

Application to become a member of international safe school network

To make our school safe and peaceful

**Bright, Cheerful and Smiling Sakura
Students**



Dec. 9, 2021



**Toshima City municipal
Sakura Elementary School**

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Greetings



Superintendent of Education
Toshio Kaneko

Toshima Kuritsu Sakura Elementary School aims to obtain designation as an International Safe School (ISS), recommended by the World Health Organization (WHO). The students, teachers, parents, and community residents have continuously worked together to create a safe and secure school.

Although our application was postponed by one year because of the Covid-19, the students have continued to lead initiatives to create a safe and secure school based on data such as “when, where, and what type of injuries are common.” The Student ISS Committee has been proactive in reviewing the “Sakura Shigusa (actions)” and “Sakura Rules,” created so that the students can learn to live their daily lives properly and take care of others and themselves.

Because of Covid-19, we had to cancel the disaster prevention drill held together with the community in the last school year. This year, after repeated discussions with the relevant neighborhood associations and various agencies, the “Comprehensive Disaster Prevention Drills” was held with the students, teachers, parents, and community with stringent infection prevention measures in place. I would like to express my respect for all those who have worked hard to enhance safety and security.

In closing, I believe it is the role of adults in the community to ensure that our children can lead a safe and secure school life. I sincerely hope that our efforts to create a safe and secure school, supported by our community task forces, will be recognized, and that our school will be designated as an International Safe School. I would like to express my sincere gratitude to everyone involved.

Greetings



Principal
Daisuke Goto

At Toshima Kuritsu Sakura Elementary School, we have aimed to create a safe and secure school. We have addressed educational activities to receive international designation as an International Safe School (ISS). Our activities last year were restricted because of the Covid-19. This year, we are conducting initiatives to realize safety and security while taking special precautions to prevent infections.

Our school’s rules, “Sakura Actions” and “Sakura Rules,” are the pillars of our school’s programs. These are school rules established by the children to ensure that they can lead a safe and secure school life together in a pleasant environment. In addition, the student committees comprised of members from each grade and 5th and 6th graders plan and conduct various activities. Parents cooperate by helping to create the safety map and conduct crime prevention patrols, etc. This school year, members of the community helped to conduct a joint disaster prevention drill.

We will continue to promote efforts to make Sakura Elementary School a safer and more secure school while incorporating the students’ thoughts and ideas. I would like to take this opportunity to ask for the continued guidance and support of the parents, the community, and everyone involved.

Greetings



PTA Chair
Kanehira Yoshiyuki

Thank you for your continued understanding and cooperation in ensuring safety and security for the Sakura Elementary School students.

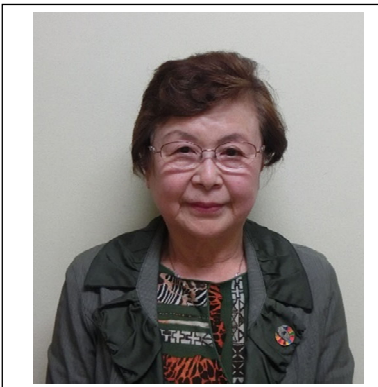
Sakura Elementary School is located in the western part of Toshima City, Tokyo. It opened when the Senkawa Elementary School and Taisei Elementary School merged in 2002. The Sakura Elementary School PTA was established to promote the children's happy and healthy growth within the home, school, and community. Since then, we have conducted various projects while adapting to change as necessary.

In recent years, the environment surrounding our children has become severe. In addition, the Covid-19 epidemic has forced dramatic changes around the world, and the healthy growth and learning of children are in a critical situation. I believe it is our responsibility as parents to ensure the safety of the children who will lead the next generation and raise social awareness about them.

The Sakura Elementary School PTA will continue to collaborate with the school and community, including each neighborhood association, Regional Residents' Squares, regional youth development committees, police, and fire departments, to create timely projects for the children.

We ask for your continued guidance and encouragement.

Greetings



ISS Community Task
Force Chair
Yoshiko Motoyama

Since 2020, Sakura Elementary School has been working toward receiving international designation as an International Safe School (ISS). An ISS committee was started for this initiative.

Unfortunately, our activities have been stalled during the Covid-19 pandemic, but this epidemic is also a disaster. Even under the influence of this pandemic and the declared State of Emergencies, I think it is essential to focus on the Three Cs (closed spaces, crowded places, close-contact settings) in our daily lives.

When the children themselves consider how to lead a safe and secure school, they must look at the threesome of school activities, home life, and activities in the community.

In particular, we must use functions to regularly check school routes, playgrounds, parks, high-traffic areas, and areas dark at night in our communities.

I hope that we can start community-wide mimamori-watching and patrol activities. If we can coordinate this ISS activity with the entire community, I am sure that when the children become adults, they will remember growing up here in their "hometown." I ask for your cooperation and support so that we can help make the children's memories.

Chapter 1 Overview of Toshima Kuritsu Sakura Elementary School

1. School name, school emblem and educational goals

(1) Origins of the school name and school emblem

Origins of the school name “What is Sakura?”

- The former Senkawa Elementary School and Taisei Elementary School were located at the sakura cherry tree embankment along the Senkawa Canal. The image of rows of cherry trees from those days is has taken root among the community residents.
- The school had many impressive cherry trees, which the students, parents, and community members enjoyed.
- The school name was written in hiragana to give a friendly impression.



School emblem “Sakura”

The school emblem is a simple design based on the cherry blossom, the symbol of both the former Senkawa Elementary School and Taisei Elementary School.

(2) Educational goals of the school

- **Compassionate children**
- **Determined children**
- ◎ **Thinking children**
- **Energetic children**

~ Children who love Children loved by

- Having fun learning ○ Lively activities ○ Earning trust
- Reassuring ○ Complementing

2. School size, etc.

(1) Changes in the number of classes and students

School year	SY2017	SY2018	SY2019	SY2020	SY2021
Number of classes	12	13	13	13	13
Boys	190	177	169	179	181
Girls	188	202	211	219	212
Total	378	379	380	398	393

* The number of students has not changed much over the past few years.

(2) Number of classes, number of students (as of September 1, 2021)

	Classes	Boys	Girls	Total
Grade 1	2	36	31	67
Grade 2	3	37	41	78
Grade 3	2	21	33	54
Grade 4	2	34	38	72
Grade 5	2	26	35	61
Grade 6	2	27	34	61
Total	13	181	212	393

(3) Number of teachers and staff

(as of September 1, 2021)

Position	Number of people
Principal	1
Vice-principal	1
Senior teacher, leading teacher	2
Chief teacher	6
Teacher, school nurse	9
Class management assistant, lesson planning supporter	3
Teacher (math, ALT)	2
Special support education traveling guidance teacher	2
Special support education specialist	1
Nutritionist	1
School support staff	1
Office manager, office assistant	2
School counselor	1
Special support education teacher	1
School doctor, school pharmacist	5
School librarian	1
ICT supporter	2
Skip Sakura director	1
School Skip supporter	1
Crossing guards (Silver Human Resource Center)	9
Custodian, school lunch cooks (outsourced)	10

(4) School timetable

令和2年度 【生活時程表】 豊島区立さくら小学校

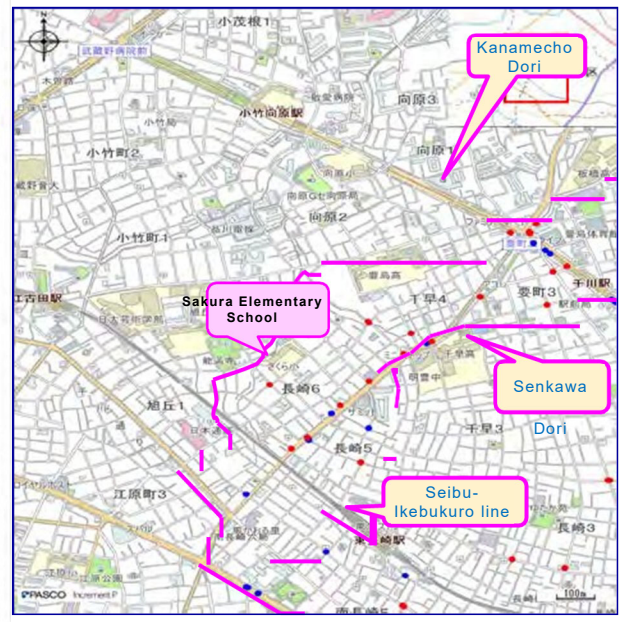
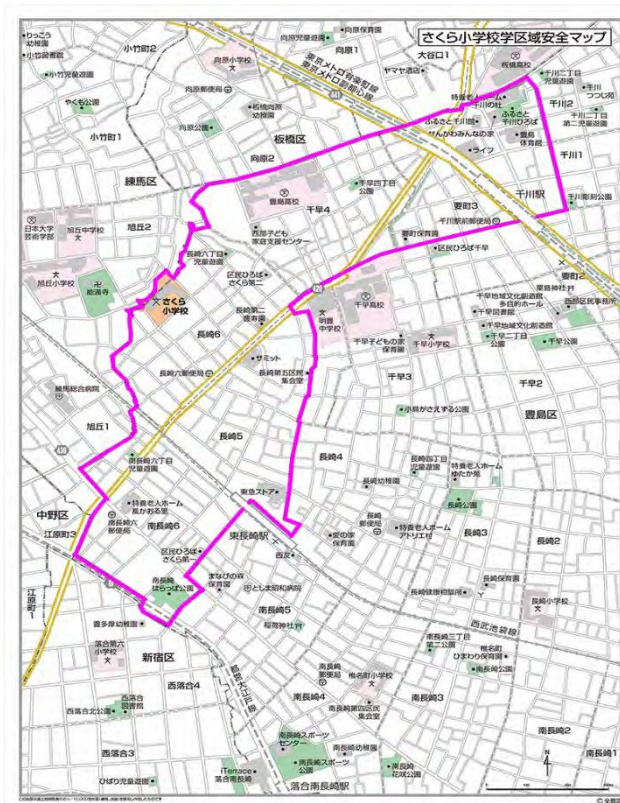
月	火	木	金	水曜時程	土曜時程	特別時程	
8:15	登校時間				8:15	8:15	8:15
8:25	学習準備				8:25	8:25	8:25
8:30	全校朝会	朝学習	読書タイム	学級朝会	朝の会	朝の会	朝の会
8:40	朝の会				I	I	I
8:50	朝の会				I	I	I
9:25	トイレ休憩・教室移動・換気				9:25	9:25	9:25
9:30	朝の会				II	II	II
9:40	朝の会				II	II	II
10:25	中休み・換気				10:15	10:15	10:15
10:30	中休み・換気				III	III	III
10:35	中休み・換気				III	III	III
10:40	トイレ休憩・教室移動・換気				11:00	11:00	11:00
10:45	朝の会				III	III	III
11:20	トイレ休憩・教室移動・換気				11:20	11:20	11:20
11:25	朝の会				IV	IV	IV
11:30	朝の会				IV	IV	IV
12:10	給食				12:10	12:10	12:10
12:20	給食				給食	給食	給食
12:50	手洗い・うがいタイム				12:50	12:50	12:50
13:00	手洗い・うがいタイム				V	V	V
13:05	手洗い・うがいタイム				V	V	V
13:25	昼休み・換気				13:50	13:50	13:50
13:40	清掃・換気				13:55	13:55	13:55
13:45	朝の会				VI	VI	VI
14:25	トイレ休憩・教室移動・換気				14:40	14:40	14:40
14:30	朝の会				VI	VI	VI
14:40	朝の会				VI	VI	VI
14:50	朝の会				VI	VI	VI
15:15	帰りの会・下校				15:15	15:15	15:15
15:30	帰りの会・下校				15:30	15:30	15:30

3. Situation of region

(1) Geographical background

The Nagasaki and Minami-Nagasaki areas of Toshima City, where our school is located, are in the northwestern part of Toshima City, adjacent to Itabashi City and Nerima City. The school district is comprised of the entire area of Nagasaki 6-chome and Minami-Nagasaki 6-chome and the areas of Nagasaki 5-chome, Chihaya 4-chome, and Kaname 3-chome. These areas were the school district of the former Taisei Elementary School and former Senkawa Elementary School. This quiet residential area, accessible by the Seibu-Ikebukuro line and Yurakucho subway line, is blessed with an excellent educational environment.

(2) Situation of traffic



● Place of accident involving bicycle
● Place of accident involving automobile

(3) Natural disasters

The Kanamecho Dori and Senkawa Dori routes with high levels of traffic pass through our school district. There are many traffic accidents. There are also many narrow roads. During commuting hours, there is a lot of traffic of bicycles and motorcycles, which can be dangerous. There have been no major accidents in recent years.

Since the Great East Japan Earthquake on March 11, 2011, 34 earthquakes with an intensity of 4 or higher have been recorded in Tokyo. There is an average of 3 or more earthquakes a year. If we include earthquakes with an intensity of 3 or less, the number of earthquakes has increased in recent years. Preparing for a major earthquake in the Tokyo metropolitan area, predicted to occur within 30 years, is vital for all students, parents, and community residents.

Chapter 2 International Safe School program

2019

May 2019 Launch of ISS program declared

Main programs (SY2019)

- Held ISS briefing meeting for the community
- Established ISS Community Task Force
- Participated in ISS onsite evaluations of Gyoko Elementary School and Ikebukuro Honmachi Elementary School

2020

Main programs (SY2020)

- Established Student ISS Committee
- ISS Community Task Force
- Participated in ISS Designation Ceremony for Gyoko Elementary School and Ikebukuro Honmachi Elementary School
- Exchanged information with members of Ikebukuro-machi School Block (Ikebukuro Honmachi Elementary School, Ikebukuro Junior High School, Ikebukuro Daiichi Elementary School) in a paper exchange session.

2021

July 2021 Pre-on-site evaluation

Main programs (SY2021)

- ISS Community Task Force
- Comprehensive disaster prevention drills
- Slogan created and announced by Representative Committee
- In-school research (research class)
- ISS assembly



SY2021 in-school research
[Research topics]

Nurturing children who can make independent judgments and act on their own

~ Through educational activities from a perspective of safe and secure school building ~

June 2021: Grade 3 Class 1 Research class Discussion meeting

September 2021: Grade 5 Class 2 Research class Discussion meeting

October 2021: Grade 1 Class 2 Research class Discussion meeting

Chapter 3 Situation of injuries sustained at the school

1. Physical injuries

Information on injuries sustained at school is collected as School Clinic data. Information on symptoms requiring a hospital visit is collected as mutual aid disaster insurance data.

* Mutual aid disaster insurance is a policy that provides parents a payment (injury and accident mutual aid benefits) if a student sustains an injury, etc., while under school supervision. All Kuritsu elementary and junior high schools record the “situation, type, and cause of injury” and analyze the data once a year.

Fig. 3-1 Changes in the number of injuries

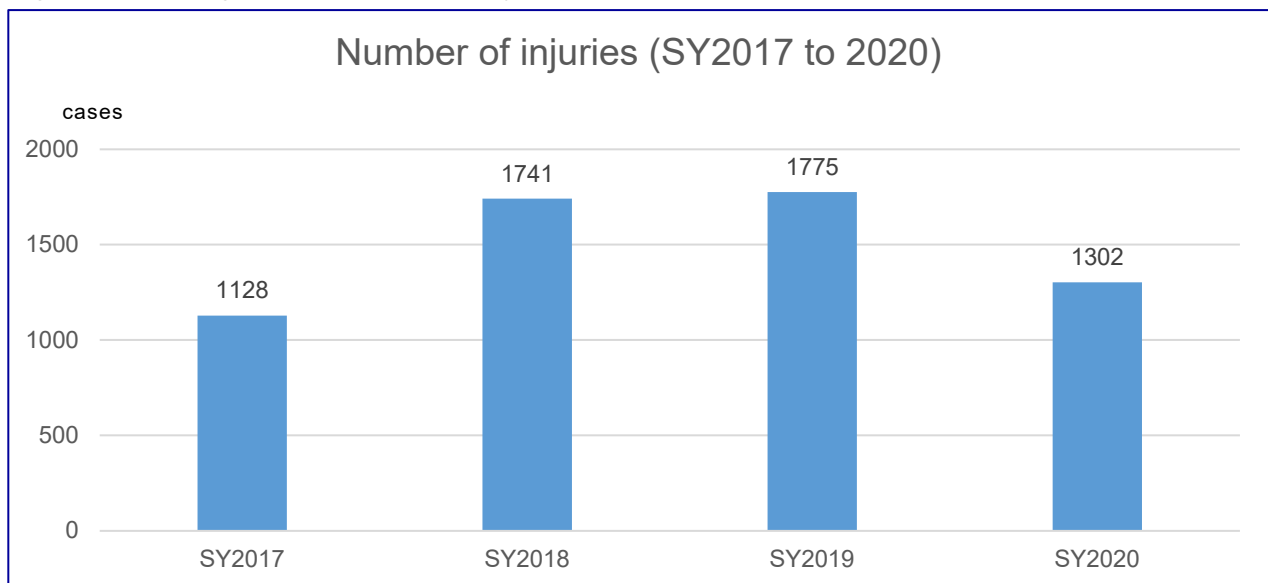


Fig. 3-2 Changes in the number of injuries by month

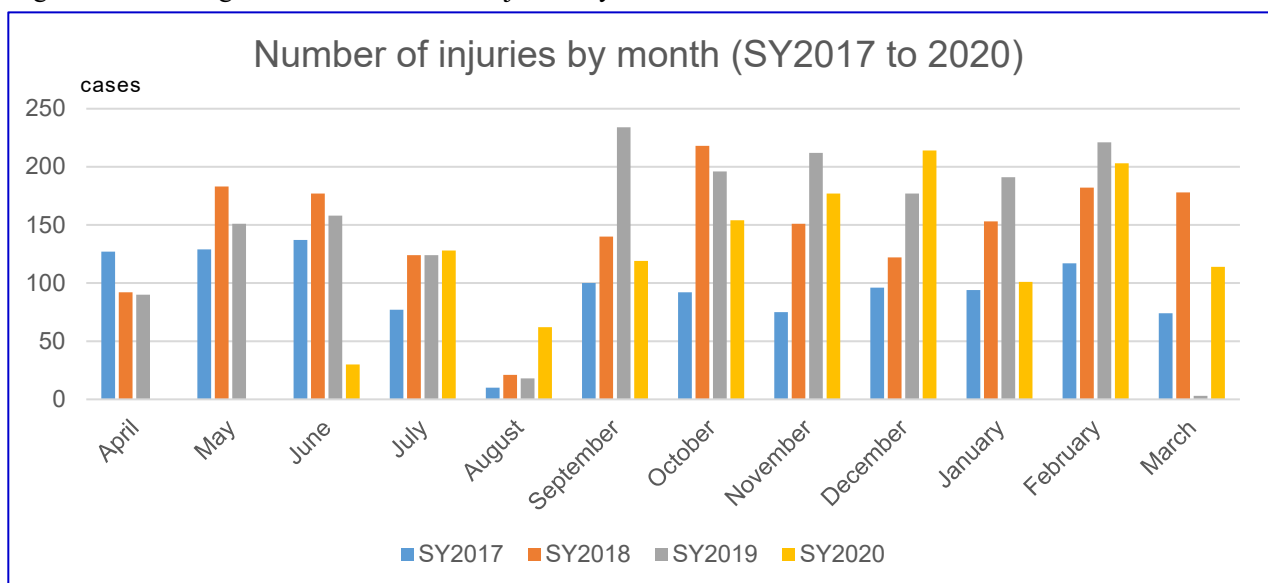


Fig. 3-3 Changes in number of injuries by location

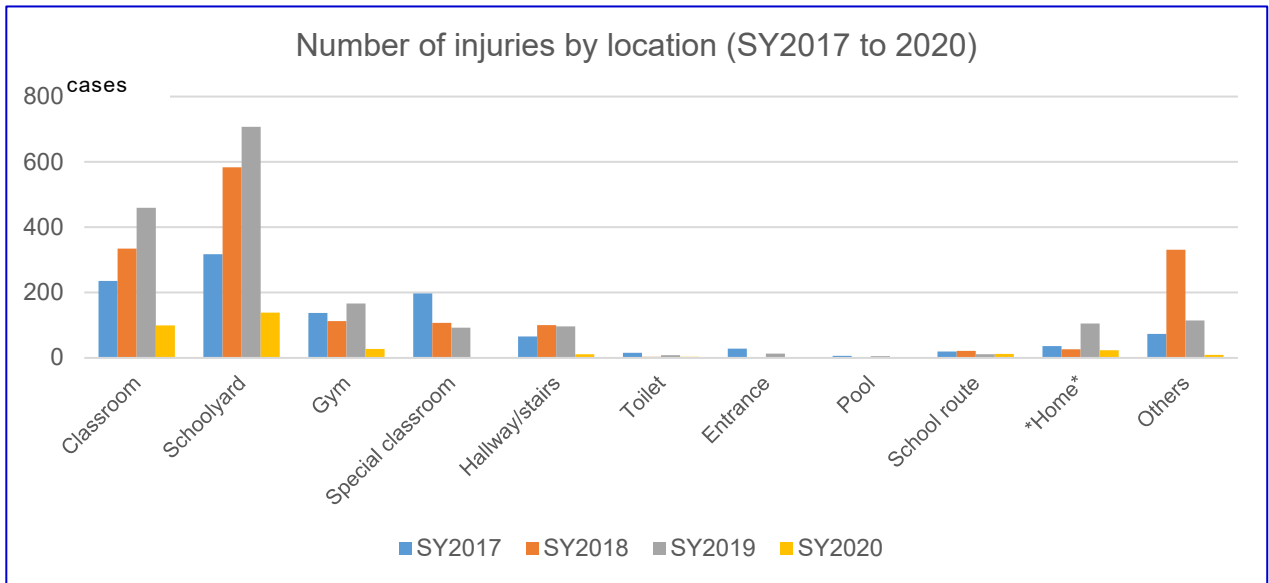


Fig. 3-4 Changes in number of injuries by situation

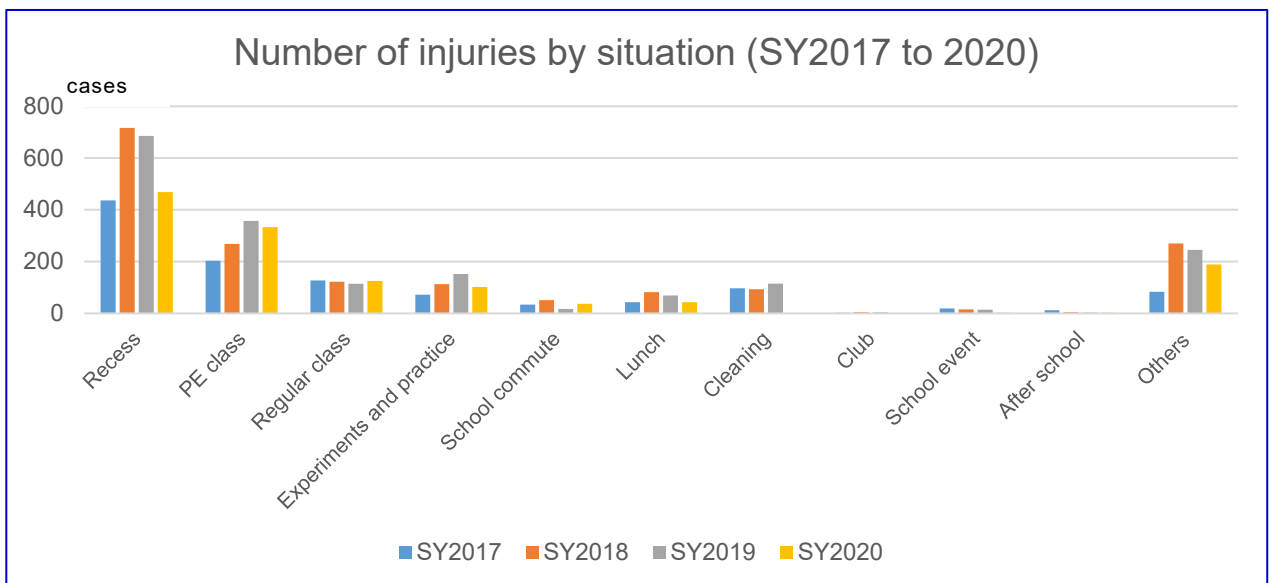


Fig. 3-5 Changes in number of injuries by location and by time

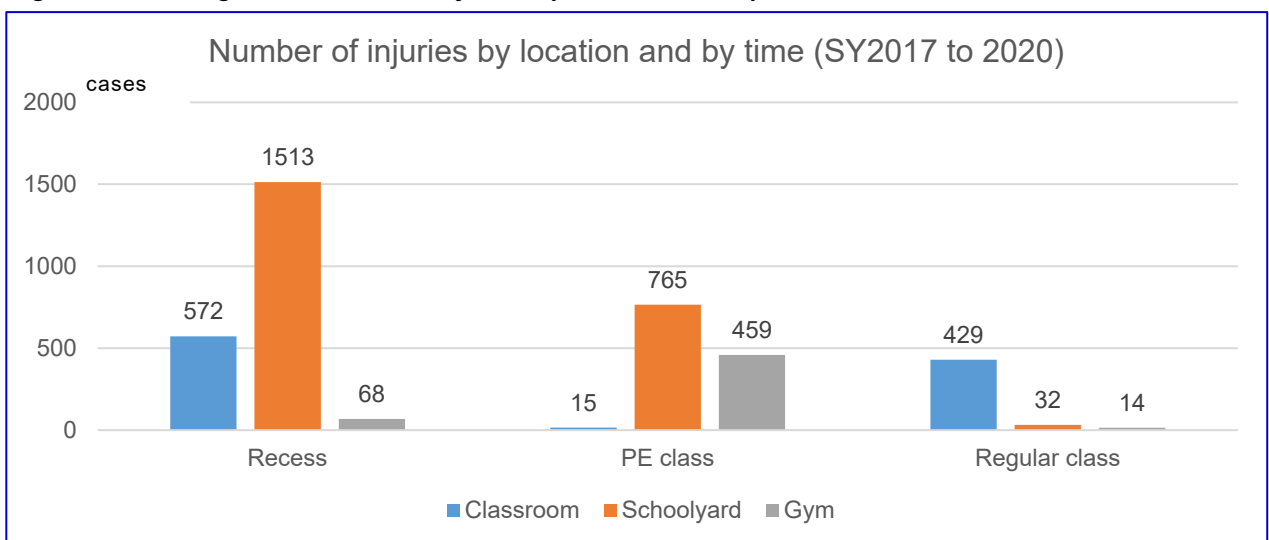


Fig. 3-6 Changes in number of injuries by grade

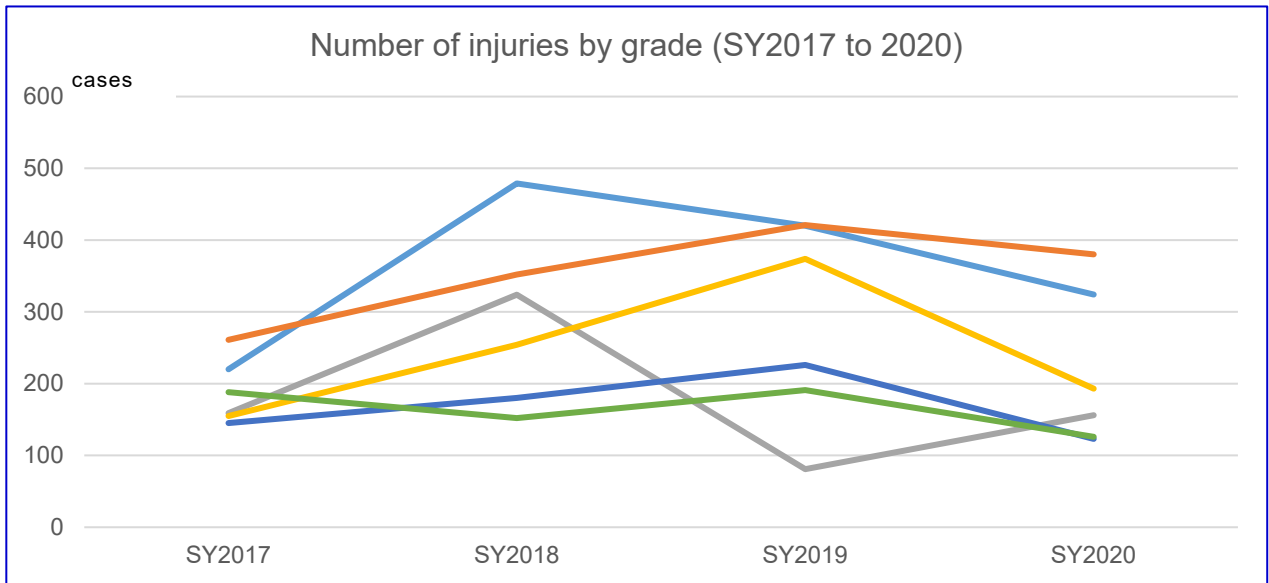


Fig. 3-7 Changes in number of injuries by cause

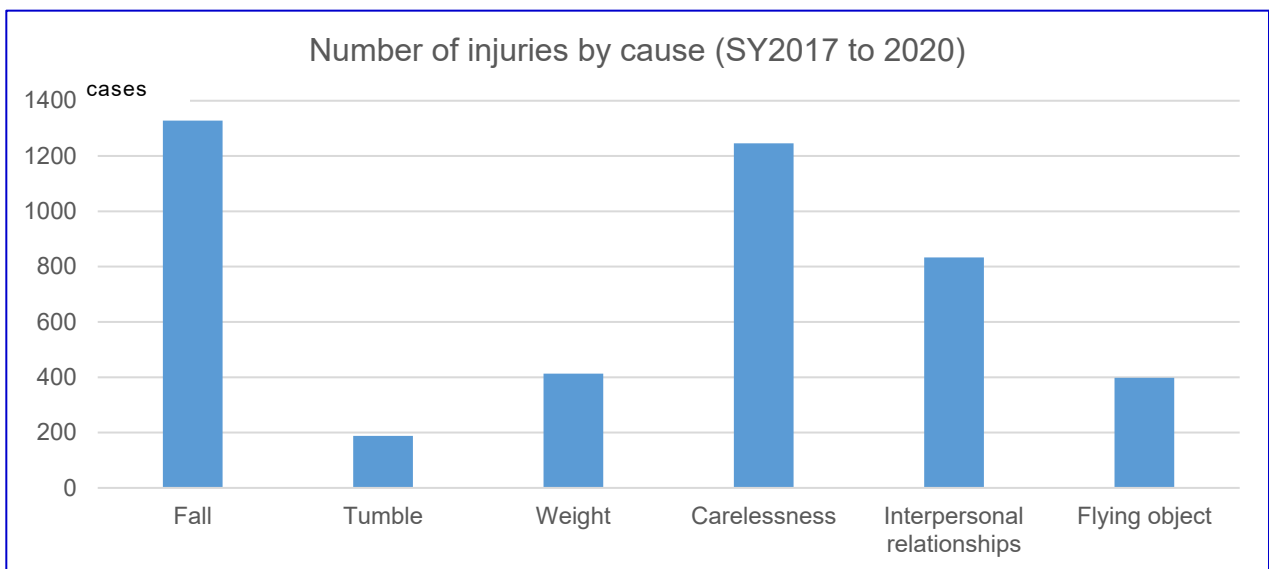


Fig. 3-8 Changes in number of injuries by symptoms

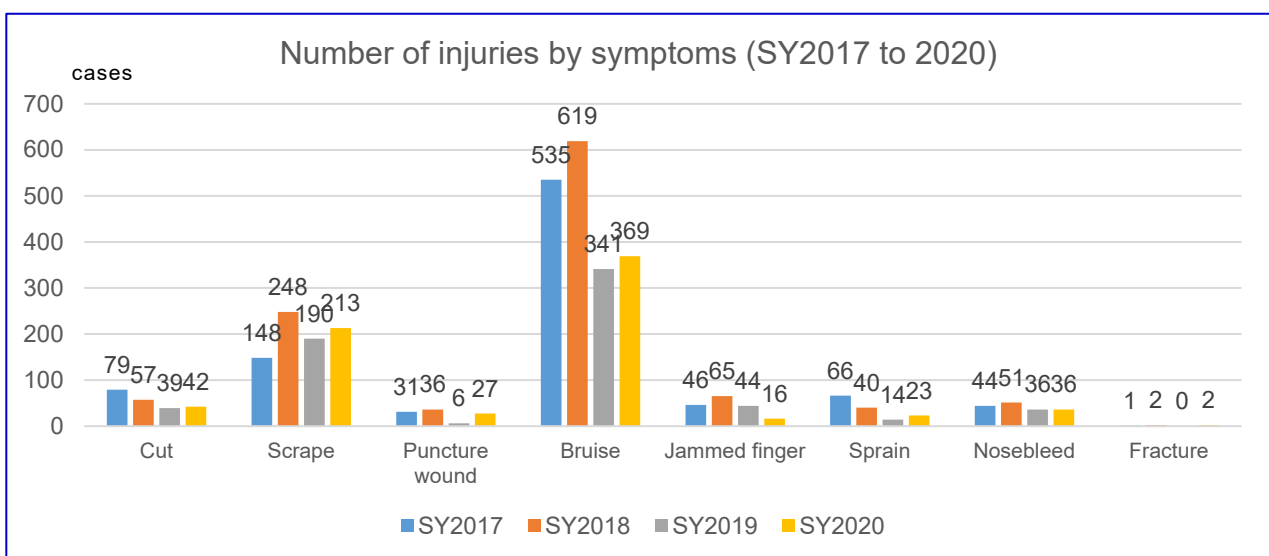


Fig. 3-9

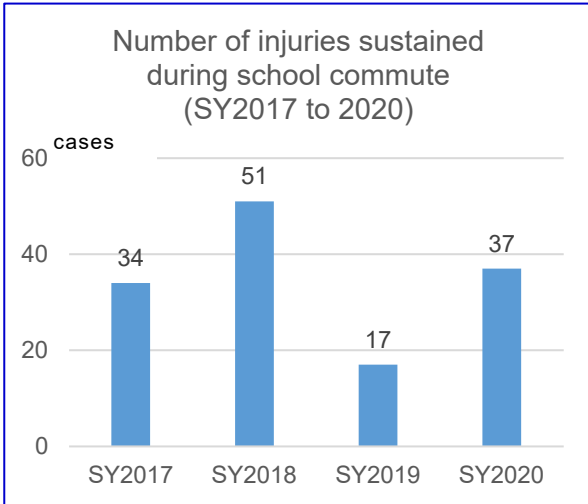


Fig. 3-10

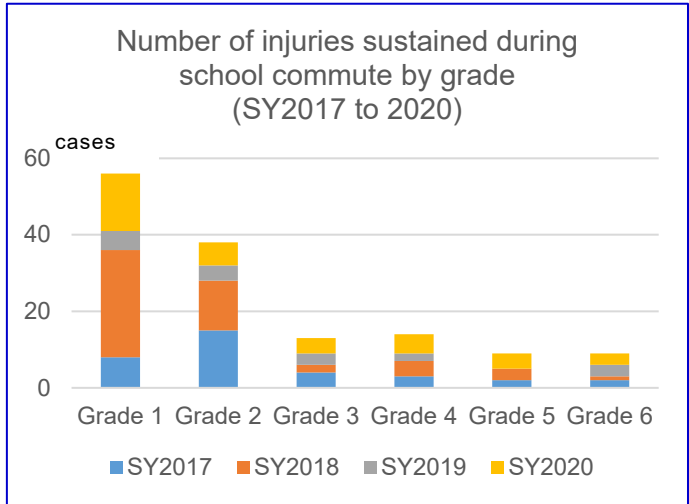


Fig. 3-11

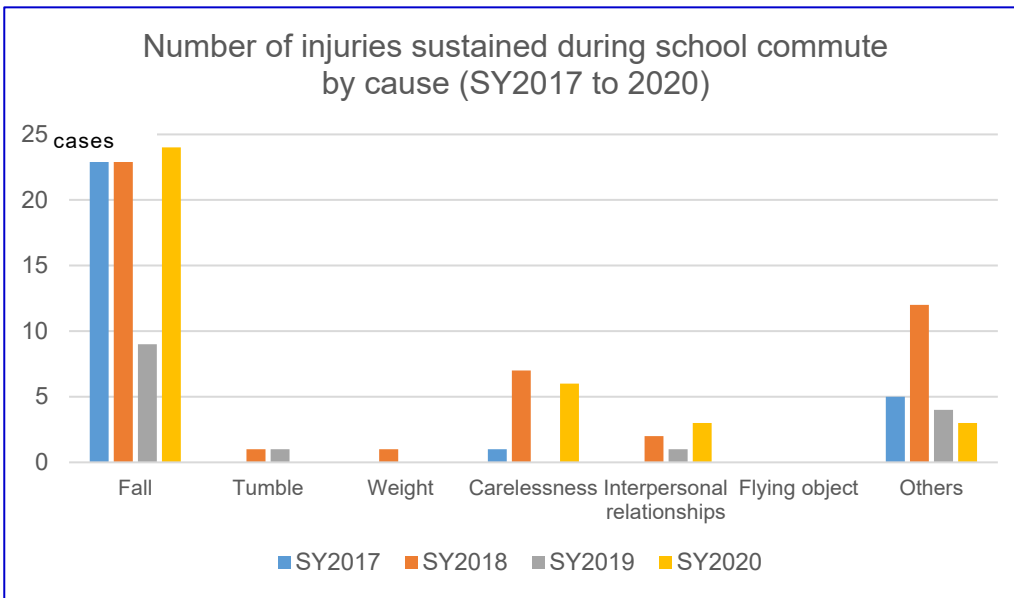
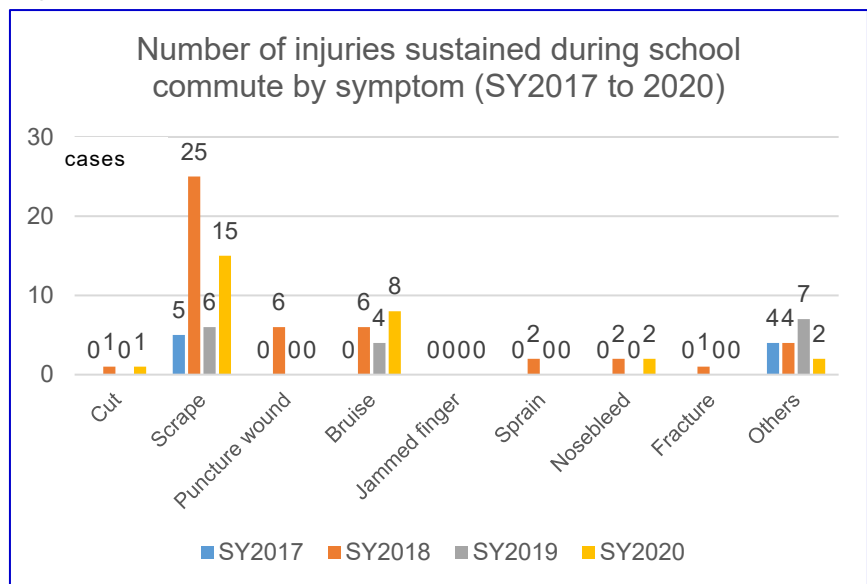


Fig. 3-12



2. Emotional injuries caused by bullying

Our school’s primary education goal is nurturing “Compassionate children.” Our ideal vision of the children is, “Children who love their community, Children who are loved by their community.” We aim for children who have fun learning and are active and hope to create a school that earns its trust while being a reassuring place for the students. The first step toward achieving our educational goals is to create a school where children can feel safe and free from bullying.

Bullying is a continuous, one-sided physical and psychological attack against someone weaker than oneself, causing the other person to feel serious pain, and is an unforgivable violation of human rights.

Fig. 3-13 Number of bullying complaints

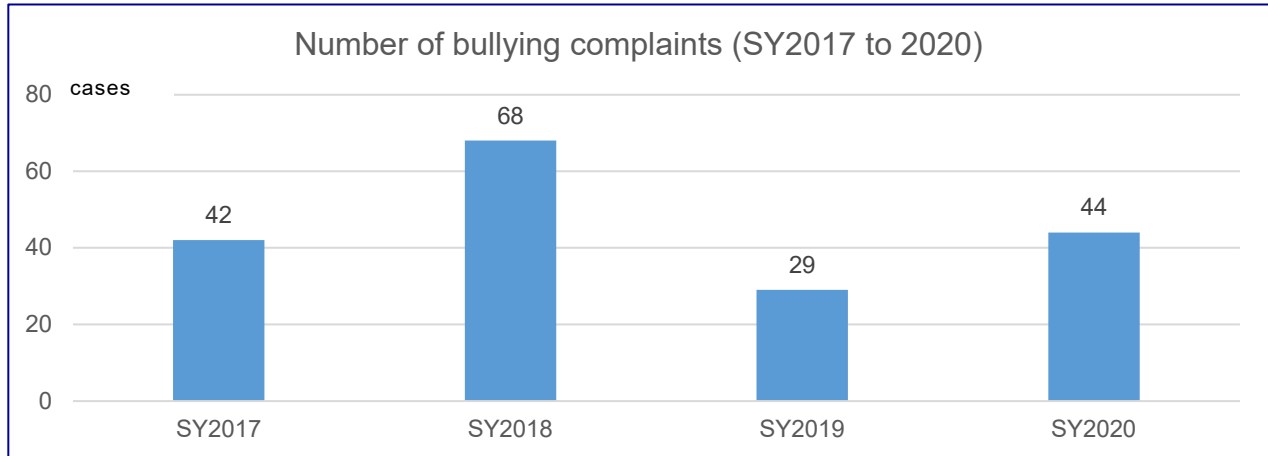
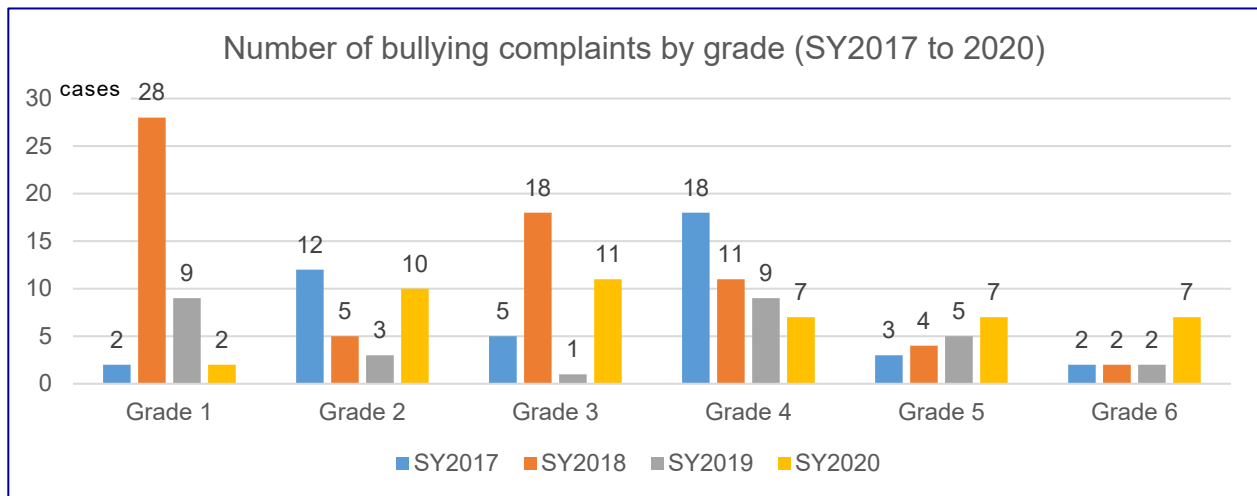


Fig. 3-14 Changes in number of bullying complaints by grade



The survey conducted during the annual “Friendship Month” is used to identify cases of bullying at an early stage. We hold discussions with the students and parents to clarify the facts and find a quick solution.

The teachers and staff exchange information at the evening life guidance meetings and the bullying prevention task force meetings. The students are instructed how to send SOS signs to the teachers.

Throughout the curriculum, the students are taught how to convey their thoughts with warm words to accept feelings from the other person’s perspective.

Chapter 4 Issues to address with priority

We have clarified the issues we should address with priority based on the situation of injuries at our school.

	Location		Problems	Programs
Physical aspects	At school	Inside the school building	Problem (1) Many injuries are sustained in the classroom during recess (Refer:Fig.3-3)	<ul style="list-style-type: none"> ○Patrols by health teachers ○Creation, posting, and use of injury map ○Practice of “Sakura Rules”
		Outside the school building	Problem (2) Many injuries are sustained in the schoolyard during recess (Refer:Fig.3-3,3-4) Problem (3) Many injuries are sustained in the schoolyard during PE class. (Refer:Fig.3-4)	<ul style="list-style-type: none"> ○ Patrols by health teachers, etc. ○ “Zero accidents during PE class” campaign ○ Creation, posting, and use of injury map ○ Practice of “Sakura Rules”
	Outside school	School route	Problem (4) Injuries are sustained during the school commute (Refer:Fig.3-9~3-12)	<ul style="list-style-type: none"> ○ Teacher, staff, and PTA greeting campaign ○Neighborhood group commute home
		Other	Problem (5) There is high possibility of epicentral earthquakes (Refer: (3) in Page 3)	<ul style="list-style-type: none"> ○ Survey of danger spots in the school district ○ Comprehensive disaster prevention drills
Emotional aspects			Problem (6) Some children have troubles with friends. (Refer:Fig.3-13~3-14) Problem (7) Some students have wariness regarding to Covid19 (Refer: Will explained at the on-site Evaluation)	<ul style="list-style-type: none"> ○ Human rights flower activities ○ Practice of “Sakura Actions” ○ Moral education class research ○ Individual Counseling’s

Chapter 5 Programs based on eight indicators

Indicator 1

We have created a management system for improving safety based on the collaboration of teachers, children, administration and custodial staff, and parents.

1. International Safe School Promotion Organization

Our school is taking part in the “Sakura Elementary School ISS activities” under the “School Safety Task Force” and “Sakura Elementary School ISS Community Task Force” of the “Toshima City Safe Community Steering Committee.”

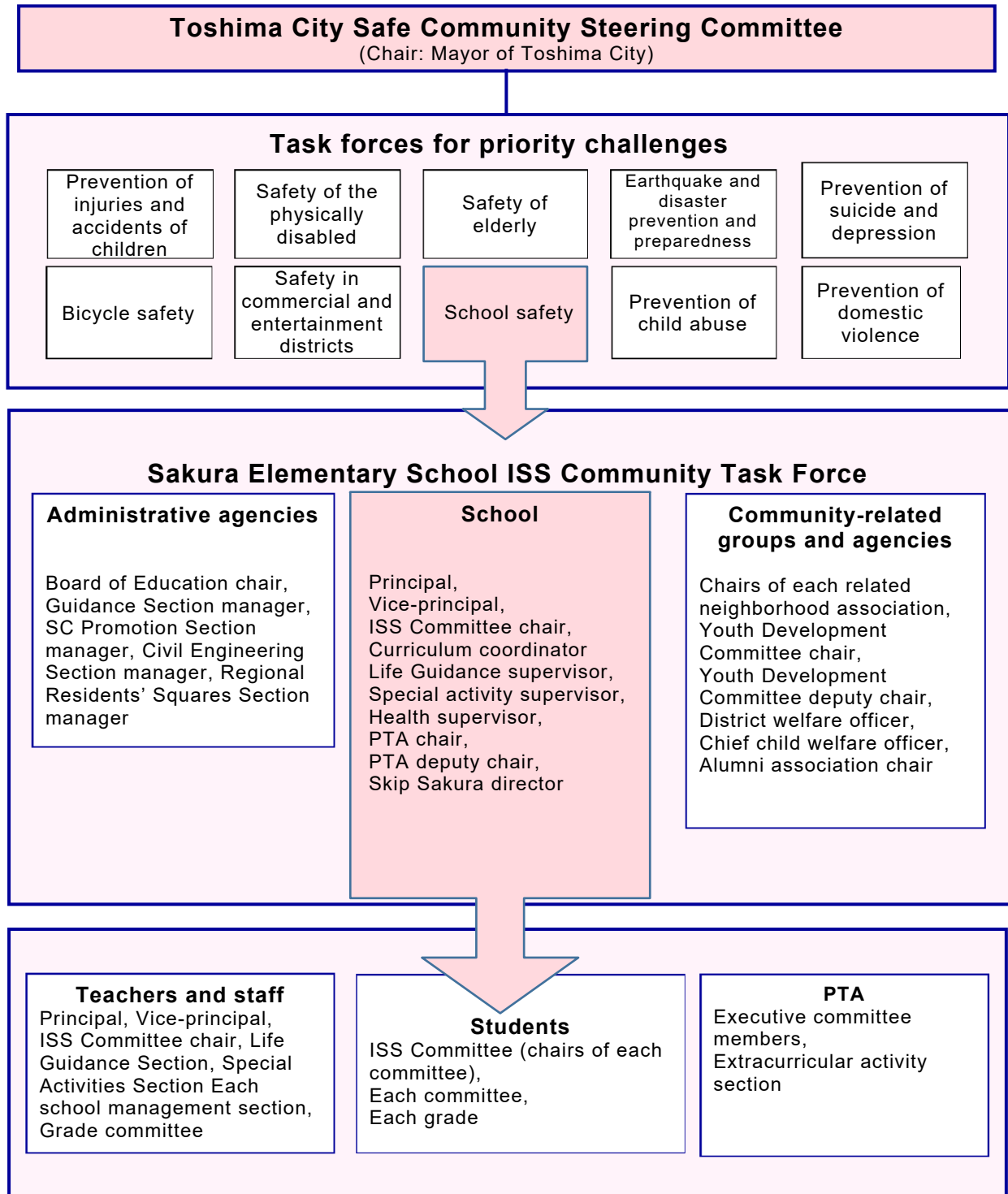


Fig. 5-1

At Sakura Elementary School, we are promoting the building of a safe school based on the “Safety Policies of the Japanese national government, Tokyo Metropolitan Government, and Toshima City.”

1. Ministry of Education, Culture, Sports, Science and Technology (MEXT) “Secondary Plan on the Promotion of School Safety” (March 2017)

This plan is based on the School Health and Safety Law and indicates the direction and specific measures to promote school safety. This plan was formulated as a new five-year plan to succeed the first planning period (SY2012-2016) and is based on the deliberations of the Central Council for Education.

Source: “Secondary Plan on the Promotion of School Safety (Notice)”

1. Vision

- (1) We aim for all students to acquire the qualities and abilities related to safety.
- (2) Concerning student accidents under school supervision, we aim to reduce the number of fatal accidents to zero to the extent possible. Regarding the rate of injury and illness incidents, we focus on accidents resulting in disability and serious injury.

2. Policies of Tokyo Municipal Board of Education

(1) “Safety Education Program” (SY2020)

The Tokyo Municipal Board of Education prepared the “Safety Education Program,” comprehensive teaching material in 2009. The program aims to teach the students and develop the ability to predict dangers and contribute to the safety of others and society. The teaching materials are distributed to all teachers at the Kuritsu schools in the City. Each school uses the distributed materials to improve its safety education.

(2) “Comprehensive measures to prevent bullying [Secondary] [School Program Section] [Practical Program Section]” (SY2017)

The “Tokyo Metropolitan Ordinance for the Promotion of Measure to Prevent Bullying” (hereafter, Ordinance) was enacted in June 2014. In the following July, the Tokyo Municipal Board of Education formulated the “Tokyo Municipal Basic Policy for the Promotion of Measures to Prevent Bullying” and “Tokyo Municipal Board of Education Comprehensive Anti-bullying Measures (hereinafter, former Comprehensive Anti-bullying Measures)”. (Excerpt) In the four years from 2017 to 2020, all schools will strive to reinforce and thoroughly implement measures to prevent bullying, etc., based on these “Comprehensive Anti-bullying Measures [Phase 2].” This material was distributed to all teachers at the Kuritsu schools and is utilized in classes.

3. Policies of Toshima City

Safe and secure school following the “Toshima City Education Vision 2019” (SY2019)

○ Fostering a lifelong attitude to participate in exercise

■ Direction

The physical fitness and athletic ability of preschoolers, children, and students in Toshima City, who live in the city, is not improving due to a decrease in time, place, and opportunity for exercise, as well as changes in lifestyle and play. In the past, we have fostered the habit of physical exercise

and active participation in sports in school life through the “One School, One Program” movement.

Furthermore, we strive to ensure the quality and quantity of exercise for preschoolers, children, and students. We continue to collaborate with communities and families to promote physical fitness on an ongoing and long-term basis.

In addition, we are enhancing our International Save School (ISS) programs to foster the students’ ability to avoid danger.

○ **Enhancing measures to prevent bullying**

■ Direction

Concerning bullying, the “Toshima City Ordinance for Promotion of Measures to Prevent Bullying” will be revised to further enhance the efforts of the entire ward. We will continue to strive for early detection and early response to bullying, look at the structural issues that cause bullying, and promote systematic efforts to prevent bullying and create schools where all students can live and learn with peace of mind.

○ **Promotion of educational activities supported by the community**

■ Direction

We will revitalize learning activities in the community, respond to various challenges, and promote educational activities that use the academic functions available in the community.

4. School Policy

(1) Education Policy (SY2021)

Promoting the building of a safe and secure school.

- Eradicating bullying and establishing favorable human relationships
- Creating a safe and secure environment

(2) Main policies (SY2021)

● **We aim to receive ISS designation and to create a safe and secure school.**

We will create places and opportunities for self-realization so that each student has a sense of belonging, presence, and fulfillment in the class and can lead a happy life.

We will strive to create a school that is safe and secure for the mind and body.

We will strive to collaborate with parents and the community.

(3) Student Council activity slogan

**Sakura’s students – Bright and cheerful with happy smiles
Let’s reach forward for our dreams**

(May 2021)

Our school is conducting programs to increase safety based on the safety diagnosis.

These programs cover both genders, all ages, environments, and situations, as explained below.

(1: Environment improvement 2: Regulations, rules, relationship building 3: Awareness-raising, education)

		Students	Teachers and staff	Community, parents Related agencies	
Physical injuries	At school	Inside the school building	1-2. Creation, posting, and use of injury map (Program 1) 1-3. Safety inspections by children 1-5. Playground (Program 14) 3-1. ISS Newsletter 3-23. "No talking during lunch" campaign (Program 3)	1-1. "Zero danger spots at school" campaign (Program 6) 1-4. Disinfection in school, display of lineup marks (Program 7) 3-3. Emergency life-saving training 3-4. Safety instruction 3-5. Creation of curriculum for safety education 3-11. Bullying Prevention Committee 3-12. Sharing of information on bullying cases 3-13. Moral education class research 3-28. "Zero accidents during PE class" campaign (Program 2)	
		Outside the school building	3-15. Traffic safety class for 1st graders 3-17. Bicycle safety class 3-20. Pedestrian simulator	3-17. Bicycle safety class 3-24. Patrols by health teachers, etc. (Program 5)	3-17. Bicycle safety class
	Outside school	School route	3-2. School route exploration 3-19. Emergency pickup drill 3-22. Neighborhood group commute home	3-2. School route exploration 3-14. Teacher, staff, and PTA greeting campaign (Program 11) 3-22. Neighborhood group commute home	3-14. Teacher, staff, and PTA greeting campaign (Program 11) 3-15. Traffic safety class for 1st graders 3-19. Emergency pickup drill
		Community	2-4. Neighborhood exploration 2-11. Toshima Furustato Hometown Studies 3-18. Community safety map 3-19. Thank you card 3-27. Comprehensive disaster prevention drills (Program 13)	3-18. Community safety map 3-25. Survey of danger spots in the school district (Program 8) 3-27. Comprehensive disaster prevention drills (Program 13)	2-11. Toshima Furustato Hometown Studies 3-18. Community safety map 3-12. Creation of school district safety map by PTA (Program 10) 3-25. Survey of danger spots in the school district (Program 8) 3-27. Comprehensive disaster prevention drills (Program 13) 3-26. Mimamori-watching activities by PTA and community (Program 9)
Emotional injuries	Bullying, etc.	2-1. Greetings campaign 2-2. Cross-age group activities (Friendship group activities) 2-3. Human rights flower 2-5. Practice of "Sakura Rules" "Sakura Actions" (Program 4) 3-6. Support of 1st graders by 6th graders 3-7. Storytime 3-9. Fundraising for UNICEF 3-15. Traffic safety classes for 1st graders 3-16. 1st grader group commute home 3-17. Bicycle safety class	3-7. Storytime 3-9. Fundraising for UNICEF 3-10. Collaboration with external organizations (emotional support by school nurse and counselor) (Program 12) 3-11. Bullying Prevention Committee 3-12. Sharing of information on bullying cases 3-13. Moral education class research 3-14. Teacher, staff, and PTA greeting campaign (Program 11)	3-7. Storytime 3-8. Discussion meetings 3-9. Fundraising for UNICEF	

1. Improvement of environment

1-1. Creation, posting, and use of injury map		New	Continued	Expanded	Revised
Target	Teachers and staff				
Outline of program	All teachers and staff are assigned an inspection area, and once a month, they conduct a safety inspection of the facilities and equipment for which they are responsible.				

1-2. "Zero danger spots at school" campaign (Share data on injuries at morning life guidance meeting)		New	Continued	Expanded	Revised
Target	Teachers and staff				
Outline of program	Every Friday, the teachers and staff exchange information based on injury data and share ideas for improving the environment and giving life guidance.				

1-3. Safety inspections by children		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Student members of the Sports Committee conduct safety inspections to prevent injuries from playground and sports equipment.				

1-4. Disinfection in school, display of lineup marks		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Student members of the Sports Committee conduct safety inspections to prevent injuries from playground and sports equipment.				

1-5. Playground		New	Continued	Expanded	Revised
Target	Students				
Outline of program	The playing areas are split up so that the students can play safely.				

2. Regulations, rules, relationship building

2-1. Greetings campaign		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Throughout the year, all students in all grades take turns as the Greeting supervisors. They stand at the school gate, entrance, and hallways in the morning, greeting the students, teachers, and staff.				

2-2. Cross-age group activities (Friendship group activities)		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Cross-grade level "Friendship Groups" from Grade 1 to Grade 6 are formed to conduct activities throughout the year, including playtime, school-wide field trips, cleaning, and school lunch.				

2-3. Human rights flower activities		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Every year, the Environment Committee members grow "Human Rights Flowers" to symbolize our activities to respect human rights.				

2-4. Neighborhood exploration		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Every year in the Grade 3 "General" and "Social Studies" classes, the students engage in activities to enhance their ability to think about what they can do, propose, and put into practice to learn more about the town they live in and discover its good points and challenges. The students deepen their ties with the community through these activities.				

2-5. Practice of “Sakura Rules” and “Sakura Actions”		New	Continued	Expanded	Revised
Target	Students				
Outline of program	A booklet that defines the Sakura Rules and Sakura Actions was created based on the students’ voices. The students bring this booklet to school every day. We nurture children who are willing to act with consideration and compassion for the feelings of others.				

3. Awareness promotion and education

3-1. ISS Newsletter		New	Continued	Expanded	Revised
Target	Students				
Outline of program	To raise awareness of the ISS activities, the ISS Committee conducts surveys and publishes a newsletter introducing the activities.				

3-2. Food education activities		New	Continued	Expanded	Revised
Target	Students				
Outline of program	The members of the School Lunch Committee conduct activities such as nutrition labeling, activities to introduce topics related to menus and food offerings, and activities to promote nutrition education for preventing injuries.				

3-3. Emergency life-saving training		New	Continued	Expanded	Revised
Target	Teachers and staff				
Outline of program	In the first semester of every school year, all teachers and staff attend a voluntary training session on food allergies and an emergency life-saving class at the Fire Department to respond to water-related accidents.				

3-4. Safety instruction (once a month)		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Once a month, each class follows a monthly safety instruction plan to improve their safety awareness and crisis prevention skills in various fields. Teaching materials are designed to focus on students’ “awareness” to encourage them to learn independently.				

3-5. Creation of curriculum for safety education		New	Continued	Expanded	Revised
Target	Teachers and staff				
Outline of program	In addition to the curriculum for each grade level, a curriculum related to ISS activities has been added to the content of safety instruction to provide systematic instruction.				

3-6. Support of 1st graders by 6th graders		New	Continued	Expanded	Revised
Target	1st graders, 6th graders				
Outline of program	In April of the new school year, each 6th grader is assigned a 1st grader to help with procedures such as organizing their belongings at the entrance and in the classroom when they arrive at school and supporting them to have a smooth transition to school life.				

3-7. Storytime		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Twice a year, the members of the Library Committee hold storytelling time. The teachers, staff, and parents also hold story-telling sessions. We hope that the children will develop warm and compassionate hearts, including caring spirits, through the stories.				

3-8. Discussion meetings		New	Continued	Expanded	Revised
Target	Students				
Outline of program	Once a year, a storytelling session and panel theater are held for the upper grades. We hope that the children will develop warm and compassionate hearts, including caring spirits, through the stories.				

3-9. Fundraising for UNICEF		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	Students, teachers, staff, parents				
Outline of program	Every year, the Representative Committee members hold a fundraiser for about one week. The collected money is sent to UNICEF. Through these fundraising activities, the students learn about the situation of children around the world and improve their ability to think about what they can do and practice.				
3-10. Collaboration with external agencies (emotional support by school nurse and counselors)		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	Students				
Outline of program	Counselors are available to talk to students who have problems or are dissatisfied with school or classroom life. They listen to the student's concerns and offer advice. We make an effort to create a quiet environment in which the students can easily seek help.				
3-11. Bullying Prevention Committee		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	Teachers and staff				
Outline of program	Once a month, the teachers report on the situation of the students in each class. They work to understand the issues and share response measures, focusing on "bullying." The teachers are making an effort for "early discovery and early response" to bullying.				
3-12. Sharing of information on bullying cases		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	Teachers and staff				
Outline of program	Once a week, the teachers report on bullying cases at the morning life guidance morning. They work to understand the issues and share response measures, focusing on the perspective of "bullying." The teachers are making an effort for "early discovery and early response" to bullying.				
3-11. Moral education class research		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	Students, teachers, staff				
Outline of program	As a school, we are working on "Morals" class research. The teachers guide the students' proactive discussions to nurture various perspectives, ways of thinking, and a rich mind.				
3-14. Securing safety during school commute by teachers, staff, crossing guards, police, and PTA		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	Students				
Outline of program	We watch and protect the students from traffic accidents and suspicious persons through activities to exchange greetings along the school route and at the school gate every morning. The PTA members guide the students on their way to school during the "Traffic Safety Week" in spring and fall. They also provide mimamori-watching at dangerous areas along the school route.				
3-15. Traffic safety class for 1st graders		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	1st graders				
Outline of program	In April, when there are many traffic accidents, the Mejiro Police teach the students how to walk safely on the streets.				
3-16. 1st grader group commute home		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	1st graders				
Outline of program	For the first month of the school year, the Grade 1 homeroom teachers and educational support staff accompany the 1st graders, split into groups by neighborhood, giving them guidance and mimamori-watching to ensure their safety.				
3-17. Bicycle safety class (with the cooperation of school, parents, and police)		New	<input checked="" type="checkbox"/> Continued	<input type="checkbox"/> Expanded	<input type="checkbox"/> Revised
Target	3rd graders				
Outline of program	In the first semester of 3rd grade, when students are more likely to ride bicycles, a bicycle safety class is held with the cooperation of their parents and the Mejiro Police Department. Using a mock road, the students learn about traffic rules for riding a bicycle and how to inspect the safety of their bicycle.				

3-18. Creation of community safety map		New	<u>Continued</u>	Expanded	Revised
Target	3rd graders				
Outline of program	The students take walks in the community and create a “Community Safety Map.”				
3-19. Emergency pickup drill		New	<u>Continued</u>	Expanded	Revised
Target	Students, parents				
Outline of program	Emergency pickup drills are conducted in preparation for disasters or criminal incidents. We also work to raise safety awareness among students to pay attention to dangerous places along the school route.				
3-20. Pedestrian simulator		New	<u>Continued</u>	Expanded	Revised
Target	Students				
Outline of program	Every year in April, the Mejiro Police instruct the lower grade students on how to walk safely on the streets.				
3-21. Creation of school district safety map by PTA		New	<u>Continued</u>	Expanded	Revised
Target	Students				
Outline of program	At the beginning of every school year, the PTA prepares and distributes a safety-awareness raising map that introduces the Children’s #110 homes, traffic safety, and places to watch out for suspicious persons in the district.				
3-22. Neighborhood group commute home		New	<u>Continued</u>	Expanded	Revised
Target	Students				
Outline of program	At the beginning of each school year, the students are divided into neighborhood groups for a group commute home from school in case of a disaster or criminal incident. The students interact with friends from different grades who live in the same neighborhood and check the safety along the school route. The teachers also inspect the safety of the school route and share information.				
3-23. “No talking during lunch” campaign		New	<u>Continued</u>	Expanded	Revised
Target	Students				
Outline of program	The students do not talk from school lunch preparation to the end of clean-up. The students sit facing forward and eat without talking.				
3-24. Patrols by health teachers, etc.		New	<u>Continued</u>	Expanded	Revised
Target	Students				
Outline of program	The health teachers take turns in groups of 3 to patrol the school building and schoolyard and give safety instructions.				
3-25. Survey of danger spots in the school district		New	<u>Continued</u>	Expanded	Revised
Target	Teachers, staff, community				
Outline of program	The school district is patrolled to identify dangerous areas. The information is shared, and improvements are made to ensure safety during the students’ school commute.				
3-26. Mimamori-watching activities by PTA and community		New	<u>Continued</u>	Expanded	Revised
Target	Students				
Outline of program	The PTA mimamori-watch the students during their school commute.				
3-27. Comprehensive disaster prevention drills		New	<u>Continued</u>	Expanded	Revised
Target	Students, teachers, staff, community, parents				
Outline of program	We think about disaster prevention and conduct drills together with members of the community.				
3-28. “Zero accidents during PE class” campaign		New	<u>Continued</u>	Expanded	Revised
Target	Students, teachers, staff				
Outline of program	Rules for PE class and safe use of equipment are thoroughly enforced. The teachers also participate in seminars.				

1. Disaster preparedness

Since the Great East Japan Earthquake on March 11, 2011, 34 earthquakes with an intensity of 4 or higher have been recorded in Tokyo. There is an average of 3 or more earthquakes a year. If we include earthquakes with an intensity of 3 or less, the number of earthquakes has increased in recent years. Preparing for a major earthquake in the Tokyo metropolitan area, predicted to occur within 30 years, is vital for all students, parents, and community residents.

Fig. 5-2

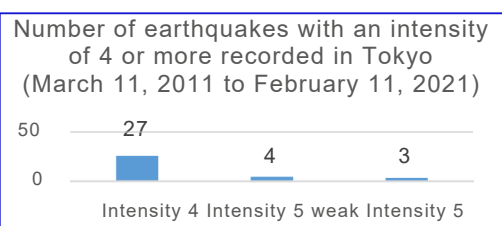


Fig. 5-3 Joint disaster prevention drill with school, parents, and community



2. Prevention of injuries

The injury map raises awareness of safety actions at injury hotspots.

The teachers in charge of health provide mimamori-watching during recess. They remind the students to play safely in the schoolyard, etc. The playground is modified by making playground rules so that the students do not get injured.

Figs. 5-4, 5, 6 Initiatives to prevent injuries



3. Infection prevention measures

The ISS Committee reminds the students of the “No talking during lunch” campaign. Lineup positions are indicated with feet mark to maintain distancing.

Partitions made by the teachers are used so classes can be conducted while allowing for the exchange of opinions.

Figs. 5-7, 8, 9 Initiatives to prevent infection



(1) Results of safety diagnosis

	Location	Problems	Programs
Physical aspects	At school	Inside the school building Problem (1) Many injuries are sustained in the classroom during recess	<ul style="list-style-type: none"> Patrols by health teachers Creation, posting, and use of injury map Practice of “Sakura Rules”
		Outside the school building Problem (2) Many injuries are sustained in the schoolyard during recess Problem (3) Many injuries are sustained in the schoolyard during PE class.	<ul style="list-style-type: none"> Patrols by health teachers, etc. “Zero accidents during PE class” campaign Creation, posting, and use of injury map Practice of “Sakura Rules”
	Outside school	School route Problem (4) Injuries are sustained during the school commute	<ul style="list-style-type: none"> Teacher, staff, and PTA greeting campaign Neighborhood group commute home
		Other Problem (5) There is high possibility of epicentral earthquakes	<ul style="list-style-type: none"> Survey of danger spots in the school district Comprehensive disaster prevention drills
Emotional aspects		Problem (6) Some children have troubles with friends. Problem (7) Some students have wariness regarding to Covid19	<ul style="list-style-type: none"> Human rights flower activities Practice of “Sakura Actions” Moral education class research Individual Counseling’s

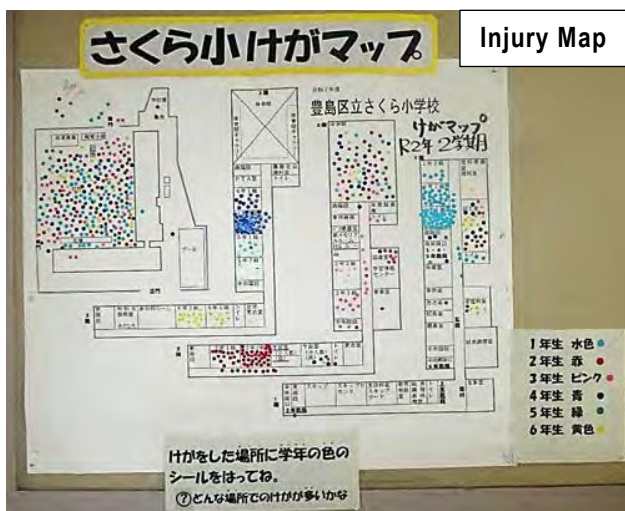
(2) 取組事例

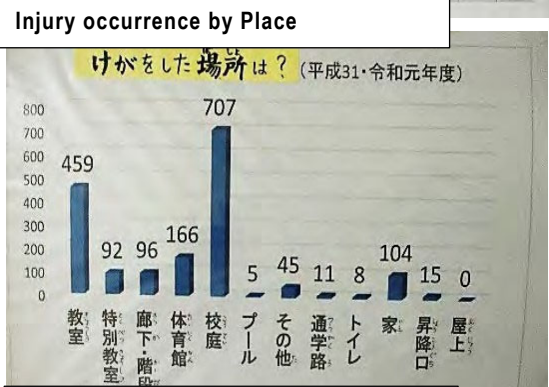
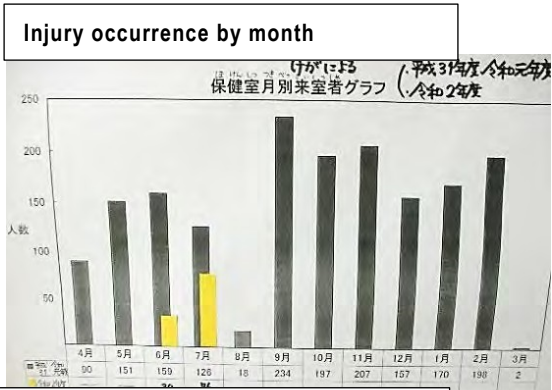
Problem (1) and (2) “Prevention of injuries during recess”

(1) See, Indicator 4 “2. Prevention of injuries” (p.19)

(2) Creation of injury map

The Health Committee asks School Clinic visitors where they were injured and creates an “Injury Map. The number of persons injured is tabulated. The monthly compilation results are posted in front of the School Clinic.





12月のけがまとめ

豊島区立さくら小学校
(12月11日) けがをして保健室で手あてを受けた人 214人 R3. 1. 15 保健委員会

どんなけが？

1. 打撲 93人 (66)	4. 継続 2人 (20)	8. ねんざ 3人 (5)
2. 擦り傷 5人 (35)	5. 切り傷 5人 (9)	8. その他 3人 (3)
3. いたみ 2人 (28)	5. 突き指 5人 (7)	9. 骨折 1人 (0)
	5. さし指 5人 (1)	

けがをした時間

★体育授業と休時間のけががふえています。

1. 体育授業 64人 (55)	5. 普通授業 11人 (10)
2. 20分休み 43人 (31)	6. 給食 8人 (7)
3. 昼休み 37人 (25)	7. 学級活動 7人 (8)
4. 休憩時間 21人 (8)	8. 家庭 5人 (5)
5. 実験実習 11人 (17)	9. 登下校 4人 (3)
	10. 始業前 2人 (7)
	11. 放課後 1人 (0)

けがをした場所

けがをして保健室で手あてを受けた人の

1. 校庭 11人 (6)	5. 廊下階段 11人 (4)
2. 教室 93人 (38)	6. 特別教室 1人 (8)
3. 体育館 21人 (23)	7. 屋上昇降口 1人 (1)
4. 家 12人 (8)	その他 2人 (1)

★校庭でのけががふえているので、けがをしないようにきをつけましょう

The Student Health Committee prepares an "Injury Summary" newspaper every month and distributes it to each class.

- Problem (3) "Prevention of injuries during PE class"**
- ※運動・体力調査の取組や「体づくり運動」の取組み
 - ※運動委員会児童による運動具点検
 - ※教員の体育授業安全指導研修



Problem (4) “Injuries during the school commute”

- ※ Mimamori-watching activities by teachers, staff, and PTA Greeting Campaign.
- ※ Safety guidance through neighborhood group commute home

Problem (5) “Preparing for disasters”

- ※ Comprehensive disaster prevention drills

Photo from comprehensive disaster prevention drills.

The school participates in a comprehensive disaster drill as part of our evacuation drills to raise awareness of disaster prevention in cooperation with the community. Students and teachers work together to raise awareness of safety and security.



Problem (6) “Prevention of Bullying, etc.”

- ※ With initiatives by the taskforce of bullying prevention, working on early identification, intervention and solution.
- ※ Guiding students to become persons with enriched spirit by program “flower of human right” and reading books.
- ※ With “Sakura Shigusa (Sakura Behavior)”, improving students ‘ability to solve problems by themselves.



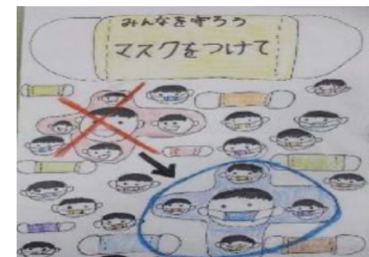
Sakura Shigusa(safe behavior) Booklet

Problem (7) “Prevention of Covid-19 infection”

- ※ Health check and disinfection of fingers every day morning
- ※ Establish of “New Life Style”
- ※ Keep up-dated with new knowledge



Sign on the floor to call for keeping distance from others



Posters to call for wearing masks

1. Records of injuries sustained at school

Various information about injuries is collected, compiled, and analyzed by the School Clinic.

1	Records of injuries sustained at school	Injuries including minor injuries (School Clinic data)	The "Injury Record" sheet is used at the School Clinic to collect information on injuries and accidents. The information is statistically processed.	Monthly analysis
		Injuries requiring a hospital visit (Injury and Accident Mutual Aid Benefit data)	Records to be submitted to the Japan Sports Council to request medical costs for injuries sustained by students while under school supervision are submitted to the City.	Analyzed once a year
2	Factual investigation of bullying (questionnaire)	Number of bullying incidents	All students are surveyed to determine what they perceive as bullying and whether their friends have been victims of bullying.	Analyzed once a semester

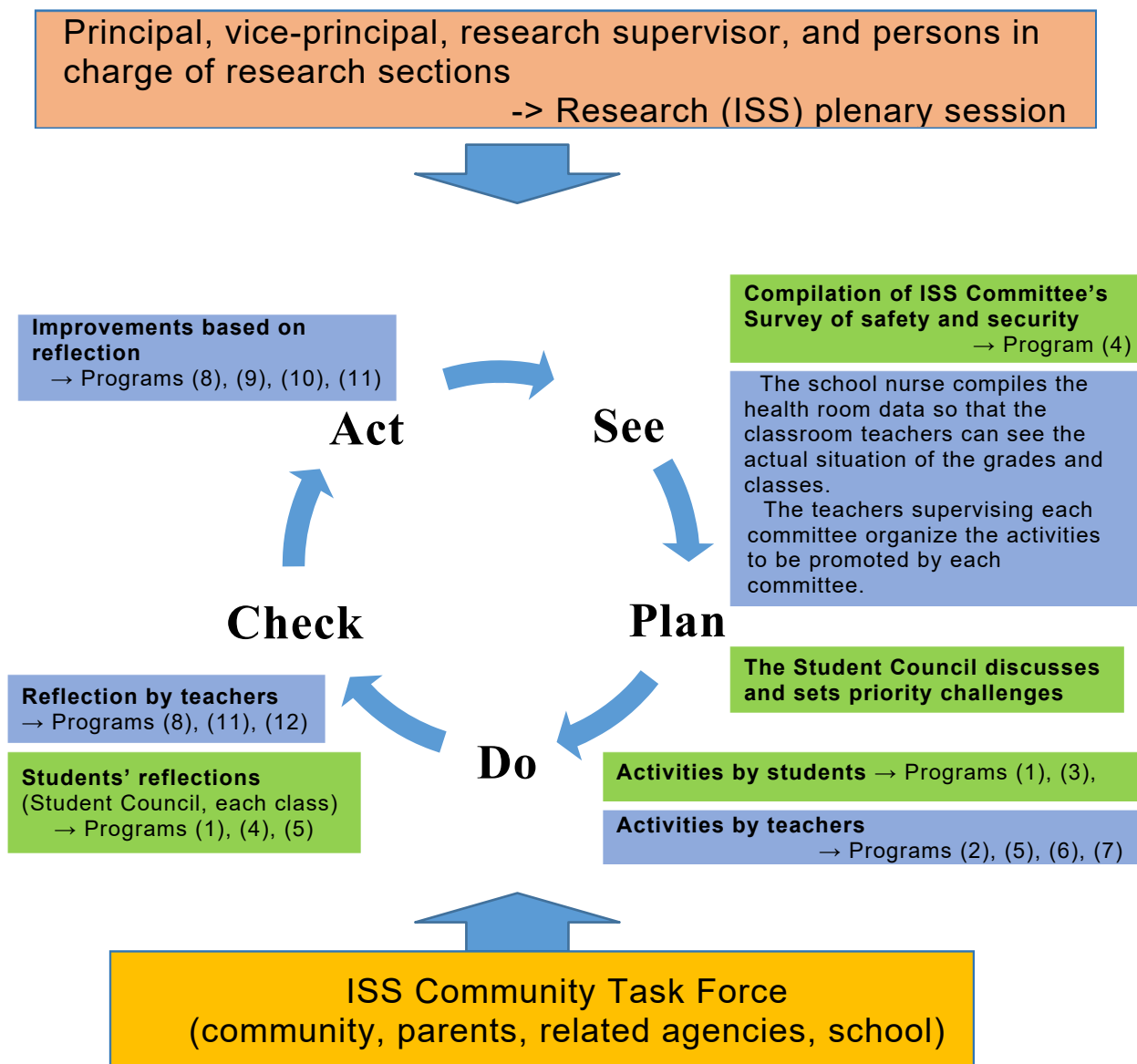
- "Time," "Type of injury," "Injured body member," and "Location" are recorded.
 - Records on injuries sustained at school are shared by all teachers and staff with the school management system.
 - The School Clinic records and saves information regarding injuries, etc., sustained by students visiting the clinic.

Date	Weather	Time of arrival	Time of departure	Grade	Class	No.	Name	Type	Temp.	Pulse rate	Symptoms	Body member
2021/04/09	Sunny	10:30	10:35	Grade 5	Class 1	14	○○ □□	Surgical			Scrape	Left knee
2021/04/09	Sunny	11:10	11:13	Grade 3	Class 1	13	□□ △△	Surgical			Others (Blow to the eye)	Eye
2021/04/09	Sunny	12:10	12:13	Grade 6	Class 2	24	△△ ○ ○	Surgical			Pain	Lower limb
2021/04/10	Rainy	8:50	8:53	Grade 1	Class 2	2	○○ □□	Surgical			Bruise	Face
2021/04/10	Rainy	10:15	10:20	Grade 6	Class 2	10	□□ △△	Surgical			Bruise	Lower limb

Treatment	Place	Timing	Cause	Remarks	Application for benefits	Transferred to daily log
Treatment (Cleaned, protected with bandage)	Schoolyard	Recess	Fall	Tripped and fell.		○
Treatment (Iced)	Classroom	Regular class	Flying object	Hit by a piece of thick drawing paper.		○
Treatment	Gym	Regular class	Carelessness	Twisted while playing dodgeball.		○
Treatment (Iced)	Classroom	Regular class	Carelessness	Wobbled when walking and bumped into a desk.		○
Treatment (compress)	Stairs	Recess	Fall	Fell on stairs and hit right knee.		○

1. Progress management of programs

The principal, vice-principal, research supervisor, and persons in charge of research sections drafted a program, which was reviewed by the research (ISS) plenary session. The program was further studied by the research sections (Research Promotion Section, PR Section, Environment Resource Section) and initiated. The ISS Community Task Force evaluates the program.



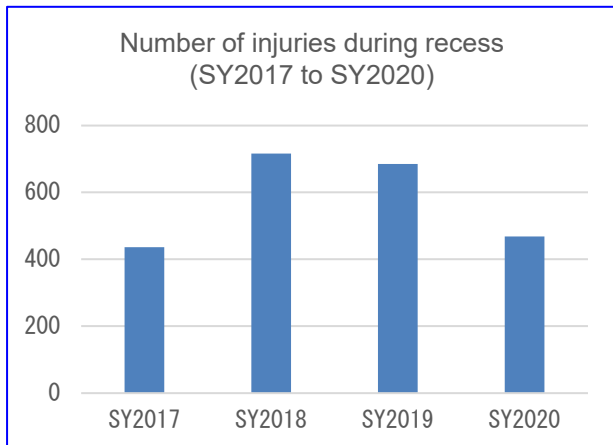
2. Measures and performance indicators

Program	Goal	Activity indicator	Performance confirmation (evaluation)		
			Short-term (changes in awareness and knowledge)	Mid-term (changes in actions and attitude)	Long-term (changes in situation)
Program (1) Creation, posting, and use of injury map	Zero danger spots in the school building	Safety inspections by teachers	Identification of danger spots by teachers	Repairs and improvements after the inspection	Reduction of injuries caused by the environment
Program (2) “Zero injuries during PE class” campaign	Reduce injuries sustained during PE class	Reminders by PE teachers, enhanced warm-up exercises	Raise awareness and lead to safe actions	Injuries are reduced through continuous reminders	Injuries caused by horseplay and carelessness are reduced
Program (3) “No talking during lunch” campaign	Students do not talk while eating and stay calm during lunchtime	Instruction in class and reminders over broadcasts	Lead to the prevention of Covid-19	Stay calm during lunchtime and prevent injuries	Students stay healthy both physically and mentally by leading a calm school life.
Program (4) Practice of “Sakura Actions” and “Sakura Rules”	The child who takes care of themself and others	Use in class, etc.	Revision of content by students	Students lead school life following “Sakura Actions” and “Sakura Rules”	Students spend calm and peaceful school life, and injuries and fights are eliminated
Program (5) Patrols by health teachers, etc.	Reduce injuries during recess	Reminders by teachers in charge of health and enhanced awareness	Students and teachers have heightened awareness that leads to safe actions	The number of injuries is reduced through continuous reminders	Injuries from accidents such as collisions are reduced
Program (6) “Zero danger spots at school” campaign	Early detection of danger spots in the school to ensure a safe school life	Safety inspections and awareness-raising by teachers	Early detection of danger spots and repairs to prevent accidents	Safe school life	Safe and calm school life
Program (7) Disinfection in school, display of line up marks	Recognize social distancing and protect safe school life	Confirmation by each class	Dissemination of rules	Increase in students who follow rules	Reduction of injuries and illness
Program (8) Survey of danger spots in the school district	Identify danger spots in the school district	Identify danger spots	Investigate danger spots	Reduce incidents and accidents through continuous confirmation and reminders	Incidents and accidents in the school district are reduced
Program (9) Mimamori-watching activities by PTA and community	Raise awareness to protect children by the community during school commute and after school, etc.	Strengthen awareness of safety and security	Promote the activity	Increase in danger production and reminders	Injuries sustained during school commute are reduced
Program (10) Creation and distribution of safety maps by PTA	Understand safety and dangers in the school district	Identify danger spots	Understanding of danger spots and provision of information by PTA	Danger spots and safe spots are recognized, and students act cautiously	Incidents and accidents in the school district are reduced
Program (11) Teacher, staff, and PTA greeting campaign	Experience the joy of greeting people and spend school life with a calm heart	Raise awareness of security	Awareness is raised, leading to calm school life	Fights and problematic behavior are reduced through continuous reminders	Injuries and fights are reduced, and students spend calm school life
Program (12) Collaboration with external organizations	Use of I-check, collaboration with SC, etc.	Collection of information	Early discovery of problems	Continuous support	Students can spend calm school life.
Program (13) Comprehensive disaster prevention drills	Collaborate with the community to raise disaster prevention awareness.	Raise disaster prevention awareness	Under review	Under review	Under review
Program (14) Designation of playground	Reduce injuries during recess	Raise awareness to prevent injuries	Thoroughly understand rules	Ensure that rules are followed	Reduce injuries

3. Achievements to the challenges

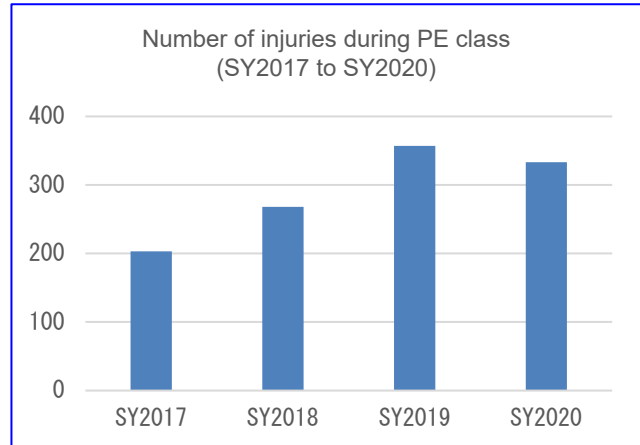
Problem (1) and (2)

“Prevention of injuries during recess”



Problem (3)

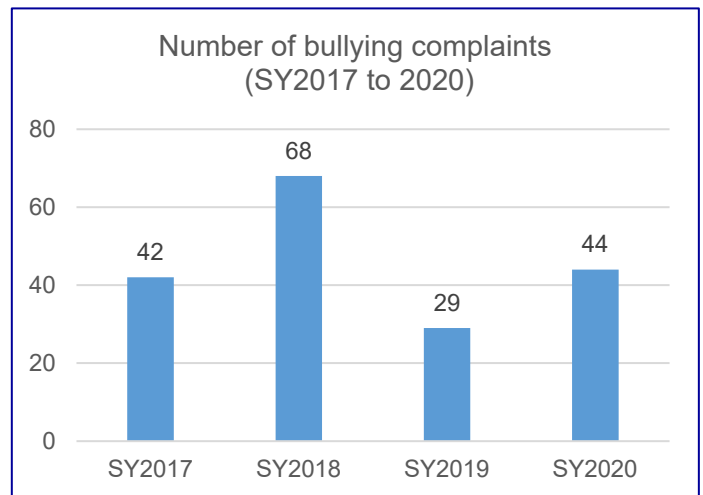
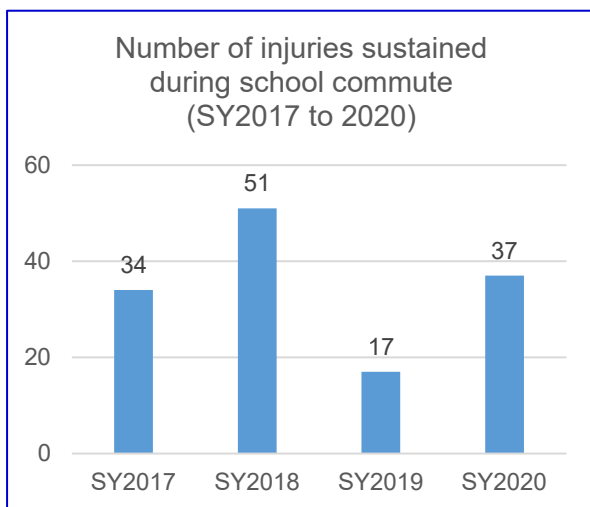
“Prevention of injuries during PE Class”



Although the number of injuries at PE classes and recess are slightly decreasing, it is not significant. Therefore, continuous effort is going to be made in the collaboration at school.

Problem (4) “Prevention of injuries during the school commute” (Repost Fig. 3-9)

Problem (6) “Prevention of bullying, etc.” (Repost Fig. 3-13)



The number of injuries has dropped in 2019 but increased again in 2020. There seems to be some relation to sudden changes caused by Covid 19 in school life. With support by parents and communities, we would like to work on injury prevention.

There is the similar trend in occurrence of bullying and troubles with friends. For those, we will continually work for prevention by providing individual counseling and other countermeasures

Problem (5) “Preparing for disasters”

Problem (7) “Prevention of Covid-19 infection”

Regarding to challenge (5) and (7), we will keep careful attention. With ideas and opinions from students, we will work together to improve our capacity to cope with challenges.

Indicator 8

Ongoing participation in Safe Schools networks – at community, national and international levels.

	In Toshima City	Japan	Overseas
SY2019	<ul style="list-style-type: none"> Participated in ISS onsite evaluations of Gyoko Elementary School and Ikebukuro Honmachi Elementary School 		
SY2020	<ul style="list-style-type: none"> Participated in ISS Designation Ceremony for Gyoko Elementary School and Ikebukuro Honmachi Elementary School Exchanged information with members of Ikebukuro-machi School Block (Ikebukuro Honmachi Elementary School, Ikebukuro Junior High School, Ikebukuro Daiichi Elementary School) in a paper exchange session. 		
SY2021	<ul style="list-style-type: none"> Plan to participate in online onsite evaluation for Senkawa Elementary School, Ikebukuro Daiichi Elementary School, and Ikebukuro Junior High School Plan a student exchange with Fujimidai Elementary School, etc. 	<ul style="list-style-type: none"> Plan to participate in Chichibu City, Saitama Prefecture Designation ceremony in July Plan to participate in Matsubara City, Osaka Designation ceremony in November Plan to participate in pre-onsite guidance for Atsugi City, Kanagawa Prefecture 	

1. Past performance

- The Student ISS Council discussed the “Sakura Actions” and “Sakura Rules” programs and reviewed and revised the content based on a questionnaire of all students.
Because the students could proactively think about their committee activities from a perspective of “safety and security,” we anticipate that they will lead their effort to various programs.
- The situation of injuries could be clearly understood with the injury map and injury newspaper (Health Committee). We can use this for early reminders and problem resolution.
- With the “No Talking during Lunch” campaign (for Covid-19), the students could spend lunchtime from preparation to cleanup calmly. The students were able to lead efforts for Covid-19 prevention.
- Injuries sustained during the school commute were reduced with the 1st and 2nd grader pedestrian simulator and school commute instruction.

2. Future directions

- Many injuries are sustained during PE class. We must enhance our seminars on PE instruction, etc., and reduce the injuries sustained during class.
- Many activities could not be held because of Covid-19 and had to be modified, such as holding sessions online.
- We will utilize the injury map and injury newspaper (Health Committee), etc., to reinforce programs conducted by each class, grade, and committee
- We will strengthen our initiatives to prevent emotional injuries.
- We will continue strengthening programs held in collaboration with the community and parents, focusing on comprehensive disaster prevention drills.



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