuation drill in the case of earthquake</li> </ul>	Fire evacuation drill (started in science room)

(4) Slogan for students' activities

Table 5-7



Students'ISS Committees that plays the central role in the ISS program was set up in June 2016. It was then proposed by the Committee to create a slogan for goal setting of the student activities. The slogan was chosen from entries from each class. The Committee made banner flags, caps and sashes with the slogan on them, introduced them to inside and outside the school, and are utilizing them.

(5) PTA's policies on creating a safe school (since May, 2016)

In order to create a safe and secure school, the school, parents and the local community are working in collaboration, and PTA is playing the central role. PTA is encouraging many parents and local residents to understand and participate Safe School activities.

- Friendly Greeting Program at the school gate in the morning
  - Evening Patrol on the way home after club activities
  - Safety Seminar (with collaboration from Ikebukuro Police Station)
  - ISS Community Taskforce Committee I S S
  - Creation of AED map & Field survey (1<sup>st</sup> grade)
  - Creation of disaster prevention map (2<sup>nd</sup> grade)
  - Life saving lecture (3<sup>rd</sup> grade)
- } with collaboration from parents and local community



Indicator 3 : There are long-term, sustainable, operational school programs covering both genders and all ages, environments, and situations

The following is the overall picture of the long-term and sustainable programs towards an International Safe School.

The following chart indicates the summary of inside and outside the school programs by targeted parties, such as students, teachers, parents and local community. The number, for example, “1-1” means Key Factor 1 and Countermeasure 1.

<Key Factors>

- |  |  |
|--|--|
| 1. Development of students' ability to predict & avoid risks | 4. Improvement of disaster awareness & Response against disaster |
| 2. Educational guidance system of the school                 | 5. Improvement of safety awareness for SNS, etc.                 |
| 3. Prevention of bullying & Improvement of social skills     | 6. Environment maintenance                                       |

Table 5-7

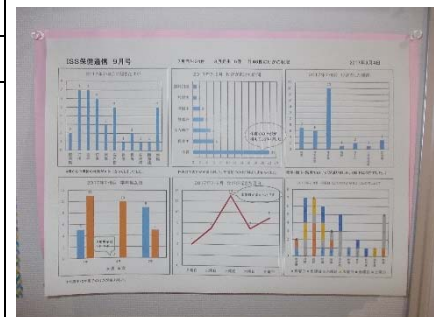
			Students	Teachers	Parents	Community
Inside School	Physical	Injuries	1-1 1-2 1-3 1-4 1-5 1-6 1-7 1-8 1-9 1-10 1-11 2-3 2-7 2-8 4-5 6-1	1-1 1-2 1-3 1-4 1-5 1-6 1-7 1-8 1-9 1-10 1-11 2-1 2-3 2-4 2-5 2-6 2-7 2-8 4-5 6-1 6-2	1-5 1-7 1-9 1-10 2-6	1-5 1-7 1-9 1-10 2-6
	Mental	Prevention of Bullying	1-6 1-7 1-8 1-10 1-11 2-3 2-8 3-1 3-2 3-3 3-4 3-5 3-6 3-7 3-8	1-6 1-7 1-8 1-10 1-11 2-2 2-3 2-8 3-1 3-2 3-4 3-5 3-6 3-8	1-7 1-10 3-4 3-6	1-7 1-10 3-4 3-6
Outside School	Physical	Response to Emergencies	1-3 1-5 1-6 1-10 1-11 2-3 2-8 4-1 4-2 4-3 4-4 4-5 4-6 4-7 6-3	1-5 1-6 1-10 1-11 2-3 2-6 2-8 4-1 4-2 4-3 4-4 4-5 4-6 4-7 6-3	1-5 1-10 2-6 4-1 4-2 4-3 4-6 4-7 6-3	1-5 1-10 2-6 4-1 4-2 4-3 4-6 4-7 6-3
	Mental	Prevention of SNS Problems	1-6 1-10 1-11 2-3 2-8 3-1 3-2 3-3 3-4 3-5 3-7 5-1 5-2 5-3 5-4	1-6 1-10 1-11 2-2 2-3 2-8 3-1 3-2 3-4 3-5 5-1 5-2 5-3 5-4	1-10 3-4 3-5 5-1 5-2	1-10 3-4 3-5 5-1

1 Development of students' ability to predict & avoid risks

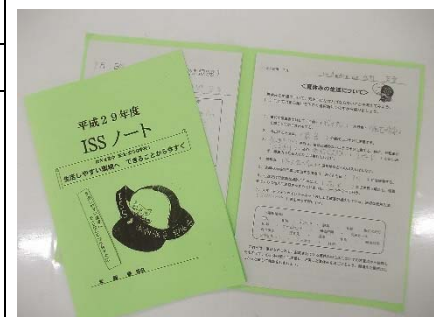
1-1	Awareness survey by the students (see details in Indicator 5 & 4(1))
1.	Students Inside School (Physical)
2.	In order to reduce injuries inside the school, the Student's ISS Committee conduct a survey about the students' behaviors once a month. The collected data is used to think of the countermeasure and set up the next month's goal and activities.
3.	Students (Students ISS Committee) & teachers



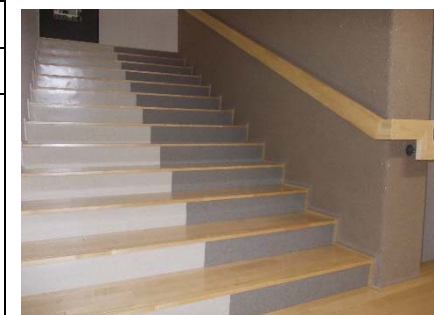
1-2	Distribution of injury data once a month
1.	Students & teachers Inside School (Physical)
2.	The Special-Ed teacher makes a graph about the locations and injuries with the data, and put up "ISS Health News" inside the school once a month. The countermeasures are designed from the data, and the data is used by the classroom teachers to teach their students and by the members of each Committee to work on their activities.
3.	Students (each Committee) & teachers



1-3	Utilization of ISS notebook (see details in Indicator 4 & 2(1))
1.	Students Outside school (Physical)
2.	TSS notebook is used to review the ISS activities such as monthly safe instruction, evacuation drill, etc. The awareness towards safety and disaster prevention is improved by keep adding the activity review in this notebook.
3.	Students & teachers



1-4	Encouraging the students to walk on the right side
1.	Students Inside school (Physical)
2.	The students, led by the School Manner Committee, call on the walking rule inside the school all through year for injury prevention purposes. In the view of environment maintenance, the right half side of the stairways is painted in eye-catching color.
3.	Students (Class Committee, School Manner Committee) & teachers



1-5	Traffic Safety Seminar students (see details in Indicator 4 & 2 (1))
1.	Students & teachers× Outside school (Physical)
2.	In order to improve the students' awareness towards risk management, Traffic Safety Seminar is conducted once in 3 years. With the Scared Straight Method, the students get a real feeling of scare through a recreated traffic accident site and realize the importance of refraining from dangerous behavior which leads to traffic accidents and observing traffic rules. The school carries out instructions about traffic safety all through year.
3.	Students, teachers, parents, and community

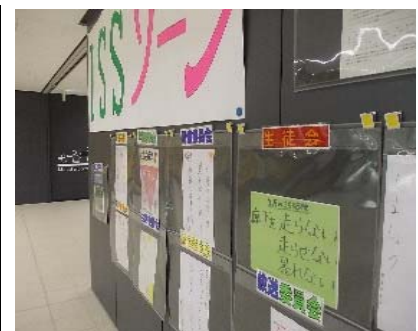
1-6	Posting Student's Council Newspaper (see details in Indicator 5 & 4 (1))
1.	Students×Inside School (Physical & Emotional)
2.	Surveys are conducted to all the students about 6 times a year, aiming a safe and secure school, to learn the situation about injury prevention. The results are put up in a class room as Student's Council Newspaper.
3.	Students (Student Council) & teachers



1-7	Creation of posts & PR activities related to ISS (see details in Indicator 5 & 4(2))
1.	Students Inside school (Physical & Emotional)
2.	ISS Expanded Executive Committee consists of interested students of each class. The initiatives and activities of ISS in the past were summarized in their posts and were used for the exhibition and PR at ISS Zone in front of the arena.
3.	Students (ISS Expanded Executive Committee) , teachers, parents and community



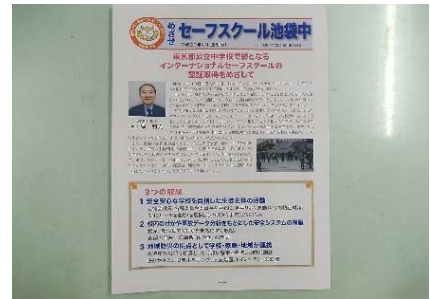
1-8	Encouragement posters from each Committee (see details in Indicator 5 & 4(2))
1.	Students from Committees & teachers×Inside School (Physical & Emotional)
2.	The matters to encourage the students are discussed and decided in the Committee meeting once a month. The posters containing the messages from the Committees are made and put up in classrooms, hallways and ISS Zone for promotion.
3.	Students & teachers



1-9	Enhancement of Committee activities (see details in Indicator 5 & 4(2))
1.	Students× Inside School (Physical)
2.	In the monthly school morning assembly promoted by the Student's Council, each Committee reports their ISS activities and gives advice to prevent injuries.
3.	Students, teachers, parents and community



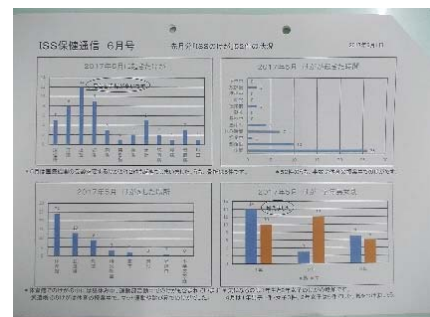
1-10	Issuance of PR letter “Let’s be Safe and Secure Ikebukuro Junior High School”
1.	Teachers×Outside School (Physical & Emotional)
2.	PR letter introducing the activities to obtain ISS designation is issued irregularly. The letter is used by the students to review the activities and make improvement.
3.	Students, teachers, parents and community



1-11	Improvement of students’ safety awareness
1.	Teachers & students×Outside School (Physical & Emotional)
2.	Activities to improve awareness towards injuries, traffic accidents and disasters are conducted through monthly safety instruction. Meetings are held to prevent injuries during the monthly Committee activities, and an announcement is made in the school morning assembly.
3.	Students and teachers

## 2 School instruction system

2-1	Sharing monthly injury data
1.	Teachers×Outside School(Physical)
2.	The special-ed teacher creates graphs with the data of locations and state of students’ injuries, and share the information with all the teachers in the monthly meeting.
3.	Teachers



2-2	Special Support Committee (see details in Indicator 5 & 4(6))
1.	Teachers×Inside School (Emotional)
2.	A meeting about the students’ life style and studies.is held once a month, and then the information is notified of all the teaches to share.
3.	Teachers

2-3	Safety instructions (see details in Indicator 5 & 4(4))
1.	Teachers×Inside and Outside School (Physical & Emotional)
2.	Safety instructions are given every morning in the class activity with regards to the subjects related to safety.
3.	Students & teachers



2-4	Safety inspections
1.	Teachers×Inside School (Physical)
2.	The teachers on duty go on patrolling entire school premises in the morning and after school every day. The school caretaker undertakes school maintenance and facility inspections. All the teachers and employees engage in facility and equipment inspections.
3.	Teachers



2-5	Teaching method seminar for the teachers of sports clubs and P.E. (see details in Indicator 5 & 4(3))
1.	Teachers & students×Inside School (Physical)
2.	About once a month, the leaders of each club, members of the Field Day Execution Committee and all the teachers attend the seminar to master mental training, stretch exercise, etc. in order to make sure the students live a safe school life and prevent injuries.
3.	Teachers & students

2-6	Evening patrol
1.	Parents, teachers, and community×Outside School (Physical)
2.	Following the suggestions from the parents, patrolling is conducted about once a month to protect students on their way home after club activities. The parents, teachers and local residents make several groups and go on patrolling in the school zone.
3.	Teachers, parents and community



2-7	Response to the injuries during sports events (Field Day)
1.	Teachers & students×Inside School (Physical)
2.	As for the sports events such as Field Day, the students are advised to wear protections to prevent injuries, and the teachers discuss change or improvement of the games/ performances.
3.	Teachers & students

2-8	Creation of ISS activity curriculums (see details in Indicator 5 & 4(4))
1.	Teachers & students×Inside School (Physical)
2.	ISS activities are included in the Safety Education Annual Instruction Curriculums to make sure the students in all grades take part in the ISS activities all through year.
3.	Teachers & students

### 3 Prevention of bullying & Improvement of social skills

3-1	Survey about school life (see details in Indicator 5 & 4(5))
1.	Students & teachers×Inside and Outside School (Emotional)
2.	At the same time as a month-long Fureai(good relationship) campaign, which is designated by the Tokyo Government, a survey about school life related to bullying is conducted 3 times a year. The survey is carried out about not only the actual bullying but also any behavior which might lead to bullying to prevent bullying in advance and detect bullying in the early stage.
3	Students & teachers



3-2	Emotional support by the school counselors (see details in Indicator 5 & 4(6))
1.	Students & teachers×Inside and Outside School (Emotional)
2.	Sometime from late May to early June, each student has an interview with a school counselor to spend time in school harmoniously. Transfer students also have an interview with a school counselor to get used to the school depending on their necessity.
3.	Students (1 <sup>st</sup> graders) & teachers (school counselors)

3-3	Heart Day (Ikenaka Ribbon Campaign)
1.	Students×Inside and Outside School (Emotional)
2.	Responding to the suggestion made by the Student's Committee, the students write down "Heart-warming phrases" or "the phrases that makes you happy" on heart-shaped cards, and put them up on the wall to prevent bullying and live a peaceful school life.
3.	Students



3-4	Moral education open lecture in the local area
1.	Students, teachers, parents and community×Inside School (Emotional)
2.	A moral lecture in every grade opens to the public once a year to promote emotional education in collaboration with families, school and local community. The objectives of the lectures are "For the prosperity of our hometown" or "For the development of better human relationships"
3.	Students, teachers, parents and community



3-5	Cooperation activities between elementary school and junior high school
1.	Students×Inside and Outside School (Emotional)
2.	The students take part in the activities with the students from the affiliated school, Ikebukuro Honcho Elementary School, via "Friendship School Lunch" about 3 times a year to deepen exchanges. Other than that, the school conducts Morning Greeting Program led by the Student's Committees of both schools.
3.	Students from Ikebukuro Honcho Elementary School and Ikebukuro Junior High School & teachers



3-6	Morning greeting exchange program (see details in Indicator 5 & 4(7))
1.	Students×Inside School (Emotional)
2.	Morning greeting exchange program, led by the students from the Student's Committee and the School Manner Committee, is carried out every day, aiming for development of good human relationships and improvement of communication skills. About twice a year, surveys are conducted about the number of the students who respond to the greeting, and this activity is called "Kira Kira greeting competition"
3.	Students (Student's Committee & School Manner Committee), parents, community and teachers



3-7	Green feather fund-raising
1.	Students×Outside School (Emotional)
2.	Every year, the students led by the Student's Committee explain the intention of the fund-raising in the morning school assembly, and encourage everyone to cooperate the activities.
3.	Students (Student's Committee)



3-8	Utilization of Hyper QU (see details in Indicator 5 & 4(8))
1.	Students & teachers×Outside School (Physical)
2.	A psychological test, "Hyper QU" is given the students twice a year for better understanding of their emotion.
3.	Students, teachers, parents and community (Fire Station)

#### 4 Improvement of disaster prevention awareness & Response to disasters

4-1	Lifesaving lecture (see details in Indicator 5 & 4(10))
1.	Students & teachers×Outside School (Physical)
2.	The students take a lifesaving lecture every year, inviting the fire fighters from the local fire brigade/fire station, and practice a lifesaving method and obtain the certificate of the lifesaving lecture. The 1 <sup>st</sup> graders also learns the necessity of lifesaving method from the older students for the preparation of the lifesaving lecture.
3.	Students, teachers, parents and community (Fire Station)

4-2	Community safety map creation by the students
1.	Students, teachers and community×Outside School (Physical)
2.	The students make community safety map every year and this is part of the school annual plan. The 1 <sup>st</sup> graders researched the locations of AED in the school zone by groups, visited the locations, and created a map indicating available days and times with the pictures of the sites. The 2 <sup>nd</sup> graders researched dangerous locations in the school zone and created a safety map reflecting the opinions from the local residents and parents.
3.	Students, teachers, parents and community



4-3	Participation in the disaster prevention drill (see details in Indicator 5 & 4(11) and Indicator 5 & 4(9))
1.	Students, teachers and community×Outside School (Physical)
2.	A disaster prevention, led by the local fire brigade, drill is conducted every year. The students learn how to respond in the case of disaster to be able to play the leading part for the relief activities.
3.	Students, teachers, parents and community



4-4	Improvement of evacuation drill (see details in Indicator 4 & 3(2) and Indicator 5 & 4(9))
1.	Students & teachers×Outside School (Physical)
2.	The students take part in an evacuation drill every month to enhance their disaster prevention awareness. The evacuation drill is conducted assuming every potential disaster and the students learn the responses in the case of fire or earthquake.
3.	Students & teachers



4-5	Utilization of ISS notebook (re-posted)
1.	Students×Inside & Outside School (Physical)
2.	ISS notebooks are used to review ISS activities such as monthly safety instruction, evacuation drill, safety study, etc. The students improve their awareness towards safety and disaster prevention by adding the activity reviews in the ISS notebook.
3.	Students & teachers





4-6	Utilization of the local residents and Collaboration with the community (see details in Indicator 5 & 4(11))
1.	Students, teachers, parents and community×Outside School (Physical)
2.	The school request the local residents for cooperation all through year to teach the students about disasters and disaster prevention measures. The school is expecting the students not only learn from the local residents but also work together in the case of emergency.
3.	Students, teachers, parents and community



4-7	Preparation for a major disaster (see details in Indicator 4 & 3)
1.	Teachers×Outside School (Physical)
2.	The new school building, which was being in use from August, 2016, is designed to become the base in the case of disaster, and is one of the safe evacuation sites in the community.
3.	Students, teachers, parents and community

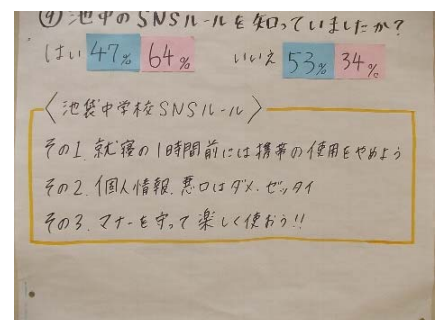


## 5 Improvement of safe awareness towards SNS

5-1	Execution of safety seminar (see details in Indicator 5 & 4(12))
1.	Students, teachers, parents and community×Outside School (Emotional)
2.	The school teach the students how to use information tools properly and avoid becoming a crime victim by inviting officers from the Tokyo Metropolitan Police Department or the specialists in the field of IT.
3.	Students, teachers, parents and community (police station)



5-2	Stipulation of SNS rules (see details in Indicator 5 & 4(13))
1.	Students, parents and teachers×Outside School (Emotional)
2.	Rules about how to use cell phones and smart phones were made to prevent problems by using the results from the survey targeting all the students and the Student's Committee took the leading part. Each family also make rules about how to use mobile phones and smart phones and prevent SNS trouble from happening.
3.	Students, teachers and parents



5-3	Survey about SNS (see details in Indicator 5 & 4(13))
1.	Students & teachers×Outside School (Emotional)
2.	After SNS related trouble occurred among students, the school conducted survey about SNS to learn the situation. The school found out that as the students move up the grades, many of them use various SNS tools, and their knowledge seems to be not enough. The survey is scheduled about twice a year to teach the students how to use SNS properly and prevent SNS related problems.
3.	Students (Student's ISS Committee) & teachers



5-4	Encouragement in the school morning assembly
1.	Teachers×Outside School (Emotional)
2.	In the monthly morning school assembly, the head teacher of school life guidance teaches the students how to use SNS. After that, the students are taught the proper way to use SNS and establishment of human relationship through SNS in each classroom.
3.	Students & teachers



## 6 Environment maintenance

6-1	Encouragement to walk on the right side (re-posted)
1.	Students×Inside School (Physical)
2.	The students, led by the School Manner Committee, call on the walking rule inside the school all through year for injury prevention purposes. In the view of environment maintenance, the right half side of the stairways is painted in eye-catching color.
3.	Students (Student's Committee, School Manner Committee) & teachers

6-2	Safety inspections (re-post)
1.	Teachers×Inside School (Physical)
2.	The teachers on duty go on patrolling entire school premises in the morning and after school every day. The school caretaker undertakes school maintenance and facility inspections. All the teachers and employees engage in facility and equipment inspections.
3.	Teachers

6-3	Preparation for a major disaster (see details in Indicator 4 & 3)
1.	Teachers×Outside School (Physical)
2.	The new school building, which was being in use from August, 2016, is designed to become the base in the case of disaster, and is one of the safe evacuation sites in the community.
3.	Students, teachers, parents and community

Indicator 4 : There are programs that target high-risk groups and environments as well as vulnerable groups

#### Definitions of high-risk and Summary of causes and counter measures

Chart 5-8

	High-risk	Cause	Countermeasure
Situation	1.Response to injuries during Sports event (Field Day)	Among injuries occurred inside the school, Field Day related injuries are most common	<ul style="list-style-type: none"> <li>• Make change or improvement of the game/performance</li> <li>• Wear protections to prevent injuries</li> </ul>
People	2.Improvement of students' safety awareness	Many injuries occur when adults are not around such as during recess	<ul style="list-style-type: none"> <li>• Provide safety instruction every month</li> <li>• Inspire proactive safe activities through Committee activities</li> </ul>
Environment	3.Preparation for a major disaster	Preparation for a major disaster is also a nation's agenda, and the new school building, which is being in use from 2016, is expected to become a disaster prevention base	<ul style="list-style-type: none"> <li>• Introduce the functions of the new school building</li> <li>• Repeatedly practice basic movements through evacuation practices for emergency</li> </ul>

#### 1 Response to injuries during sports events (Field Day)

Among the injuries occurred inside the school, the number of injuries related to Field Day is high including practices and the actual Field Day.

In response to the fact that there were 156 injury cases in the school year of to Field Day and morning practice time for Field Day in May, the school made improvements, having the students wear long gym pants and knee protectors for “centipede competition”, reducing the layer levels of coordinated group gymnastics “pyramids” from 5 to 4, and having the students put on a head cap (head gear) for the selected competitions/performances. As a result, the number of the injury in May, 2016 was 84 and the improvement has been made. (See Table 3-4)

The school will continue to work on the improvement of competitions/performance from the view of injury prevention.





## 2 Activities with regards to students' safety awareness

### (1) Enhancement of safety instructions

The school is working on the activities to improve self-awareness towards injuries, traffic accidents, disaster, etc. using the work sheets below, once a month all through year.

Table 5-8

安全指導 4月

年 組 番 氏名 \_\_\_\_\_

☆通学路を安全に登下校しよう☆

◎自分の通学路を赤でなぞりましょう。



◎自分の登下校について振り返りましょう。

- ・いつも同じ通学路を寄り道せずに通っていますか。
- ・道路に広がって歩いていませんか。

通学路の危険箇所を確認し、安全に気をつけて登下校しましょう。

安全指導 6月

年 組 番 氏名 \_\_\_\_\_

＜熱中症について考えよう＞

① 熱中症を知ろう

熱中症とは？

高温多湿な環境に長時間いることで体温調整機能が乱れ、体内に熱がこもったり急激に汗をかくことで体内の水分や塩分が奪われたりする。それが全身に影響を及ぼし、けいれんやめまい、悪夢、頭痛、吐き気などの症状を表すこと。

② 熱中症の予防策チェック

梅雨の蒸し暑い時期は熱中症が起こりやすくなります。

チェックリストを使って熱中症の適切な予防ができているか確認しましょう！

1. こまめに水分補給をしている。	はい ・ いいえ
2. エアコンの設定は低くなりすぎないよう気をつけている。	はい ・ いいえ
3. 部屋の風通しを良くしている。	はい ・ いいえ
4. 涼しい服装をしている。	はい ・ いいえ
5. 暑い日の外出時には、日傘や帽子を使用している。	はい ・ いいえ
6. 睡眠不足にならないようにしている。	はい ・ いいえ
7. 部屋の温度を測っている。	はい ・ いいえ
8. 運動したあとは塩分の補給を心がけている。	はい ・ いいえ

何項目「はい」にチェックが付きましたか。「いいえ」にチェックがついたところは、意識して改善し、熱中症対策をしましょう。

③ 運動時の熱中症予防について

熱中症は屋内屋外に限らず起こり、睡眠不足や食生活など個人の体質にも大きく左右されます。運動や部活動をするときには、下記の7つのことに配慮して熱中症予防に努めましょう。

体質が悪い・急に熱くなった・蒸し暑い・久しぶりの練習  
炎天下での長時間の練習風がない・練習時間が長い

### (2) Enhancement of Committee activities

The students think by themselves to make an action and try to prevent injuries. Each Committee have a meeting every month, and, in the students' morning assembly, report and make an announcement about the inspection activities. Furthermore, in the Student's General Meeting, where annual activities of each Committee are discussed, each Committee made the following suggestions about ISS activities and the suggestions were approved.

Chart 5-9 Activities of each Committee

Name	Main activities related to ISS
Classroom Committee	<ul style="list-style-type: none"> <li>• Create learning-friendly environment and atmosphere</li> <li>• Instructions and announcement before classes</li> <li>• Thorough encouragement to walk on the right side in the hallway</li> </ul>
School Manner Committee	<ul style="list-style-type: none"> <li>• Thorough encouragement to walk on the right side in the hallway</li> <li>• Morning greeting exchange program</li> </ul>
Beautifulization Committee	<ul style="list-style-type: none"> <li>• Instructions and encouragement about cleaning/organizing the classroom</li> <li>• Cleaning and inspection of school facilities (environment maintenance)</li> </ul>
Library Committee	<ul style="list-style-type: none"> <li>• Create reading-friendly environment and atmosphere</li> </ul>
Broadcast Committee	<ul style="list-style-type: none"> <li>• Announcement about injury prevention, and introduce activities of each Committee</li> </ul>
Health Committee	<ul style="list-style-type: none"> <li>• Sanitary inspection such as the length of finger nails</li> </ul>
School Lunch Committee	<ul style="list-style-type: none"> <li>• Instructions and encouragement for safe lunch serving</li> </ul>



### 3 Preparation for a major disaster

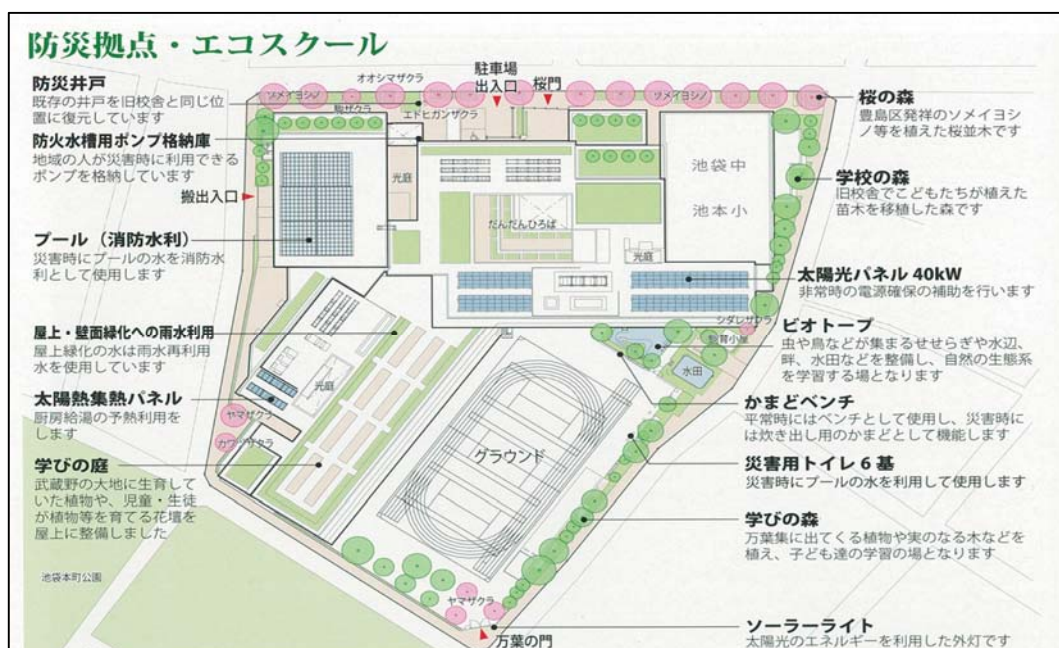
#### (1) Functions of the new school facilities

The school relocated to the new school building in August, 2016 and be expected to become a base for disaster prevention in the local community. The new school facilities have various equipment to be prepared for a major disaster.

- Emergency communication system within school: internal emergency communication system with an emergency call button (all classrooms)
- Emergency power generation system: power generation system which is available for 72 hours in the case of blackout due to disaster
- Cooking stove bench: a bench which is used as a cooking stove in the case of disaster (playground)
- Emergency toilets: “Manhole toilets” which are used as toilets utilizing the pool water in the case of disaster (playground)
- Solar power generation panels: panels assist to secure electric power in the case of emergency (rooftop : 40kw)
- Stockpile warehouse for disasters: food and water are for the students and also for the local residents



Table 5-9



## (2) Evacuation drills

The school, once a month all through year, conducts drills in the case of earthquake, emergency, fire and suspicious persons. The students keep practicing the basic response in the case disaster by attending the drills.

The school has been relocated to the same building where Ikebukuro Honcho Elementary School is since August, 2016, and in principal all the evacuation drills are jointly conducted with the elementary school.



Chart 5-10 Annual plan of evacuation drills

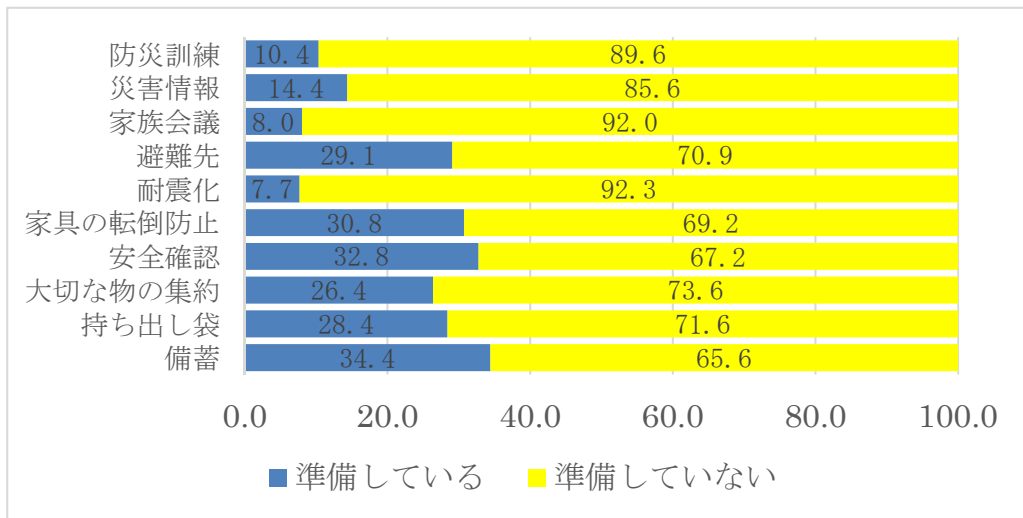
Evacuation drill schedule	Reviewed date	Goals of evacuation drill
Apr. 25 (Tue.)	Apr. 26 (Wed.)	<ul style="list-style-type: none"> <li>• Learn evacuation methods in the case of earthquake, and observe the evacuation rules</li> </ul>
May 26 (Fry.)	May 29 (Mon.)	<ul style="list-style-type: none"> <li>• Hear out the evacuation announcement correctly in the case of fire, and evacuate to the playground quickly</li> </ul>
June 20 (Tue.)	June 21 (Wed.)	<ul style="list-style-type: none"> <li>• Learn the evacuation methods in the case of earthquake during recess, and observe the evacuation rules</li> </ul>
July 5 (Wed.)	July 6 (Thu.)	<ul style="list-style-type: none"> <li>• Learn the evacuation methods in the case of earthquake, and observe the evacuation rules</li> </ul>
Sep. 1 (Fry.)	Sep. 5 (Tue.)	<ul style="list-style-type: none"> <li>• Hear out the evacuation announcement correctly in the case of fire, and evacuate to the playground quickly</li> </ul>
Oct. 16 (Mon)	Oct. 17 (Tue.)	<ul style="list-style-type: none"> <li>• Confirm the second evacuation site, and learn the evacuation methods</li> </ul>
Nov. 28 (Tue)	Nov. 29 (Wed.)	<ul style="list-style-type: none"> <li>• Learn the announcement methods (siren or loud voice) when microphones are not available, and evacuate listening to the instructions carefully</li> </ul>
Dec. 15 (Fry.)	Dec. 19 (Tue.)	<ul style="list-style-type: none"> <li>• Evacuate after the situations/conditions have been changed</li> <li>• Learn the ways to evacuate appropriately without advance instructions</li> </ul>
Jan. 24 (Wed.)	Jan. 25 (Thu.)	<ul style="list-style-type: none"> <li>• Hear out the evacuation announcement correctly, and evacuate to the classroom quickly</li> <li>• Learn the evacuation methods in the case of break-in of a suspicious person</li> </ul>
Feb. 22 (Thu.)	Feb. 26 (Fry.)	<ul style="list-style-type: none"> <li>• Learn the evacuation methods when the classroom teacher is not around, and observe the evacuation rules</li> </ul>
Mar. 6 (Tue.)	Mar. 7 (Wed.)	<ul style="list-style-type: none"> <li>• Learn the evacuation methods when the regular evacuation route is blocked</li> </ul>

Indicator 5 : All programs are from the basis of evidence

# 1 Cause analysis for identifying challenges

	Occurrence situation of injury																																					
Inside school	Table 5-10 Occurrence situation of injuries by time zone (school year of 2015)																																					
	(No. of cases)																																					
	<table><tr><th>Time Zone (Japanese)</th><th>No. of cases</th></tr><tr><td>体育</td><td>160</td></tr><tr><td>部活動</td><td>56</td></tr><tr><td>授業中</td><td>55</td></tr><tr><td>休み時間</td><td>91</td></tr><tr><td>昼休み</td><td>81</td></tr><tr><td>登校中</td><td>2</td></tr><tr><td>朝礼</td><td>1</td></tr><tr><td>授業前</td><td>11</td></tr><tr><td>給食</td><td>5</td></tr><tr><td>清掃中</td><td>1</td></tr><tr><td>放課後</td><td>26</td></tr><tr><td>下校中</td><td>0</td></tr><tr><td>学校行事</td><td>0</td></tr><tr><td>運動会朝練習</td><td>7</td></tr><tr><td>運動会予行練習</td><td>18</td></tr><tr><td>運動会</td><td>55</td></tr><tr><td>サマースクール</td><td>1</td></tr></table>			Time Zone (Japanese)	No. of cases	体育	160	部活動	56	授業中	55	休み時間	91	昼休み	81	登校中	2	朝礼	1	授業前	11	給食	5	清掃中	1	放課後	26	下校中	0	学校行事	0	運動会朝練習	7	運動会予行練習	18	運動会	55	サマースクール
Time Zone (Japanese)	No. of cases																																					
体育	160																																					
部活動	56																																					
授業中	55																																					
休み時間	91																																					
昼休み	81																																					
登校中	2																																					
朝礼	1																																					
授業前	11																																					
給食	5																																					
清掃中	1																																					
放課後	26																																					
下校中	0																																					
学校行事	0																																					
運動会朝練習	7																																					
運動会予行練習	18																																					
運動会	55																																					
サマースクール	1																																					
	<p>The total number of injuries was 570 including minor injuries. The number of injuries while exercising such as during P.E., lunch recess, club activities, Field Day related events was 377, and accounted for 66.1 % of the whole body. The highest injury occurrence time zone is during P.E. and followed by during recess and lunch recess. The number of injuries due to the students' carelessness was 172 and counted for 30.2 % of the whole body.</p>																																					
	Chart 5-11 Occurrence situation of bullying																																					
	<table><tr><td></td><td>2016</td><td>As of July, 2017</td></tr><tr><td>No. of bullying cases</td><td>0</td><td>6</td></tr><tr><td>No. of resolved bullying cases</td><td>0</td><td>6</td></tr><tr><td>Still under guidance</td><td>0</td><td>0</td></tr></table>				2016	As of July, 2017	No. of bullying cases	0	6	No. of resolved bullying cases	0	6	Still under guidance	0	0																							
	2016	As of July, 2017																																				
No. of bullying cases	0	6																																				
No. of resolved bullying cases	0	6																																				
Still under guidance	0	0																																				
	<p>Bullying which might cause emotional injuries occurs every year. The left chart indicates the results from a survey about school life related to bullying, which the school conducts 3 times a year.</p>																																					



	Occurrence situation of injury																																	
	<p>Table 5-11 Awareness survey about disaster prevention (as of May, 2017) (No. of survey respondents 299)</p>  <table> <tr> <th>Disaster Prevention Measure</th> <th>Prepared (%)</th> <th>Not Prepared (%)</th> </tr> <tr> <td>防災訓練</td> <td>10.4</td> <td>89.6</td> </tr> <tr> <td>災害情報</td> <td>14.4</td> <td>85.6</td> </tr> <tr> <td>家族会議</td> <td>8.0</td> <td>92.0</td> </tr> <tr> <td>避難先</td> <td>29.1</td> <td>70.9</td> </tr> <tr> <td>耐震化</td> <td>7.7</td> <td>92.3</td> </tr> <tr> <td>家具の転倒防止</td> <td>30.8</td> <td>69.2</td> </tr> <tr> <td>安全確認</td> <td>32.8</td> <td>67.2</td> </tr> <tr> <td>大切な物の集約</td> <td>26.4</td> <td>73.6</td> </tr> <tr> <td>持ち出し袋</td> <td>28.4</td> <td>71.6</td> </tr> <tr> <td>備蓄</td> <td>34.4</td> <td>65.6</td> </tr> </table>	Disaster Prevention Measure	Prepared (%)	Not Prepared (%)	防災訓練	10.4	89.6	災害情報	14.4	85.6	家族会議	8.0	92.0	避難先	29.1	70.9	耐震化	7.7	92.3	家具の転倒防止	30.8	69.2	安全確認	32.8	67.2	大切な物の集約	26.4	73.6	持ち出し袋	28.4	71.6	備蓄	34.4	65.6
Disaster Prevention Measure	Prepared (%)	Not Prepared (%)																																
防災訓練	10.4	89.6																																
災害情報	14.4	85.6																																
家族会議	8.0	92.0																																
避難先	29.1	70.9																																
耐震化	7.7	92.3																																
家具の転倒防止	30.8	69.2																																
安全確認	32.8	67.2																																
大切な物の集約	26.4	73.6																																
持ち出し袋	28.4	71.6																																
備蓄	34.4	65.6																																
Outside School	<p>Regarding the most important “10 Actions for Disaster Prevention” in the manual “Disaster Preparedness Tokyo”, which Tokyo Metropolitan Government distributed, the results indicates only less than 40 % of the survey respondents answered prepared for all actions.</p>																																	
	<p>Chart 5-12 Awareness survey about SNS</p> <table> <tr> <th></th><th>2016</th><th>2017</th></tr> <tr> <td>Prevalence of communication devices such as smart phone</td><td>89%</td><td>88%</td></tr> <tr> <td>Troubled experience while using SNS</td><td> <ul style="list-style-type: none"> <li>• Slander</li> <li>• Excluded from the group</li> <li>• Account being hacked</li> <li>etc.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Pictures being posted without authorization</li> <li>• Excluded from the group</li> <li>• Slander etc.</li> </ul> </td></tr> </table> <p>While the prevalence of smart phonies about 50% for national average, the school’s rate was 88%, which is 38 points higher. Some students already have troubled experience while using SNS, for example, “Slander”, “Excluded from the group” and “Pictures being posted without authorization.”</p>		2016	2017	Prevalence of communication devices such as smart phone	89%	88%	Troubled experience while using SNS	<ul style="list-style-type: none"> <li>• Slander</li> <li>• Excluded from the group</li> <li>• Account being hacked</li> <li>etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures being posted without authorization</li> <li>• Excluded from the group</li> <li>• Slander etc.</li> </ul>																								
	2016	2017																																
Prevalence of communication devices such as smart phone	89%	88%																																
Troubled experience while using SNS	<ul style="list-style-type: none"> <li>• Slander</li> <li>• Excluded from the group</li> <li>• Account being hacked</li> <li>etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures being posted without authorization</li> <li>• Excluded from the group</li> <li>• Slander etc.</li> </ul>																																



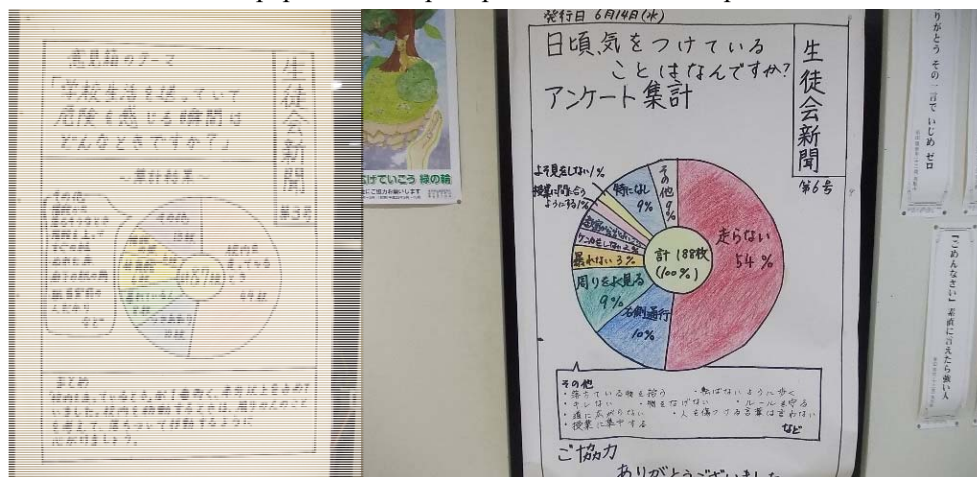
#### 4 5 challenges and 13 central measures

Chart 5-13

	Prevention targets	Challenges	Measures
Inside School	Injuries occurred during recess	1. Development of students' ability to predict and avoid risks	Organizers : students & teachers (1) Awareness survey by the students (2) Enhancement of Committee activities
	Injuries occurred during exercising	2. School instruction system	Organizers : teachers (3) Teaching method seminar of sports club activities and P.E. (4) Creation of ISS activities
	Emotional injuries due to bullying	3. Prevention of bullying and Improvement of social skills	Organizers : students & teachers (5) Survey about actual bullying situation (6) Emotional support by the special-ed teachers and school counselors (7) Morning greeting exchange program (8) Utilization of hyper QU
Outside School	Response to emergency cases	4. Improvement of disaster prevention awareness and Response towards disaster	Organizers : students, teachers, parents and community (9) Disaster prevention drills (10) Lifesaving lecture (11) Participation in local disaster prevention drills, etc.
	Emotional injuries due to SNS trouble	5. Improvement of safety awareness about SNS, etc.	Organizers : students, teachers and parents (12) Safety seminar (13) Creation and understanding of SNS rules

## (1) Awareness survey conducted by the students

In order to enhance the students' spontaneous activities, the Student's Council members take leadership and conduct awareness survey with regards to ISS about 4 times a year. In the school year of 2017, the awareness survey was about "When do you feel danger in school?", "How do you describe the comfortable environment in a safe and secure school?", and "Are you observing the rules about SNS?". The results are represented by a graph on School Council Newspapers and are put up in classrooms or a space called ISS Zone.



## (2) Enhancement of committee activities

Committee activities are conducted routinely. Each Committee holds a meeting once a month, learns the state of the activities, and discuss improvement.

Chart 5-14

Name of Committee	Main initiatives for ISS
Classroom Committee	<ul style="list-style-type: none"> <li>• Create learning-friendly environment and atmosphere</li> <li>• Instructions and announcement before classes</li> <li>• Thorough encouragement to walk on the right side in the hallway</li> </ul>
School Manner Committee	<ul style="list-style-type: none"> <li>• Thorough encouragement to walk on the right side in the hallway</li> <li>• Morning greeting exchange program</li> </ul>
Beautifulization Committee	<ul style="list-style-type: none"> <li>• Instructions and encouragement about cleaning/organizing the classroom</li> <li>• Cleaning and inspection of school facilities (environment maintenance)</li> </ul>
Library Committee	<ul style="list-style-type: none"> <li>• Create reading-friendly environment and atmosphere</li> </ul>
Broadcast Committee	<ul style="list-style-type: none"> <li>• Announcement about injury prevention, and introduce activities of each Committee</li> </ul>
Health Committee	<ul style="list-style-type: none"> <li>• Sanitary inspection such as the length of finger nails</li> </ul>
School Lunch Committee	<ul style="list-style-type: none"> <li>• Instructions and encouragement for safe lunch serving</li> </ul>

We make an announcement during lunch time every day.



In the sanitary inspection, we check each student if the length of their fingernails are appropriate or not.



### (3) Seminar for teachers about sports club activities and P.E. teaching methods

#### ① Stretch seminar for the teachers by a visiting instructor

Since many injuries occur during P.E. in a gym and during club activities, the teachers attended a stretch seminar. In the seminar, the teachers learned the necessity and structure of stretch and points to be careful of when doing stretch, and importance of continuing stretch. After that, the teachers tried stretch and confirmed the characteristic and difference of static stretching and dynamic stretching, and their purposes.



#### ② Swimming teaching method seminar for the teachers by a visiting instructor

The teachers confirmed the response in the case of emergency, emergency contact system, necessary equipment and tools and their usage while teaching swimming, and shared understanding about emergency care system. They also confirmed the points to pay attention when they actually teach students, such as appropriate water level setting, pumping/draining, managing and monitoring system, student counting method while teaching, buddy system, precautions when entering water and during recess, etc.

### (4) Creation of ISS activity curriculum

The school incorporate ISS activities in the annual safety education program and make sure the students in all grades are aware of ISS activities and share understanding all through year. The school makes and carries out annual teaching plans about safety study and safety guidance in each subject and special activities, including disaster prevention drills, safety instructions, health and P.E. class.

### (5) Survey about school life

Considering bullying as “emotional injuries”, the school is reinforcing initiatives for prevention, early detection and early response about bullying. For early detection, “survey about school life” is conducted 3 times a year (June, December and February) targeting the students in all grades, and the school is making efforts to detect incidents which might lead to bullying.

Chart 5-15 Survey items about school life

No	Incidents related to bullying
1	I'm feeling unpleasant due to teasing, slandering, etc.
2	I'm excluded or ignored by other students.
3	Other students bump me lightly, hit me pretending they are just playing, or kick me.
4	Other students bump me, hit me or kick me hard.
5	Other students ask me for money or force me to buy something.
6	My things are hidden, stolen, broken or thrown away.
7	I'm suffering from unpleasant, embarrassing or dangerous behavior, or being forced to do those things.
8	Unpleasant comments are written/posted on the Internet or SNS.
9	I'm suffering from other harassment except for the above-mentions.

#### (6) Emotional support by the school counselor

1. In April, the special-ed teachers and school counselors gave instructions about how to use the school infirmary and counseling room towards 1<sup>st</sup> graders and gave the training to improve social skills. In May, interviews to all the 1<sup>st</sup> graders were conducted to see whether or not they were able to adjust themselves to school life, and to listen their concerns, and the feedback is given to the classroom teachers of each grade for support.

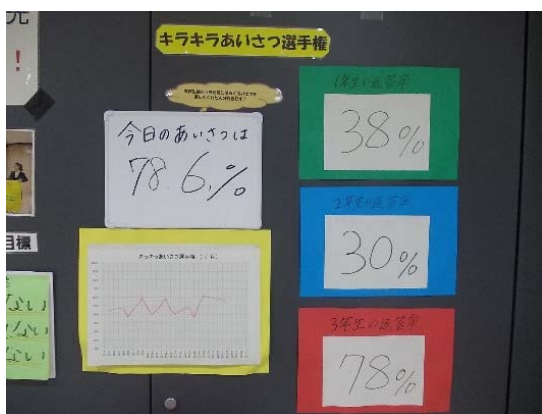
#### 2. Records of school infirmary visits for emotional reasons

Not more than few students visit school infirmary for emotional problems, for example, they physically feel discomfort due to stress, not only because physical injuries. In fact, the number of visits in the school year of 2015 was 21, and 2016 was 18. There was a tendency that the same students frequently visited the school infirmary, and this is because those students were seeking for an emotionally safe space to stay, thus it is necessary to support them to find an emotionally safe space for them

The information was immediately shared with the classroom teachers of each grade, and the school made efforts to respond quickly. As a result, the records contributed to creating an emotionally safe space in a classroom and preventing bullying.

#### (7) Morning greeting exchange program

In the morning greeting exchange program, the members from the School Council and the School Manner Committee, and local residents stand at the school gate every morning, wearing a sash marked ISS and exchange greetings while conducting the program. At the same time, they take data on the number of students who pass the school gate during the time from 8:10 a.m. to 8:25 a.m. and the number of the students who return greetings, and use the data in the discussion on results and measures.



#### (8) Utilization of hyper QU

“hyper QU” is a psychological a psychological test to measure the satisfaction level about classroom and motivation level of school life, and the school conducts the test to learn the students’ inner emotion more correctly.

The school uses hyper QU for bullying prevention and detection, enhancement of better atmosphere in a classroom, as well as deeper understanding of the students.



#### (9) Enhancement of disaster drill

The school is enhancing the activities such as local disaster prevention drill, evacuation drill, creation of AED map and local disaster prevention map, to handle emergency cases. The school conducts an evacuation drill once a month, in the case of earthquake, fire, and break-in of a suspicious person, and the students repeatedly train the basic movement in the case of disaster.

The school has been jointly conducting the evacuation drill with Ikebukuro Honcho Elementary School since August, 2016.



Chart 5-16 Annual evacuation drill plan (Excerpt)

Evacuation drill schedule	Reviewed date	Goals of evacuation drill
Apr. 25 (Tue)	April 26 (Wed.)	• Learn evacuation methods in the case of earthquake, and observe the evacuation rules
May 26 (Fri)	May 29 (Mon.)	• Hear out the evacuation announcement correctly in the case of fire, and evacuate to the playground quickly
June 20 (Tue)	June 21 (Wed.)	• Learn the evacuation methods in the case of earthquake during recess, and observe the evacuation rules
July 5 (Wed.)	July 6 (Thu.)	• Learn the evacuation methods in the case of earthquake, and observe the evacuation rules

#### (10) Life saving lecture

The school invited a lecturer from the Ikebukuro Fire Station and the 3<sup>rd</sup> graders attended a lecture about importance of first-aid treatment, necessity of life saving measure, and importance of chain of survival measures. The students also learned the methods of cardiopulmonary resuscitation such as sternal compression and artificial respiration, and the usage of AED, and importance of those measures, with a video. In July, 2017, the representatives of the 3<sup>rd</sup> graders gave a presentation about the summary of the lecture to the 1<sup>st</sup> graders, and explained the importance of life saving activities in the case of emergency.



#### (11) Participation in the local disaster prevention drill

In June, 2017, the students, teachers and parents participated the local disaster prevention drill hosted by the residents to learn the disaster prevention equipment in the case of disaster. They were able to learn how to use the hose to put out fire, experience smoke surrounded situation, and observed the school facilities in the case of emergency through the drill.

The relationship with the local residents has been deepened by attending the drill, not to mention they improved their awareness about disaster prevention.



## (12) Safety Seminar

Safety Seminar was held for the students in all grades in June, 2017, to improve the students' rules/manners when using SNS, and have them prepared to prevent crime (illegal activities) and avoid becoming a victim.

The students learned that posting pictures or names on the Internet could identify the individual and might develop in the litigation problem, or put yourself in danger. All the students confirmed the importance of understanding Net Literacy.



## (13) Creation of SNS rules

The school made the SNS rules about mobile phones and smart phones with the leadership of the Student's Council, adjusting to the actual circumstances of Ikebukuro Junior High School, to avoid various problems, disturbance of life style, or bad influence to study.

A survey about SNS is conducted regularly and the summary of the results is put up to promote the rules.

Ikebukuro Junior High School SNS rules:

- 1 "Stop using a mobile phone one hour before bed time"
- 2 "Never post personal information or slandering comments"
- 3 "Enjoy using a mobile phone observing the rules"

Table 5-12 Survey about SNS use by the Student's Council

**SNS アンケート** 年 組 \_\_\_\_\_ 名前 \_\_\_\_\_

これからSNSについてのアンケートをとります。  
該当するものに丸をつけて下さい。また選択肢になかったら、  
その他に丸をつけて、からこの中に書いて下さい。

\*① あなたは通信機器を持っていますか？  
持っている (ガラケー、スマートフォン、パソコン・タブレット)  
持っていない

①で持っているに該当した方に質問です。  
\*② あなたはSNSをやっていますか？  
はい (Instagram, Twitter, Facebook, LINE, その他 → \_\_\_\_\_)  
いいえ (めんどう、親との約束、必要がない、その他 → \_\_\_\_\_)

②ではいと答えた人に質問です。  
\*③ なぜSNSをやっているのですか？  
<該当するものにチェックをして下さい。複数可>

☐ 楽しいから ☐ みんなやっているから  
☐ 連絡のためだから ☐ なんとなく  
☐ 役に立つから ☐ 勉強で使用するから  
☐ 仲間外れが嫌だから ☐ その他 ( \_\_\_\_\_ )

③ではいと答えた人に質問です。  
\*④ SNSをやっているうちに困った経験はありますか？  
ある (グループで仲間外れにされた・アカウントをのこされた)  
(悪口やウソを言われた・その他 → \_\_\_\_\_)  
ない

\*⑤ 上記の通信機器の1日の使用時間は？  
<該当するものにチェックをして下さい>

☐ ~1時間 ☐ 3~4時間  
☐ 1~2時間 ☐ 4時間~  
☐ 2~3時間 (詳しく何時間?)

\*⑥ 上記の通信機器でゲームしますか？  
はい → それは何ですか ( \_\_\_\_\_ )  
いいえ

⑥ではいと答えた人に質問です。  
\*⑦ ゲームは1日何時間やりますか？ <からこの中に書いて下さい>  
( \_\_\_\_\_ 時間)

\*⑧ 上記の通信機器を何時まで使用しますか？ <チェックして下さい>

☐ 21時まで ☐ 23時まで ☐ 24時以降  
☐ 22時まで ☐ 24時まで

\*⑨ 池袋中のSNSルールを知っていましたか？  
はい ・ いいえ

**池袋中学校 SNSルール**

その1, 就寝の1時間前には携帯の使用をやめよう

その2, 個人情報、悪口はダメ、ゼリタイ

その3, マナーを守って楽しく使おう!!

Indicator 6 : There are programs that document the frequency and cause of injuries such as accidents, violence, and self-inflicted injuries

1 Records of injuries that occurred inside and outside school

School infirmary data, school infirmary & hospital treatment data, outside school & hospital treatment data, and survey about school life are collected and analyzed by Life Affairs Working Group.

Chart 5-17

1	Records of injuries	Injuries including minor ones (School infirmary data)	The data about the injuries treated in the school infirmary is collected, issued as “ISS Health Newspaper” in the beginning of the next month, and put up in each class room.	Analyzed monthly
		Injuries occurred inside school that require hospital treatment (School infirmary & hospital treatment data)	Among the injuries that were treated in the school infirmary, the injuries required hospital treatment are counted, for example, injuries occurred on the way to school.	Analyzed each semester
		Injuries occurred outside school that require hospital treatment (Outside school & hospital treatment data)	Among injuries that were not treated in the school infirmary, if the injuries were treated in a hospital, those injuries are recorded after interviewing the students, for example, injuries occurred during club activities on school off days or field studies.	
2	Survey about bullying	Number of bullying cases (Survey about school life)	Survey is conducted, targeting all the students, to learn if they have troubles /concerns, and if they think that they or their friends are being bullied or not, looking back their school life.	Analyzed 3 times a year

(1) Collection of data (School infirmary data) including minor ones)

In the daily healthcare journal, the records refer to the injuries occurred on that day, stating grade, class, name, gender, name of injury, time, location, cause, and treatment. The data about the injuries treated in the school infirmary is collected every month, issued in “ISS Health Newspaper (name of the month) edition”, and put up in each classroom.

Chart 5-18 Monthly injury report (Excerpt)

(April 2017 School infirmary data No. of total cases 20 (Hospital treatment cases 4) )

No	Date	Day of week	Grade	Gender	Time	Name of injury	Body part	Location	Cause
1	10	Mon.	1	Male	Recess	Contusion	First finger Left	Classroom	Bumped when tried to move a desk
2	14	Fry.	3	Male	Before class	Cut	First finger Right	Classroom	Cut with a piece of paper
3	15	Sat.	2	Female	P.E.	Bone fracture	Fourth finger Right	Gym	Dodge ball Hit hard → Hospital treatment
4	18	Tue.	2	Male	P.E.	Scratches	Neck	Gym	A jump rope hit and rubbed
5	18	Tue.	3	Male	P.E.	Bone fracture	Left elbow	Gym	While practicing jump rope, broke the balance, fell and hit an elbow → Hospital treatment

Table 5-13 ISS Health Newspaper for June

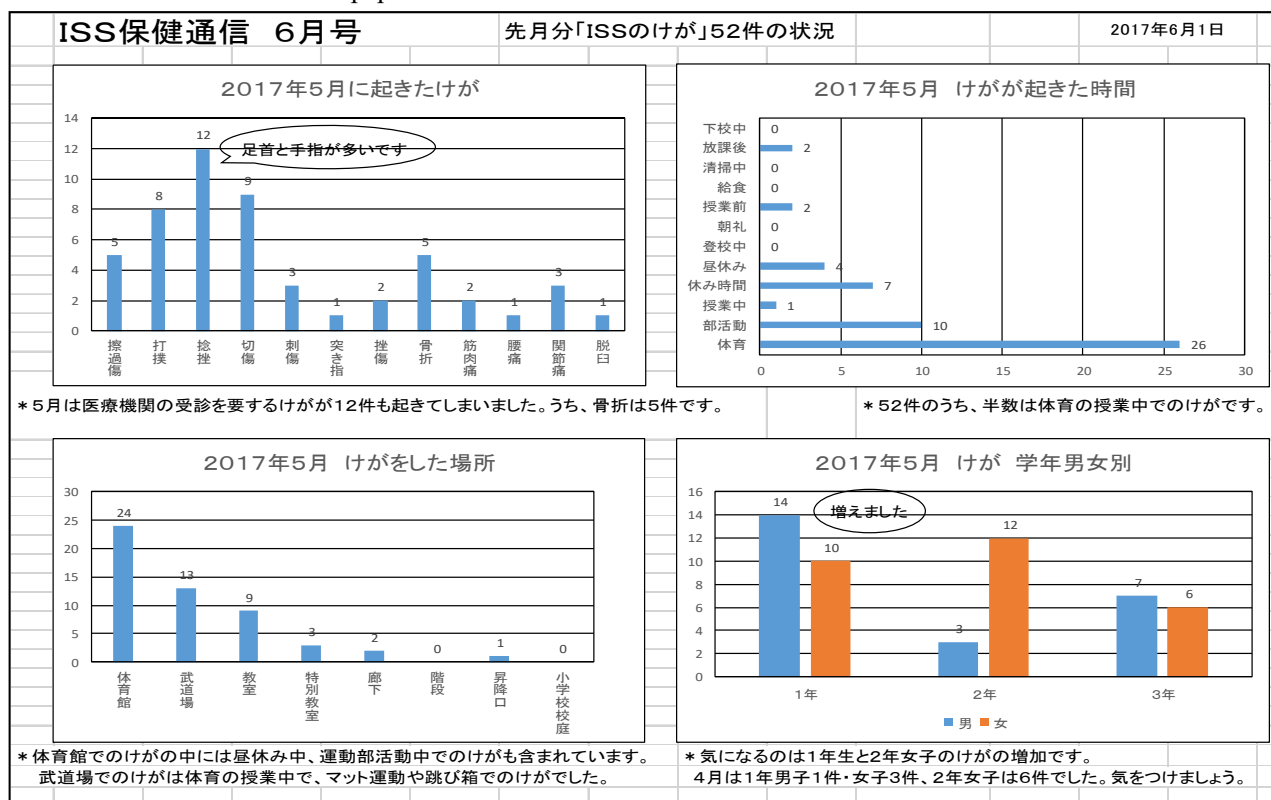
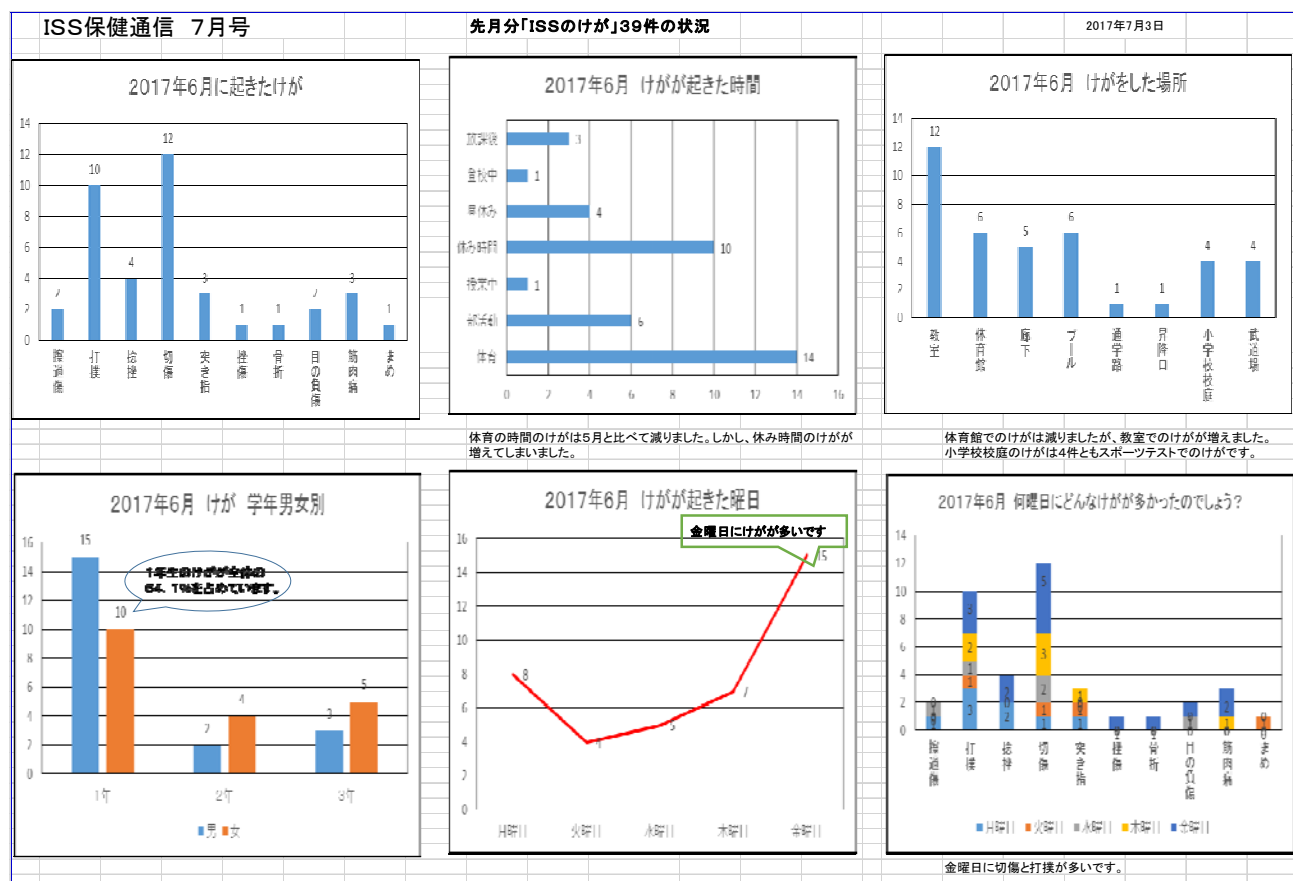


Table 5-14 ISS Health Newspaper for July





(2) Data collection of injuries that required hospital treatment (School infirmary & hospital treatment data and Outside school & hospital treatment data)

The injuries occurred during club activities on off school days and on field study days, and required hospital treatment are also recorded as “School infirmary & hospital treatment data”, as well as “School infirmary & hospital treatment data.”

This form is also used for the application of injury benefit from Japan Sport Council.

Table 5-15 Recording form about injuries that required hospital treatment

Inquiry into injury			
Grade    Class    male • female    Name    Guardian's name			Guardian's seal
Circle the accurate answer and write down necessary comments in detail.			
○Location where injury occurred			
Inside school	Inside school building	Classroom • Gym • Martial arts hall • Hallway • Stairway • Special classroom (name of the room                      ) • Entrance • Pool • Other (name of the location                      )	
Outside school building	Playground • Elementary School's playground • Other (name of the location                      )		
Outside school	Street • Train • Bus • Playground of other school (name of the junior high school                      ) • Other (name of the location                      )		
○Time of injury occurrence			
On the way to school • Morning assembly • Class hour ( time schedule of the class                      ) Subject (name of the subject                      ) • Recess between classes • School lunch • Lunch time recess • Cleaning • After school • Club activity (name of the club                      ) • School event (name of the event                      ) • On the way home			
○Date and time of the injury			
yy    mm    dd    day of the week    :    a.m./p.m. (approximately)			
○Situation of the injury (in detail as shown in the example)			
(when • where?)		(eg.) During P.E. in the gym	
(while doing ?)		While practicing vaulting horse under the teacher's instruction	
(what happened and how?)		Tried to vault over but got caught on the horse and fell	
(which part of the body?)		Right ankle	
(what happened?)		Sustained injury	
○Treatment after the incident			
イ	First treated the school infirmary, then went to a hospital		
□	Went to a hospital several days later, not immediately after sustained the injury		
/ハ	Left school without going to the school infirmary, then went to a hospital		
Name of the hospital		Name of the pharmacy	
○Did you use “Children's Medical Certificate”?    Yes    •    No			
※If the medical points are 500 or more (1 point = 10 yen), you will be subject to injury benefit from Japan Sport Council.			
(If the total points exceed 500 or more after adding the hospital points and pharmacy points, or adding the points for multiple months, you can receive the benefit.)			
In that case, the form will be handed to you and you will be requested to fill out at the hospital/ pharmacy.			

## 2 Finding of the number of bullying cases

### (1) Survey about school life

Survey about school life is conducted each semester targeting all the students looking back the school life, and the number of bullying cases is found.

From the school year of 2017, the school has decided to include, in addition to the survey items “things said/done impulsively” and “things said/done deliberately” (whether it involved violence or not), “things said/done favorably” and “things said/done not intentionally” if the student who was said/done those behaviors felt pain in order to detect bullying in the early stage.

Table 5-16

School Life Guidance Group of Ikebukuro Junior High School

June. 12, 2017

Survey about school life \_\_\_\_\_ grade class student no. name \_\_\_\_\_

Please answer the survey considering “Importance of life”, “Treasure yourself”, “Treasure others” and “Treasure your living” carefully, and looking back your school life in the first semester.

Let's work together to create a school that everyone can spend their school life feeling safe and comfortable.

#### 1 About yourself • Write a circle if the survey item applies to you about the school life (inside and outside school) in the first semester.

No	Worries, concerns and troubles	Yes	No
1	I have worries or concerns about school or friends.		
2	I have worries and concerns about family.		
3	I have worries and concerns about something else.		
4	I don't want to go to school.		
5	I think it's hard to keep living.		

No	About bullying	Yes	No
1	I'm feeling unpleasant, being teased or receiving slanderous comments.		
2	I'm excluded from other students or being ignored.		
3	Other students bump me lightly, hit me pretending they are just playing, or kick me.		
4	Other students bump me hard, hit me or kick me.		
5	Other students ask me for money or make me buy something.		
6	My things are hidden, stolen, broken, or thrown away.		
7	Other students do/ make me do something unpleasant, embarrassing or dangerous.		
8	Other students write/ post something I don't like on the Internet/ SNS.		
9	Other students harass me in other way.		

#### 2 About others • Please write a circle for “Yes” if it happened even 1 time.

No	Worries, concerns and troubles	Yes	No
1	I know somebody who has worries or concerns about school or friends.		
2	I know somebody who has worries and concerns about family.		
3	I know somebody who has worries and concerns about something else.		
4	I know somebody who has worries and concerns about something else.		
5	I know somebody who thinks it's hard to keep living.		

No	About bullying	Yes	No
1	I know somebody who is feeling unpleasant, being teased or receiving slanderous comments.		
2	I know somebody who is excluded from other students or being ignored.		
3	Other students bump somebody lightly, hit somebody pretending they are just playing, or kick somebody.		
4	Other students bump somebody hard, hit somebody or kick somebody.		
5	Other students ask somebody for money or make somebody buy something.		
6	Somebody's things are hidden, stolen, broken, or thrown away.		
7	Other students do/ make somebody do something unpleasant, embarrassing or dangerous.		
8	Other students write/ post something somebody doesn't like on the Internet/ SNS.		
9	Other students harass somebody in other way.		

#### 3 Please write down anything that troubles you about school life or classes in the below.

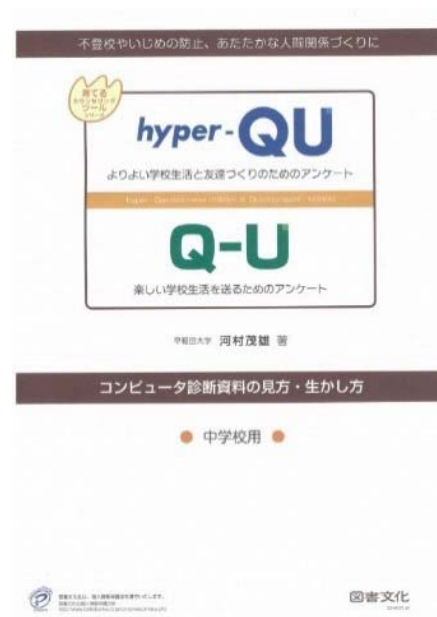
(Write down about your future dream if you don't have anything to write.)

#### 4 If you'd like to consult about something, please write a circle in the box on the right.

## (2) hyper QU

The school conducts “hyper QU” to prevent bullying and detect bullying in the early stage, and enhance the creation of a classroom with better atmosphere.

“hyper QU” provides objective indicators of satisfaction level of classroom, motivation in school life and social skill ability with figures as data.

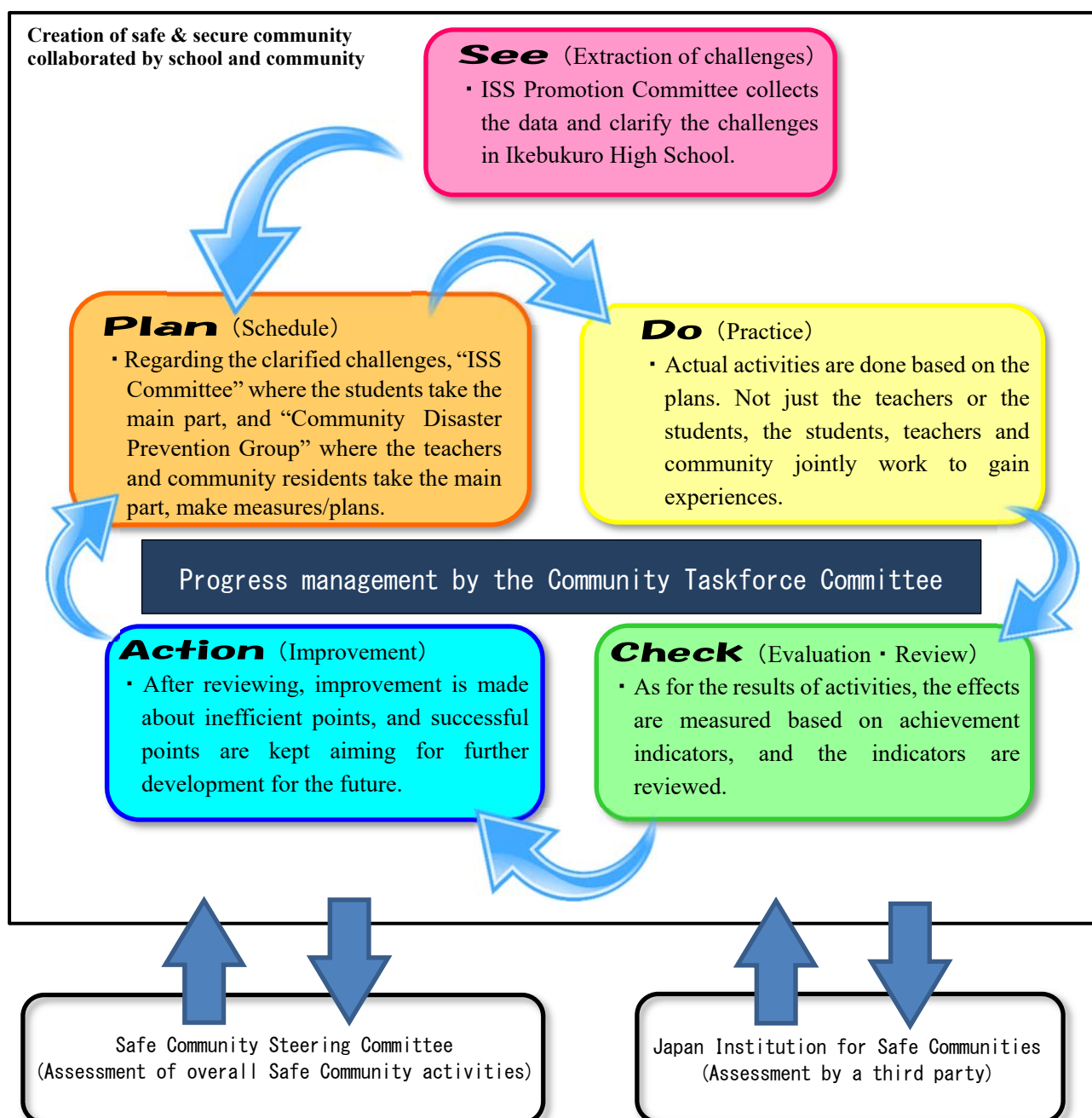


Indicator 7 : There are evaluation methods to assess school policies, programs, processes, and the effects of change

# 1 Progress management of programs

In response to collection and measures/planning conducted by ISS Promotion Committee, the Community's Taskforce Committee plays the role of managing progress of all programs. Based on the achievement indicators, effects are evaluated for improvement.

Table 5-17



## 2 Performance indicators for priority subjects

Chart 5-19

• Identification method (Targeted party)

Priority subjects & measures	Indicators for short & mid-term performances	Indicators for long-term performance
1 Development of students' ability to predict & avoid risks		
(1) Awareness survey initiated by students (2) Enhancement of Committee activities	Indicator 1 : Cause of injuries and degree of understanding • Awareness survey by students (all students) • Committee activity report (students who belong to each Committee)	Indicator 6 : Number of injuries occurred inside school (injuries while exercising and during recess) • School infirmary data (all students)
2 School guidance system		
(3) Seminar for teachers on teaching method of sports club activities and P.E. (4) Creation of ISS curriculum	Indicator 2 : Safety awareness and dissemination • ISS notebook (all students)	
3 Prevention of bullying and Improvement of social skill		
(5) Factual survey on bullying (6) Emotional support by special-ed teachers and school counselors (7) Greeting exchange program (8) Utilization of hyper QU	Indicator 3 : No. of bullying cases • Survey about school life (all students) • Counseling conduct report (all students) • Survey on morning greeting (all students) • Results of hyper QU (all students)	Indicator 7 : No. of emotional injury cases • Survey about school life (all students)
4 Improvement of disaster prevention awareness and Response in the case of disaster		
(9) Implementation of disaster prevention drill (10) Life saving lecture (11) Participation of local community disaster prevention drill	Indicator 4 : Dissemination level of disaster prevention awareness (response to emergency) • ISS notebook (all students) • Review sheet (the students who participated in volunteer activities)	
5 Improvement of safety awareness about SNS		
(12) Implementation of safety seminar (13) Creation and dissemination of SNS rules	Indicator 5 : Dissemination level of safety awareness about SNS • ISS notebook (all students) • Survey about SNS (all students)	Indicator 8 : No. of problems due to SNS (all students) • Survey about SNS (all students)

### 3 Improvement of activities

#### (1) Physical injuries occurred inside school

**Improvement has been made about injuries occurred inside school**

Table 5-18 Change in the injuries occurred inside school

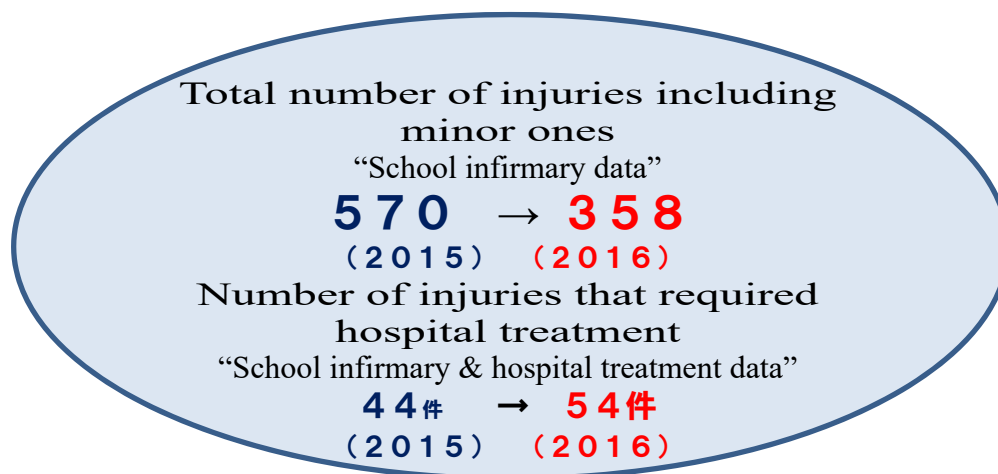
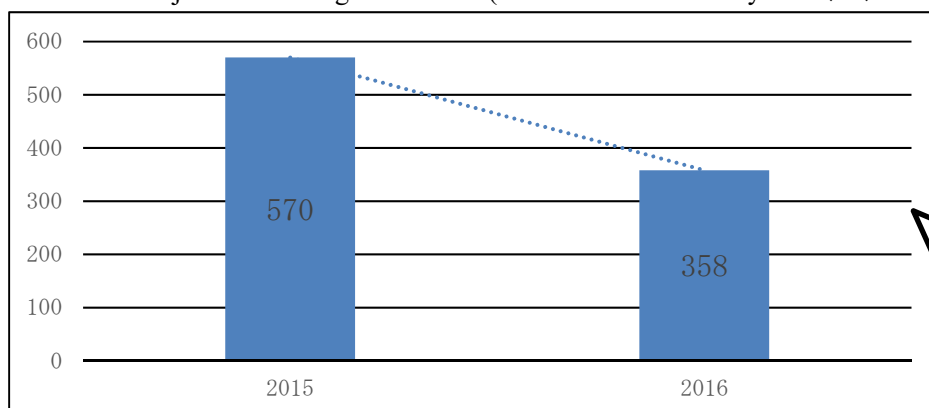
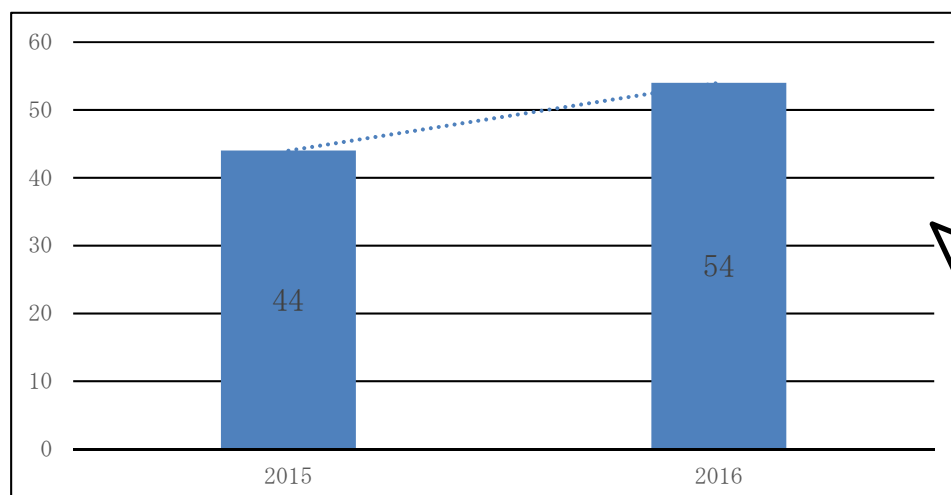


Table 5-19 Injuries including minor ones (from “School infirmary data”) (no. of cases)



In 2015, before the school started ISS activities, 1.9 injury cases occurred per student. In 2016, after the school started the activities, the ratio has been reduced to 1.1 cases per student.

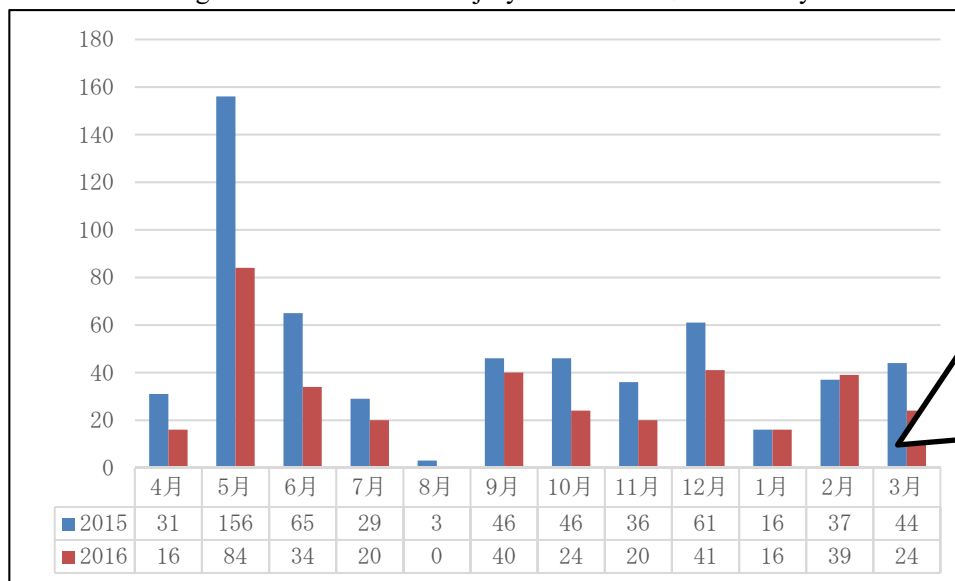
Table 5-20 Injuries that required hospital treatment (from “School infirmary & hospital treatment”) (no. of cases)



The annual number of weddings that require hospital treatment has been increasing. It is necessary to continue working on injury prevention.



Table 5-21 Change in the no. of annual injury occurrence (the school year of 2015 & 2016) (no. of cases)



The reason why there many injuries in May is because the students start Field Day practice. In 2016, the school considered and paid attention to changes of games/performance, and the no. of occurrence has gone down to 46% compared to the previous year.

## (2) Emotional injuries due to bullying

By defining bullying as “emotional injury”, the school is enhancing the activities for prevention, early detection and early response. In order to detect bullying in the early stage, the school conducts “survey about school life” targeting the students in all grades, 3 times a year (June, December and February), and make efforts to find incidents that might lead to bullying.

In the school year of 2016, the number of bullying occurred in the school was 0. However, the survey items have been subdivided since 2017, assuming bullying could happen in any school. As a result, 6 cases were reported as the cases of bullying or the cases that might lead to bullying, but mainly the classroom teachers gave interviews and were able to give guidance depending on the situation.

Table 5-22 Comparison between “Survey about school life implemented in 2016”and “Survey about school life implemented in 2017”

平成27年3月1日  
沼袋中学校生活指導部

### 学校生活 アンケート調査

年 組 番 氏 名 \_\_\_\_\_

「身の大切さ」「自分や大切にすること」「他者や大切にすること」「自分たちの生活や大切にすること」ということをよく覚えて、1学期の学校生活振り返り、アンケートに答えてください。  
安心して気持ちよく学校生活を送るために、全校をあげて取り組んで行きましょう。

1 1学期の期間中、いじめをうけたことがありますか。

はい ・ いいえ (□をつけてください)

↓ はいと答えた人

・ それほどのようなことですか。具体的に書いてください。  
いつ・どこで・誰に・どのようにされたか

2 いじめをうけている人、またはうけていると思われる人を発見したり聞いたことがありますか。

はい ・ いいえ (□をつけてください)

↓ はいと答えた人

・ それほどのようなことですか。下に具体的に書いてください。  
いつ・どこで・誰に・誰に・どのようにされているか

3 その他、学校内の生活や授業で困っていることがあれば、下に書いてください。

沼袋中学校生活指導部  
平成27年5月12日

### 学校生活 アンケート調査

年 組 番 氏 名 \_\_\_\_\_

「身の大切さ」「自分や大切にすること」「他者や大切にすること」「自分たちの生活や大切にすること」ということをよく覚えて、1学期の学校生活振り返り、アンケートに答えてください。  
安心して気持ちよく学校生活を送るために、全校をあげて取り組んで行きましょう。

1a 自分のことについて (1学期の(校外の)生活の中で、当てはまる方に□をつけてください。)

	はい	いいえ
1 学校のことや友達のこと、気になることや悩んでいることがある。		
2 家族や友達のこと、気になることや悩んでいることがある。		
3 その他、気になることや悩んでいることがある。		
4 学校に行きたくないと思う。		
5 生活しているのがつらいと思う。		

1b いじめに悩むことについて

	はい	いいえ
1 がらがわたり、唇口をきかれたり、嫌な思いをされている。		
2 仲間外れにされたり、無視されたりする。		
3 ねぐさつがられ、強盗行為をされて、脅されたりする。		
4 ひどくぶつがられ、叩かれたり、蹴られたりする。		
5 お金を取られたり、おごめられたりする。		
6 物を盗まれたり、盗まれたり、隠されたりする。		
7 いじめなど、恥ずかしいこと、悲しいこと、苦しいこと、させられたりする。		
8 ネットやSNSなどで、嫌なことを言われたりする。		
9 その他、嫌なことを言われる。		

2 周りの人のことについて (1学期でもっとも「いい」に□をつけてください。)

	はい	いいえ
1a 学校のことや友達のこと、気になることや悩んでいることがある。		
2 家族や友達のこと、気になることや悩んでいることがある。		
3 その他、気になることや悩んでいることがある。		
4 学校に行きたくないと思う。		
5 生活しているのがつらいと思う。		

1b いじめに悩むことについて

	はい	いいえ
1 がらがわたり、唇口をきかれたり、嫌な思いをされている。		
2 仲間外れにされたり、無視されたりする。		
3 ねぐさつがられ、強盗行為をされて、脅されたりする。		
4 ひどくぶつがられ、叩かれたり、蹴られたりする。		
5 お金を取られたり、おごめられたりする。		
6 物を盗まれたり、盗まれたり、隠されたりする。		
7 いじめなど、恥ずかしいこと、悲しいこと、苦しいこと、させられたりする。		
8 ネットやSNSなどで、嫌なことを言われたりする。		
9 その他、嫌なことを言われる。		

3 その他、学校内の生活や授業で困っていることがあれば、下に書いてください。  
(書くことがない人は、回答の欄を空けてください。)

4 困ったことがある場合には、右の□に□をつけてください。

#### 4 Evaluation methods and improvements

Chart 5-20 Short to mid-term performance indicators

Indicator	Evaluation method
1	<ul style="list-style-type: none"> <li>○Investigate the changes in the students and evaluate in response to the survey results</li> <li>○Evaluate dissemination &amp; improvement of activities in response to the reviews of each Committee's initiative</li> </ul>
2	<ul style="list-style-type: none"> <li>○Implement seminars mainly for the teachers in charge of P.E. and sports club activities, and evaluate their knowledge before and after the seminars, and changes in their self-awareness</li> <li>○Evaluate changes in response to review sheets which are filled out by the students after taking part in ISS activities</li> </ul>
3	<ul style="list-style-type: none"> <li>○Investigate and evaluate changes in the students from the survey about school life which is conducted 3 times a year to learn the number of bullying cases</li> <li>○Investigate and evaluate changes in the students in response to the report about individual interviews with all 1<sup>st</sup> graders by the school counselors (SC)</li> <li>○Evaluate morning greeting returning ratio</li> <li>○Investigate and evaluate to prevent and detect bullying in the early stage in response to the result of hyper QU which is conducted 2 times a year</li> </ul>
4	<ul style="list-style-type: none"> <li>○Evaluate changes in response to review sheets which are filled out by the students after taking part in ISS activities</li> </ul>
5	<ul style="list-style-type: none"> <li>○Evaluate changes in response to review sheets which are filled out by the students after taking part in ISS activities</li> </ul>

Chart 5-21 Long-term performance indicators

Indicator	Evaluation method
6	<ul style="list-style-type: none"> <li>○Evaluate and analyze overall characteristics all through year and changes over the years to learn the number of injury occurrence inside school by indicating with charts or graphs about the number, ratio and situation of injury occurrence inside school</li> </ul>
7	<ul style="list-style-type: none"> <li>○Investigate changes in the students evaluate by analyzing the changes over the years to learn the number of emotional injury cases in response to survey about school life which is conducted 3 times a year</li> </ul>
8	<ul style="list-style-type: none"> <li>○Investigate changes in the students evaluate by analyzing the changes over the years to learn the number of SNS related problems in response to survey about SNS which is conducted 2 times a year</li> </ul>

Indicator 8 : There is ongoing participation in community, domestic, and international networks

## 1 Participation in domestic networks

The school is a joint school form elementary school to junior high school and is sharing the school facilities with Ikebukuro Honcho Elementary School, which was designated as International Safe School in the school year of 2016. The school interacts with the elementary school on the daily basis, and deepens interchange with other ISS designated schools in Japan.

Chart 5-22

2016	Aug.	Observation and interchange with Chichibu Municipal Chichibu Daini Junior High School
		Observation and interchange with Atsugi Municipal Mutsui Higashi Junior High School
	Sep.	Observation and interchange with Atsugi Municipal Shimizu Elementary School
	Oct.	Observation of Urawa Gakuin private high school Interchange with Ikebukuro Honcho Elementary School (Friendship school lunch)
	Nov.	Observation and interchange with Saitama Municipal Jionji Elementary School
2017	Jan.	Interchange with Ikebukuro Honcho Elementary School (Morning greeting exchange program)
	Feb.	Participation in the ISS designation ceremony at Ikebukuro Honcho Elementary School
	Mar.	Interchange with Ikebukuro Honcho Elementary School (Morning greeting exchange program)
	May	Interchange with Ikebukuro Honcho Elementary School (Morning greeting exchange program)
	Jul.	Interchange with Ikebukuro Honcho Elementary School (Friendship school lunch) Observation and interchange with Chichibu Municipal Chichibu Daini Junior High School
	Aug.	Interchange with Ikebukuro Honcho Elementary School・Ikebukuro Daiichi Elementary School



## ○Interchange with Ikebukuro Honcho Elementary School and Ikebukuro Daiichi Elementary School

Although all the elementary schools and junior high schools in Toshima City are working on ISS activities, Ikebukuro Block (containing Ikebukuro Junior High School, Ikebukuro Honcho Elementary School and Ikebukuro Daiichi Elementary School) is the first Block which has been aiming to obtain ISS designation for the whole school zone with the ties between elementary school and junior high school as a safe community as well.

Besides the friendly interchange between the elementary school students and junior high school students, and joint teaching by the teachers from both elementary school and junior high school, Ikebukuro Honcho Elementary School, which already has been designated as a designation, and Ikebukuro Junior High School and Ikebukuro Daiichi Elementary School, which have been working on designations, discuss the on-going activities to create a safe and secure schools.



## 2 Participation in international networks

Up until now, the school has not been able to participate in the international network yet. The school would like to proceed activities to interact with the designated ISS schools both domestically and internationally from now on.

## Chapter 6 Future efforts and prospects towards development of a safe school

### 1 Current activities

- (1) There is a tendency that the activities are proceeded only by some part of the students, teachers and parents.
- (2) Interactions with ISS designated schools within and outside the country are insufficient.
- (3) Activities (recommendation of volunteer activities and initiatives of disaster education) that will improve the students' disaster prevention awareness in the community are insufficient.
- (4) The number of SNS-related problems is on the increase.
- (5) It is necessary to enhance the programs to secure emotional safety.

### 2 Future directions

- (1) The school develops students' abilities to predict and avoid risks by themselves, and make sure the students protect safety of themselves and others proactively.
- (2) The school reduces the number of injuries by establishing safety system based on evidential data about injuries and accidents occurred inside school.
- (3) The school widens the circle of greeting exchange and aims to improve the students' social skill to reduce the number of bullying cases.
- (4) The school strengthens the response to risks by reviewing Field Day's games/performances, and improving the students' disaster prevention awareness.
- (5) The school deepens the ties among school, family and community as a disaster prevention base.
- (6) The school proceeds information education to foster abilities to handle SNS-related troubles.
- (7) The school enhances the ties between elementary school and junior high school with regards to ISS activities, and aims to develop a safe community for the whole area of the school zone, local community and Toshima City.

### 2 Specific efforts

- (1) The school vitalizes the Student's ISS Committee through encouragement, and proceeds Safe School activities under the initiatives of the students.
- (2) All the teachers continue analyzing evidential data and developing safety system.
- (3) Both the students and teachers deepen the ties with Ikebukuro Honcho Elementary School, which has already been designated as ISS, and Ikebukuro Daiichi Elementary School, which is working on the activities to obtain the designation at the same time as our school.
- (4) The school promote participation in disaster prevention volunteering activities to improve the students' self-awareness towards disaster prevention.
- (5) The school efficiently utilizes human resources and corporation powers in the community in general hours for seminars to develop the abilities to handle SNS-related problems.