

Application
to become a member of
International Safe School network
(re-designation)

SEIWA ELEMENTARY SCHOOL

TOSHIMA CITY, TOKYO

2022 December



1 Outline of Toshima City Seiwa Elementary School

(1) Established in 1950

Celebrated 70th anniversary in 2020 (72nd year from establishment in 2022)

(2) Origin of school name

What is “Seiwa” ?

- The image of monks gathering and cheerfully training even amid harsh conditions (Buddhist teachings)
- To be calm and peaceful. To be in a clear and warm spring season (from Daijirin).

(3) School’s educational goals

- Students who think, apply, and challenge
- Students who learn deeply and create
- Students who recognize each other, and grow with rich hearts

(4) School scale, etc.

Number of students	Boys	Girls	Total
1st grade	36	27	63
2nd grade	41	29	70
3rd grade	27	26	53
4th grade	32	32	64
5th grade	33	42	75
6th grade	33	35	68
Total	203	191	394

School schedule	
8:10	Arrival at school
8:20	Preparation time
8:25	School-wide assembly (Monday) Morning studies (Tuesday, Friday) Reading time (Thursday)
8:35	Morning meeting
8:40	1st period
9:25	Preparation time
9:30	2nd period
10:15	Recess
10:35	3rd period
11:20	Preparation time
11:25	4th period
12:10	Lunch
12:55	Lunch recess
13:30	Preparation time
13:35	5th period
14:20	Preparation time
14:25	6th period
15:10	Afternoon homeroom

Fig. * Our school has a class for special-needs students.



ISS Mascot
[Hato-chan]
Protecting security

Students who require special support

Fig. 2

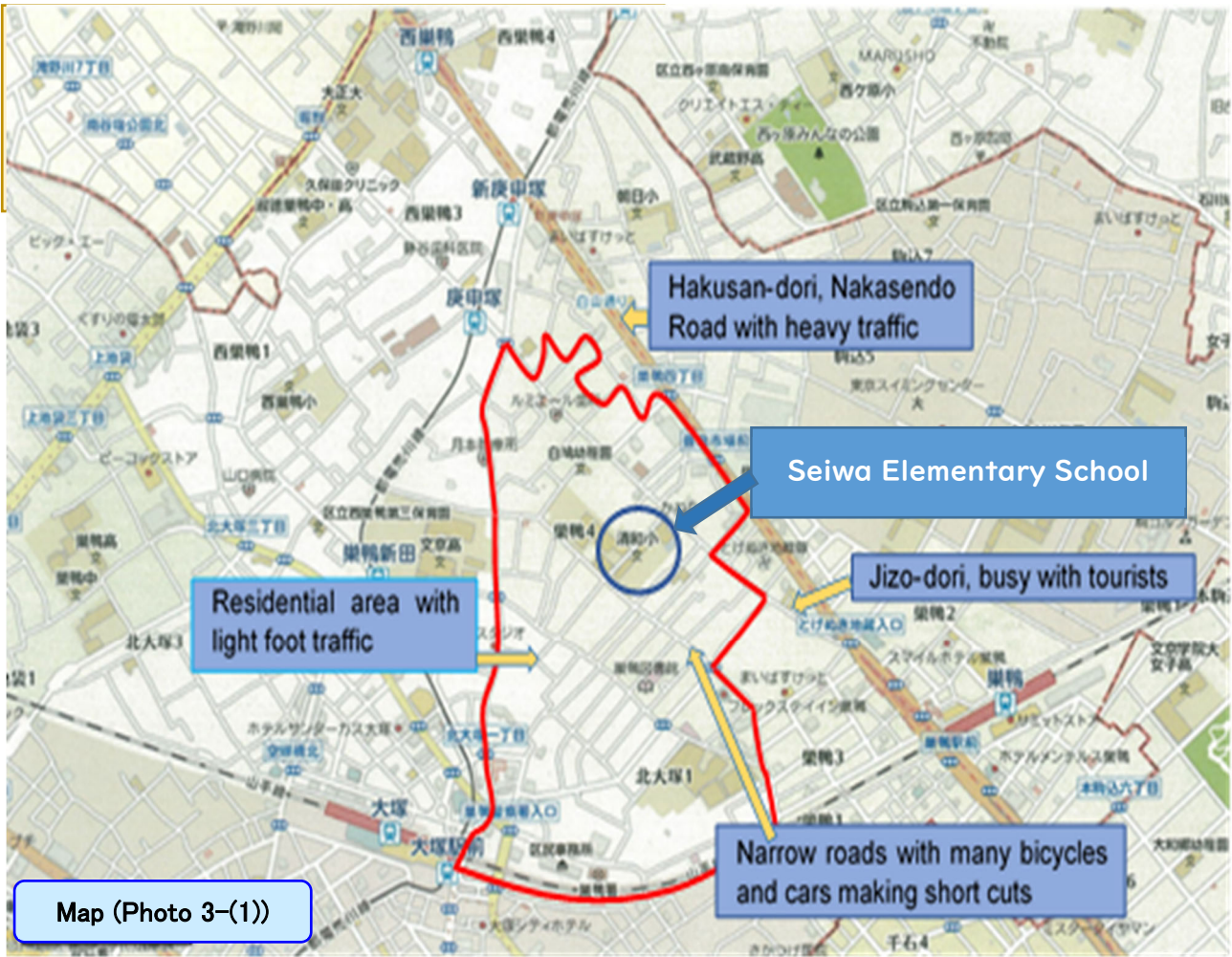
ISS Mascot
[Seiwa-kun]
Protecting safety



[Changes in number of students]

The number of students has not fluctuated over the years, with approximately 400 students each year. Currently, there are 13 classes. Only the 2nd grade has three classes, and the other grades have two classes.

2 Situation of district



Map (Photo 3-(1))



Photo 3-(2)



Photo 3-(3)



Photo 3-(4)

Chapter 2 International Safe School Program

November 2017
Declaration of launch of ISS program



February 2018 Visit by Dr. Shiraishi

July 2018 Community Taskforce Committee established

November 2018 Community Taskforce Committee meeting
* Held several times a year since then

July 2019 Preliminary review

November 2019 Onsite evaluation

January 2020 Joint designation ceremony with Gyoko Elementary School and Ikebukuro Honcho Elementary School (Toshima Civic Center)

December 2022 Onsite evaluation for re-designation

December 2017 Student's ISS Program Declaration

March 2018 Students' questionnaire survey conducted

April 2018 1st Phase slogans created and released

May 2018 Student ISS Committee "Luncheon Meeting"

February 2019 Exchange with Gyoko Elementary School, an ISS Designated

March 2019 ISS activities handed over

April 2019 ISS 2nd Phase slogans created and released

July 2019 Presentation of initiatives at preliminary review

November 2019 Presentation of initiatives at onsite evaluation

January 2020 Presentation of initiatives at joint designation

December 2022 Presentation of initiatives at onsite evaluation for re-designation

Fig. 4

3-1. Physical injuries (1) The number of injuries per year and per day is decreasing

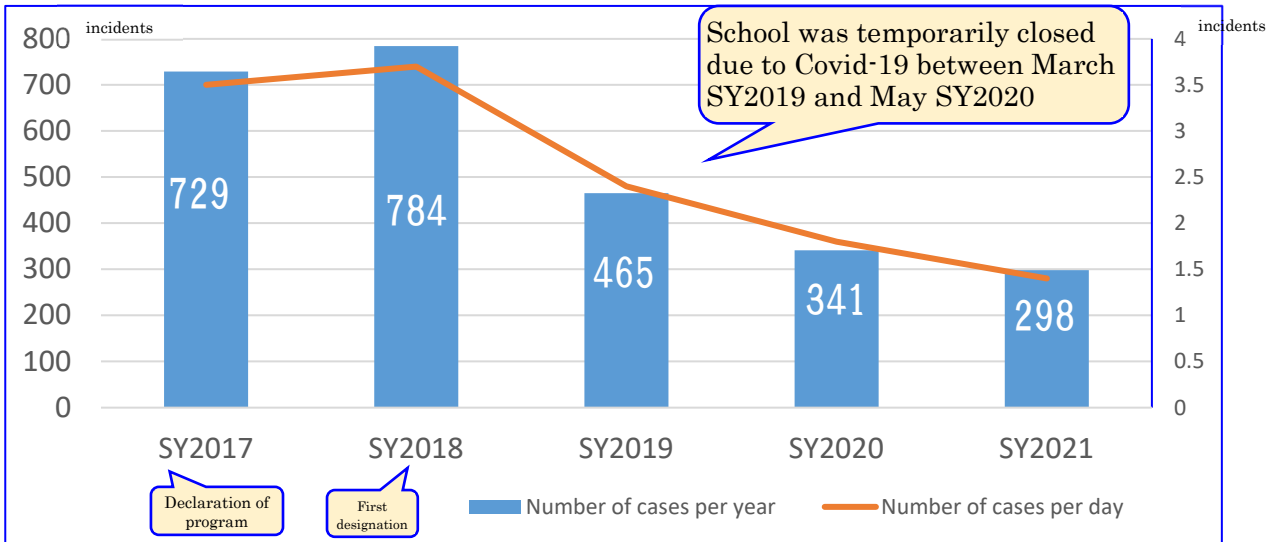


Fig. 5 Source: Nurse's Office visit records

Since we declared the launch of ISS program in November 2017, the number of injuries has been on a downward trend. Although there were temporary school closures, etc., in SY2019 and SY2020, the number of injuries per day has also been on a downward trend.

3-1. Physical injuries (2) Many injuries occur during recess and PE classes.

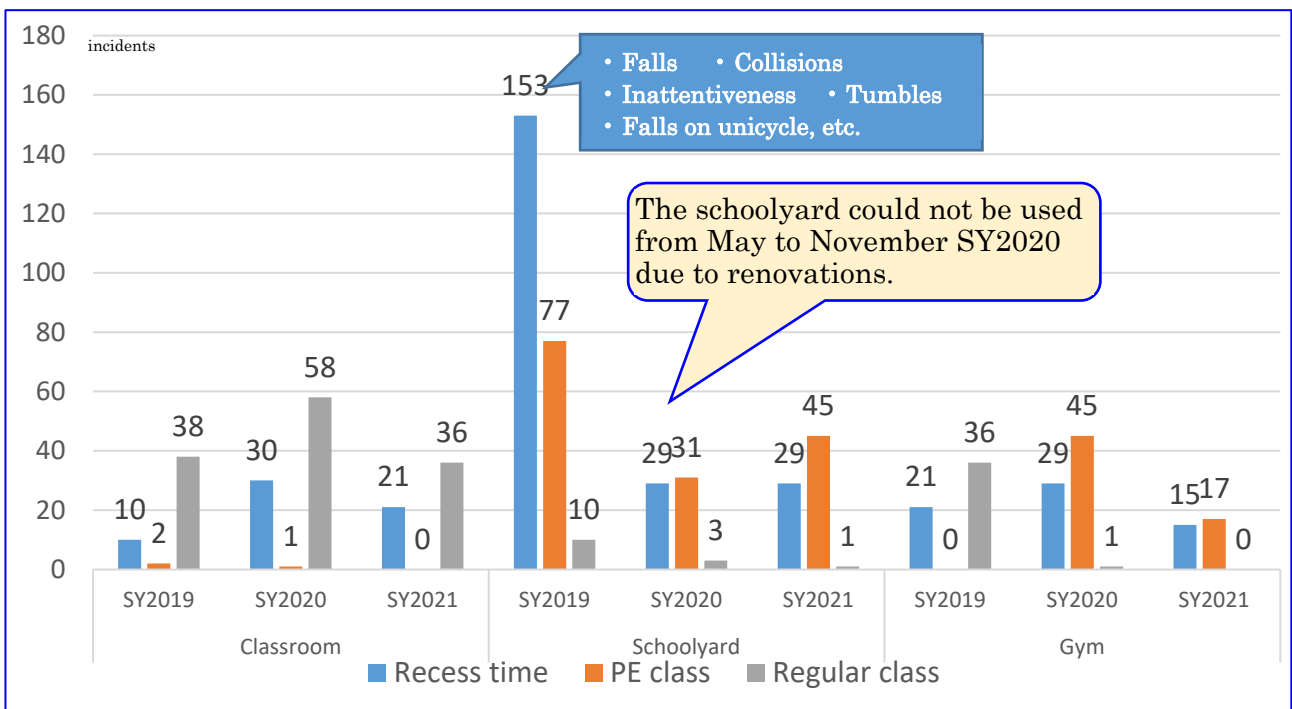


Fig. 6 Source: Nurse's Office visit records

3-1. Physical injuries (3) In all grades, many injuries have occurred because of falls and inattentiveness.

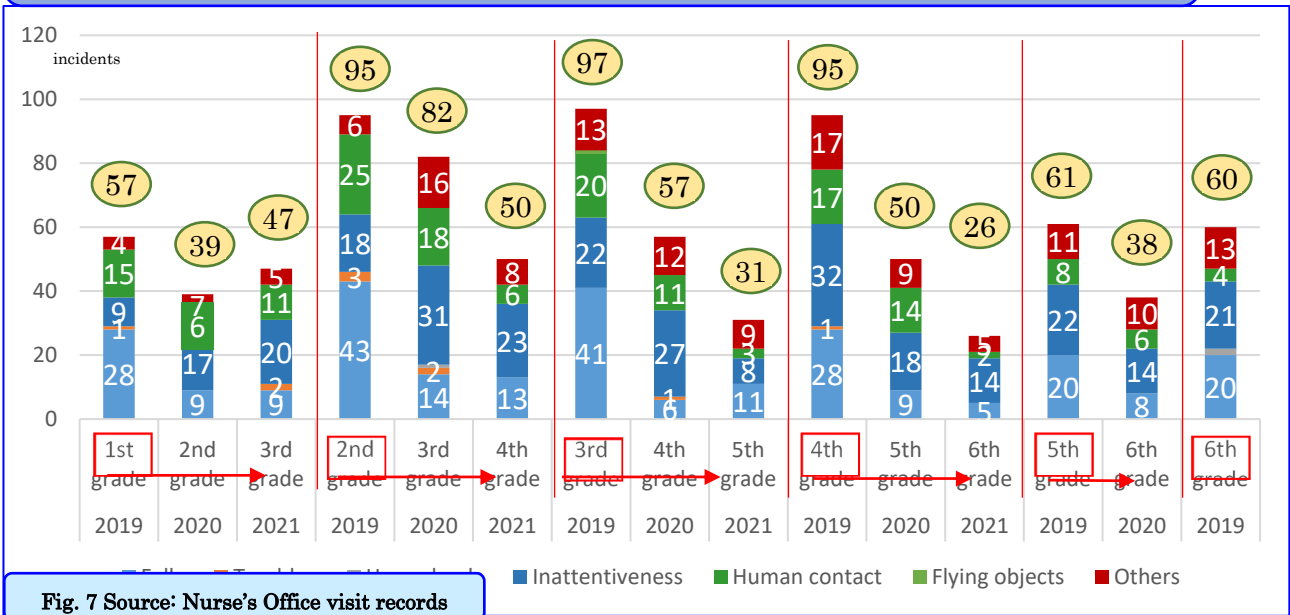


Fig. 7 Source: Nurse's Office visit records

In all grades, the number of injuries tends to decrease as students advance to the next grade. The most common causes of injury are falls, inattention to one's surroundings, and a lack of attention when handling tools such as box cutters.

3-1. Physical injuries (4) There were many bone fractures due to environmental changes (Covid-19 pandemic, schoolyard renovation).

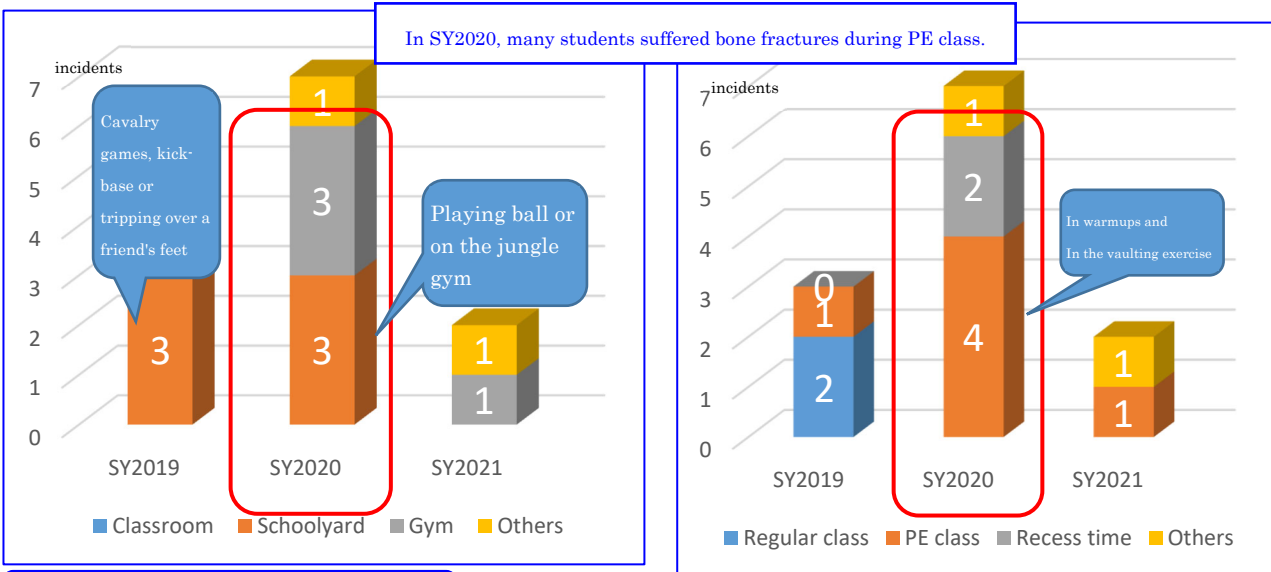


Fig. 8 Source: Nurse's Office visit records

We suspect that the students lacked physical activity in SY2020 due to the Covid-19 pandemic and schoolyard renovations, resulting in decreased motor skills. We believe this was a contributing factor to the high incidence of bone fractures.

3-2. Experience of close calls

(A “Close Call Survey” of all 392 students was conducted in June 2022.)

1. Have you ever felt unsafe during your school commute?

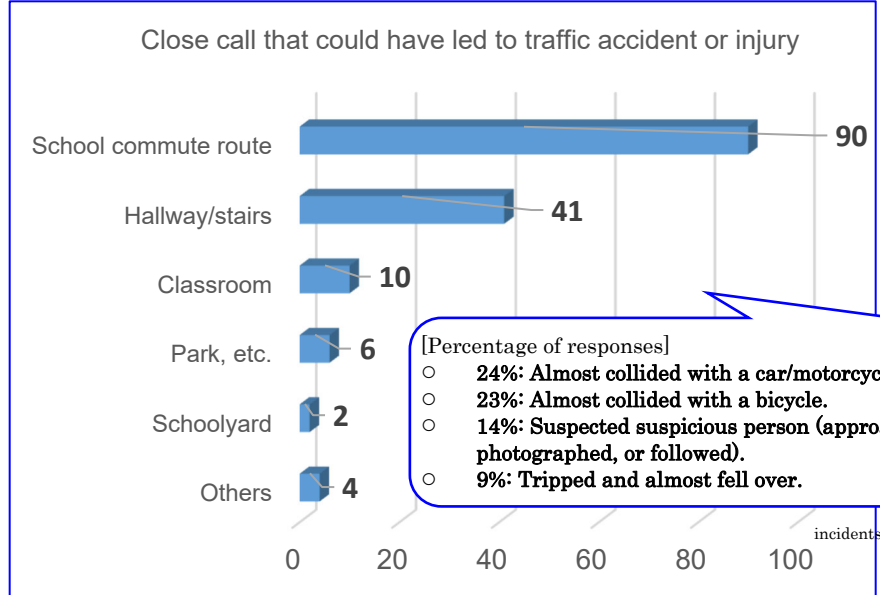
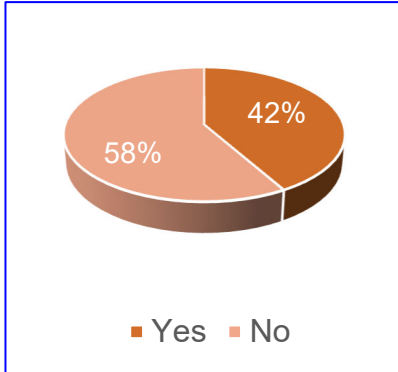


Fig. 9
Source: “Close Call Survey”

There have been collisions that could have resulted in serious traffic accidents. (including times other than school commute)

School year	Situation	Grade	Outline of accident
SY2019	None		
SY2020	After school	5th	While riding a bicycle down a hill, the brakes failed and the bicycle collided with a car traveling on an intersecting road.
	On way home from school	4th	Was running on the road and almost collided head on with a bicyclist.
SY2021	After school	6th	While riding a bicycle, slipped and fell on a road storm drain cover.

Fig. 10 Source: “Life Guidance Section Notes”

2. Have you ever felt unsafe in class?

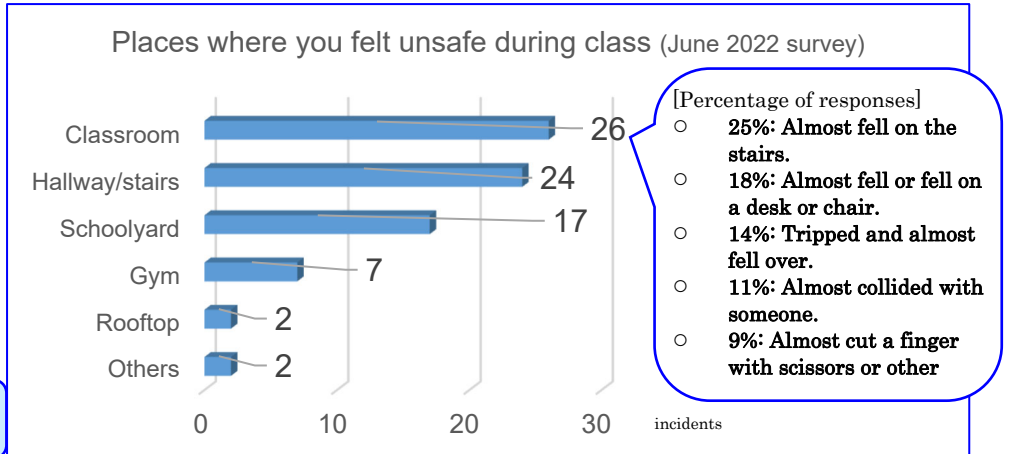
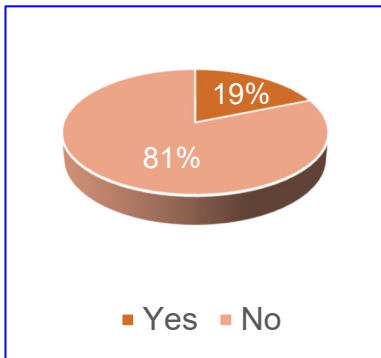


Fig. 11
Source: “Close Call Survey”

3. Have you ever felt unsafe during recess?

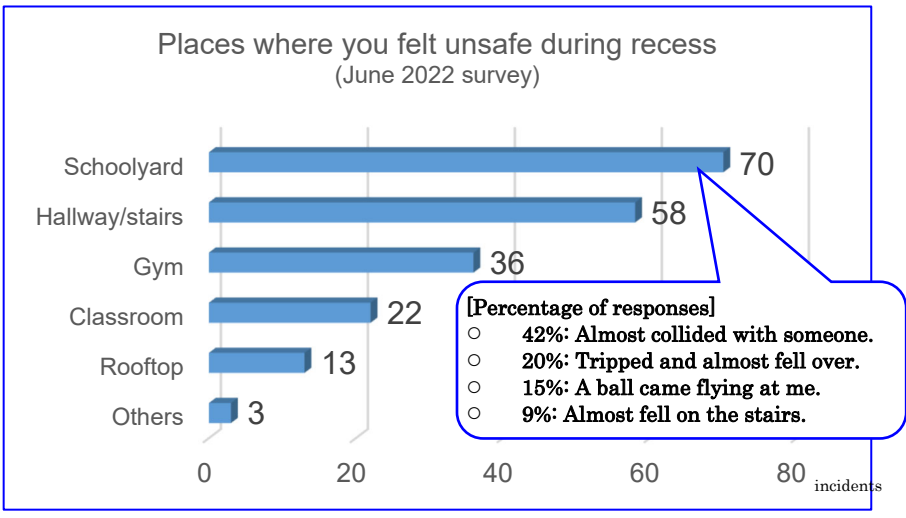
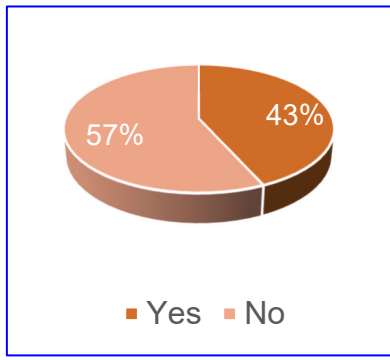


Fig. 12 Source: "Close Call Survey"

3-3. Emotional injuries ~ Complaints about bullying ~

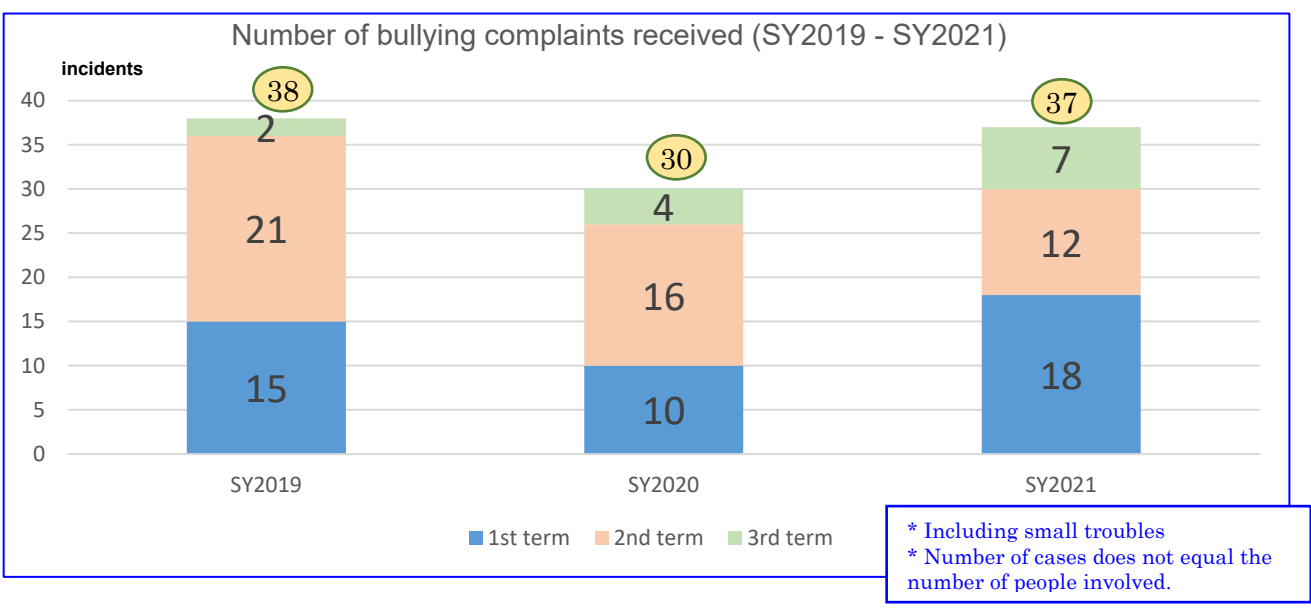


Fig. 13 Source: "Bullying Survey"

The number of bullying complaints received has remained high for the past several years, at more than 30 cases. Each of these troubles was resolved by mutual discussion, counseling, and other early measures. However, new troubles are occurring. We are further strengthening our initiatives aimed at helping the students build healthy relationships with their peers.

4. Situation of other risks 4-1. Earthquakes

Period	Total		Grand total
	Seismic intensity 1-3	Seismic intensity 4-7	
	2011	171	
2012	42	4	46
2013	31	2	33
2014	21	2	23
2015	13	4	17
2016	21	2	23
2017	18	0	18
2018	21	1	22
2019	12	3	15
2020	23	4	27
2021	14	4	18
2022	11	2	13

Ten years have passed since the Great East Japan Earthquake on March 11, 2011. During this period, there have been 38 earthquakes in Tokyo measuring 4 or higher on the Japanese seismic intensity scale. Three to four earthquakes occur every year. Some of the earthquakes have measured a seismic intensity of a lower 5 or greater at the epicenter.

There have been no human casualties at our school during this time.

Since the Great Hanshin-Awaji Earthquake in January 1995, various efforts have been made to improve emergency stockpiles, etc. However, the development of a cooperative system in the local community is also a major issue.

Fig. 14: Source The Japan Meteorological

4. Situation of other risks 4-2. Covid-19

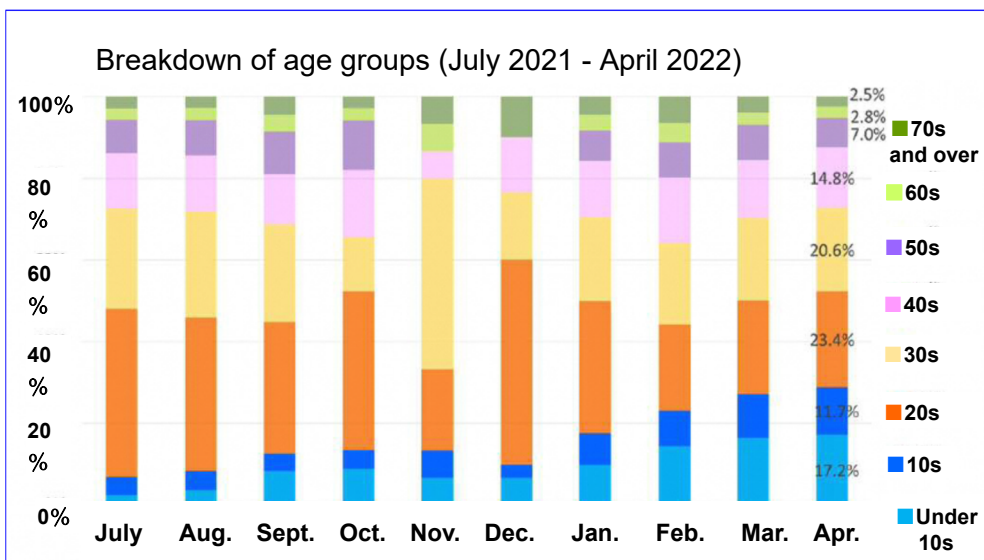


Fig. 15 Source: "Changes in the number of Covid-19 cases in Toshima City"

Preventing the spread of Covid-19 on a global scale is a major challenge. Infections have been spreading to teenagers and younger since the fall of 2021.

In Toshima City, many classes and grades were closed.

At our school, about 13% of the students were infected in SY2021, and about 7% in SY202 (as of June). Preventing the spread of infection at schools is also a major issue.

Based on the analysis of Chapter 3, “Situation of Injuries,” we have established the following priority issues to be addressed from the aspects of “physical aspects” and “emotional aspects,” “major earthquake directly under the Tokyo metropolitan area,” and

Summary of Safety Diagnosis ① Physical aspects

	Place		Problem point	Evidentiary data
Physical injury	At school	Inside school building	(1) Many injuries and close calls occur in classrooms, hallways, and stairways during recess. (2) Many injuries occur during PE classes in gym.	Fig. 6, Fig. 8 Fig. 11 Fig. 6, Fig. 8
		Outside school building	(3) Many injuries occur at the schoolyard during recess time. (4) Many injuries occur at the schoolyard during PE classes.	Fig. 6, Fig. 8 Fig. 6, Fig. 8
	Off school grounds	Commute route	(5) There is a high risk of traffic accidents during the school commute.	Fig. 3, Fig. 9 Fig. 10
		Community	(6) There is about one incident of collision, etc., every year.	Fig. 10

Fig. 16

Summary of Safety Diagnosis ② Emotional aspects, etc.

	Place	Problem point	Evidentiary data
Emotional	At school	(7) Complaints of bullying are received every year.	Fig. 13
	Others	(8) Preparations for a major earthquake directly under Tokyo metropolitan area (9) Prevention of Covid-19 infections	Fig. 14 Fig. 15

Fig. 17

Indicator 1: An operational infrastructure to work on safety improvement has been established based on collaboration.

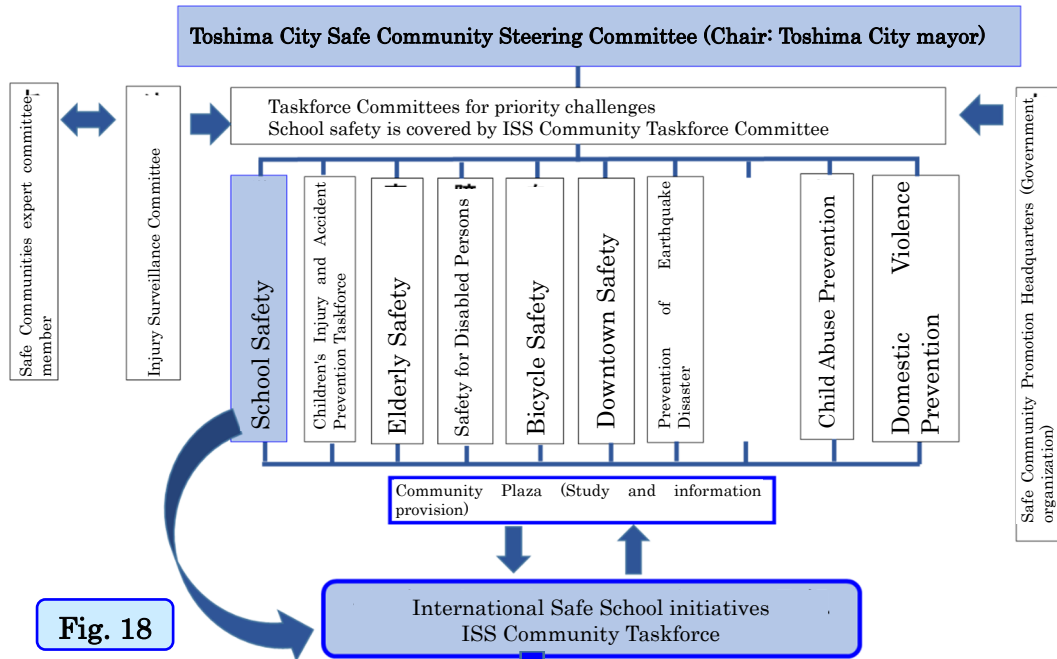


Fig. 18

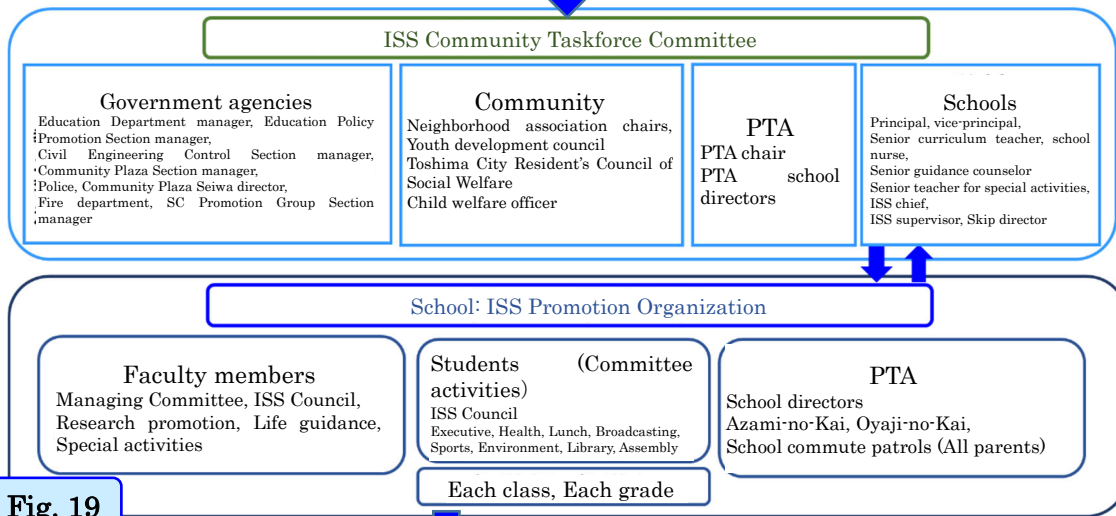


Fig. 19



Fig. 20



Indicator 2: There are Safe School policies that have been determined by the community's Steering Committee in accordance with the Japan Institution for Safe Schools and the Safe Communities.

All of our educational activities are guided by the policies of the Ministry of Education, the Tokyo Metropolitan Board of Education, and the Toshima City Board of Education.

Toshima City Education Vision 2019

◎ Creating safe and secure schools

Utilize the know-how of certified International Safe Schools to promote and raise awareness in eight junior high school blocks.

In addition, each junior high school block will enhance its initiatives with originality and ingenuity from the viewpoint of collaborative education among elementary and junior high schools.

Fig. 21

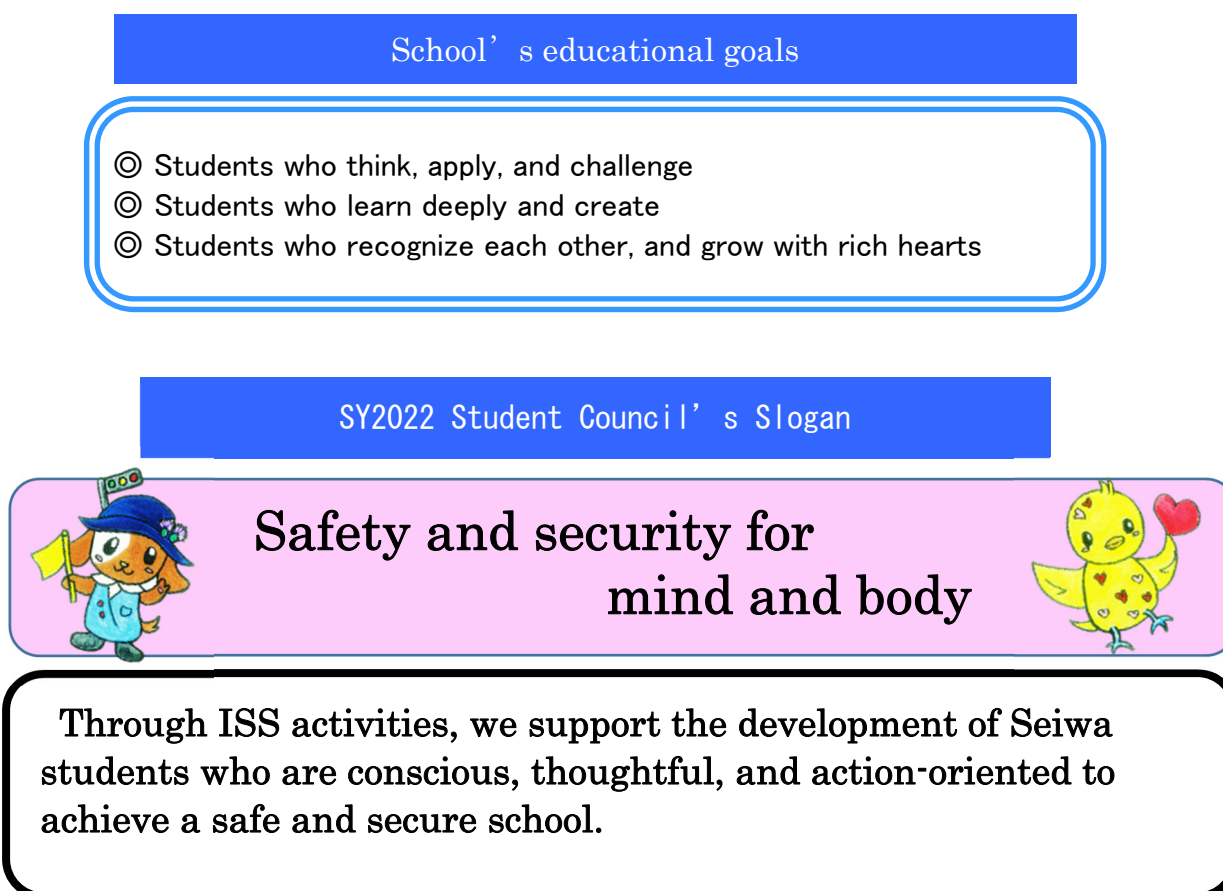


Fig. 22

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

List of ISS activities (1) [Examples]

Fig. 23 below shows some of the ISS activities organized by “environment,” “age group,” and “activity content,” respectively. Note that the contents of Indicator 3, Indicator 4, and Indicator 5 are color-

■	Indicator 3
■	Indicator 4
■	Indicator 5

			1st	2nd	3rd	4th	5th	6th	Faculty members	Families, community
Physical aspects	At school	Inside school building	Program 2-1 Turtle mark							
			Program 2-12 Neat Heels Campaign							
		Program 1-1 Monthly safety inspections of facilities and equipment by all faculty members								
	Outside school building	Program 2-13 Review of sports shoes in the rubber-chip-								
		Program 2-2 Sparkly White Line campaign								
	Off school grounds	School commute route	Program 3-4 Monthly safety instruction (improving risk prevention skills)							
Program 3-14 Ensuring safety during school commute										
Program 2-6 Heart-full campaign (committee activity)										
Emotional aspects		Program 2-6 Heart-full campaign (committee activity)								
Others		Program 3-28 Drills for setting up evacuation shelters (3-26, 27, 29, 30) Drills to prepare for natural disasters, etc.								

Fig. 23

List of ISS activities (2)

Fig. 24 and 25 below show all ISS activities arranged by the organizer.

In Fig. 24, the activities marked in red have been suspended to prevent the spread of Covid-19. The activities marked in blue have been changed or newly implemented to prevent the spread of Covid-19. The activities are categorized in terms of “1. Environment improvement,” “2. Restrictions, rules, and human relationship development,” and “3. Awareness and education.”

Fig. 25 gives a detailed description of the activities shown in Fig. 24.

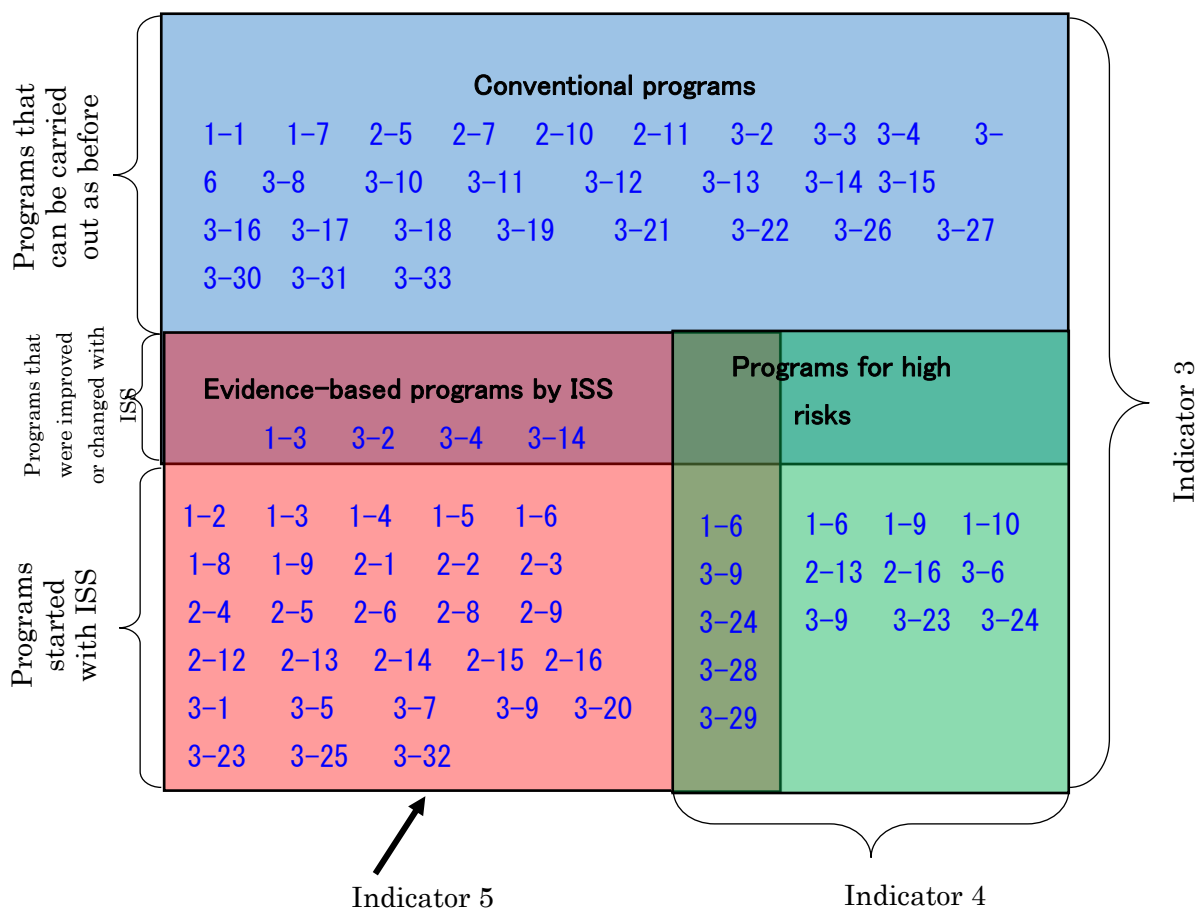


Fig. 24A

Organizer			Students	Faculty members	Community / Parents Related associations
Physical injury	At school	Inside school building	<p>1-4. Safety inspections by students</p> <p>1-5. Transmission from Ai Road</p> <p>2-1. Turtle mark</p> <p>2-2. Sparkly White Line campaign</p> <p>2-3. Protection of 1st and 2nd graders during student assemblies</p> <p>2-4. On-Line Luncheon meeting</p> <p>2-7. Azami activities</p> <p>2-8. Exchanges with sister classes</p> <p>2-9. GOTO Schoolyard campaign</p> <p>2-12. Neat Heels Campaign</p> <p>2-13. Review of sports shoes in schoolyard</p> <p>2-16. Meet assemblies</p> <p>3-1. Student ISS Assembly</p> <p>3-2. Food education</p> <p>3-8. Activities for 6th graders to support 1st graders</p> <p>3-4. Replenishment of hand-washing soap and disinfectant</p> <p>3-32. Tabulation of nurse's office visits</p> <p>3-33. Safety reminders by the Broadcasting Committee</p>	<p>1-1. Safety inspections</p> <p>1-2. Sharing of injury data</p> <p>1-3. Identification and sharing of safety challenges</p> <p>1-6. Restructuring of mimamori-watching organization</p> <p>1-7. Transfer of weekly goals</p> <p>1-8. Opening the Library</p> <p>1-9. Provision of disinfectant in each classroom</p> <p>1-10. Disinfection of classrooms</p> <p>2-1. Turtle mark</p> <p>3-3. Lifesaving course</p> <p>3-4. Safety instruction</p> <p>3-5. Preparation of safety education program</p> <p>3-6. Seminar on physical education instruction methods</p> <p>3-7. Guidance for Student Luncheon Meeting</p> <p>3-23. "Calcium Up" Menu</p> <p>3-4. Replenishment of hand-washing soap and disinfectant</p> <p>3-32. Tabulation of nurse's office visits</p> <p>3-26. Initial fire extinguishing drills</p> <p>3-27. Lifesaving training</p>	
		Outside school building	<p>2-9. GOTO Schoolyard campaign</p> <p>3-10. UNICEF fundraising activities</p> <p>3-17. Bicycle safety class (Grade 3)</p> <p>3-30. Evacuation drills (Pick-up drills)</p>	<p>1-6. Restructuring of mimamori-watching organization</p> <p>3-4. Safety instruction</p> <p>3-17. Bicycle safety class</p> <p>3-30. Evacuation drill</p>	3-17. Bicycle safety class
	Off school grounds	School commute route	<p>2-2. Sparkly White Line campaign</p> <p>3-16. Group dismissal for 1st graders</p>	<p>3-4. Safety instruction</p> <p>3-14. Ensuring safety during school commute</p> <p>3-16. Group dismissal for 1st graders</p>	<p>3-14. Ensuring safety during school commute</p> <p>3-15. Traffic safety class for 1st graders (Twice a year)</p> <p>3-24. Distribution of reflectors</p>
		School commute route	<p>2-11. Toshima Furusato Class</p> <p>3-18. Community safety map</p> <p>3-19. Parent-child school route inspections</p>	<p>2-11. Toshima Furusato Class</p> <p>3-4. Safety instruction</p> <p>3-18. Community safety map</p> <p>3-26. Initial fire extinguishing drills</p>	<p>2-11. Toshima Furusato Class</p> <p>3-18. Community safety map</p> <p>3-19. Parent-child school route inspections</p>

Emotional injury	Bullying, etc.	2-5. Greetings exchange program 2-6. Heart-full campaign 2-7. Azami activities 2-8. Hato One-time 2-10. Human rights flower 2-12. Neat Heels Campaign 2-14. Greetings Tree Campaign 2-15. Find Suteki-ra-rin 3-9. Read-aloud activities by Library Committee members 3-31. i-Check	2-5. Greetings exchange program 3-11. Emotional support 3-13. Research on moral education class 3-12. Bullying Prevention Committee 3-20. Encounter Training 3-21. Bullying Survey 3-31. i-Check	2-5. Greetings exchange program 3-22. Lectures on Moral Ethics
		Others	3-26. Initial fire extinguishing drills 3-28. Drills for setting up evacuation shelters	3-26. Initial fire extinguishing drills 3-28. Drills for setting up evacuation shelters 3-29. Drills for installing emergency temporary toilets

Fig. 24B

Programs ~~in red~~ were suspended. Programs highlighted in blue were newly started.

List of ISS activities (3)

Fig. 25

1. Environment improvement

1-1. Safety inspections (once a month)		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	All faculty members are assigned inspection places, and inspect the safety of their assigned facilities and equipment once a month.				

1-2. Sharing of injury data (Evening Meeting on Non-curricular Educational Guidance)		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	Every Friday, the faculty members share information based on injury data, and share information on improving the environment and giving non-curricular educational guidance.				

1-3. Identification and sharing of safety challenges (ISS Time)		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	Every Tuesday, the faculty members discuss the student's ISS activities and challenges specifically for 1st/2nd grades, 3rd/4th grades, and 5th/6th grades. They encourage common understanding of advice and support details, and work together to improve the school.				

1-4. Safety inspections by students		New	Continue	Expand	Revise
Target	Students				
Outline of program	The Sports Committee conducts safety inspections to prevent injuries sustained on the schoolyard.				

1-5. Transmission of ISS activity programs (Ai Road)		New	Continue	Expand	Revise
Target	Students				
Outline of program	Displays introducing the ISS activity programs are posted in the 1st floor hallway. The students conduct promotional activities, and record the history of our Safe School activities.				

1-6. Restructuring of mimamori-watching organization		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	To prevent an increase in injuries due to the schoolyard renovations, we have increased the number of faculty members on duty during recess. In addition, the number of grades that can use the schoolyard at the same time has been reduced to two.				

1-7. Transfer of weekly goals		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	Every Thursday, the on-duty teachers meet to discuss this week and next week's mimamori-watching duty. The weekly goals are reviewed, the students' issues are discussed, and the next week's goals are set.				

1-8. Opening the Library		New	Continue	Expand	Revise
Target	Students				
Outline of program	By opening the library during recess, we can disperse the play areas and reduce the number of students playing in the schoolyard. This prevents an increase in the number of injuries. One teacher is always on duty to provide mimamori-watching.				

1-9. Provision of disinfectant in each classroom		New	Continue	Expand	Revise
Target	Students				
Outline of program	Disinfectant solution has been placed in front of each classroom as a measure to prevent the spread of infections. Constant disinfection raises awareness of infection prevention.				

1-10. Disinfection of classrooms		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	After students leave school, we sanitize door handles, hallway hooks, and other areas that students frequently touch to prevent infection.				

2. Restrictions, rules, and human relation development

2-1. Turtle mark		New	Continue	Expand	Revise
Target	Students, faculty members, parents				
Outline of program	To increase awareness of rules for walking in the hallways and stairs, and to promote awareness of safety and prevent injuries, the Health Committee encourages "Right Side Travel", and puts up "Turtle Marks" along the stairs to remind students to be safe.				

2-2. Sparkly White Line campaign (Safety on the way to school)		New	Continue	Expand	Revise
Target	Students				
Outline of program	The ISS Committee conducts the "Sparkly White Line campaign" to encourage students to walk on the right side of the road. The campaign, which aims to improve traffic manners and traffic safety awareness, has been passed on from the ISS Committee to each committee. (Revision and development of High-touch program)				

2-3. Protection of 1st and 2nd graders during student assemblies (Assemblies switched to online)		New	Continue	Expand	Revise
Target	Students				
Outline of program	The ISS Committee students provide protection so that the 1st and 2nd graders are safe and do not get injured during the student assemblies.				

2-4. Student ISS Committee's "Luncheon meeting"		New	Continue	Expand	Revise
Target	Students				
Outline of program	Once a month, the students gather to discuss the situation of ISS activities and the activity policy, and plan methods to prevent injuries.				

2-5. Greetings exchange program		New	Continue	Expand	Revise
Target	Students				
Outline of program	Throughout the year, students from all classes take turns calling for greetings between students, faculty members, and for morning greetings at the school gate, entrance, and hallways, etc.				

2-6. Heart-full campaign		New	Continue	Expand	Revise
Target	Students				
Outline of program	In this campaign, students write down pleasant experiences and comments with their friends on a card and present them. Each card is pasted onto a large heart-shaped poster to promote warm feelings throughout the school.				

2-7. Different age-group activities (Azami activities)		New	Continue	Expand	Revise
Target	Students				
Outline of program	“Azami groups”, of different aged children, are formed with students from 1st to 6th grades. They participate in playtime, school field trips, cleaning, and lunch, etc., throughout the year. • Azami is the flower on the school emblem.				

2-8. Exchanges with sister classes (Hato One-time)		New	Continue	Expand	Revise
Target	Students				
Outline of program	To prevent children from being left all alone during long recess and to create better human relationships, the Executive Committee has called out and started an activity for sister classes to play together. The name “Hato One-time” comes from the ISS activity symbol “Hato (Dove)” and “Say One”.				

2-9. GOTO Schoolyard campaign		New	Continue	Expand	Revise
Target	Students				
Outline of program	The Sports Committee proposed this program to encourage students to have fun playing outside even during the coldest time of February. At the beginning of recess, a broadcast calls out, “Let’s have fun playing outside.”				

2-10. Human rights flower		New	Continue	Expand	Revise
Target	1st grade and 6th grade students				
Outline of program	The students work together to cultivate “human rights flowers”, which is the symbol of our annual respect for human rights activity.				

2-11. Toshima Furusato Class (Neighborhood exploration)		New	Continue	Expand	Revise
Target	Students, faculty members, community residents				
Outline of program	Every year, “Socio-environmental studies” and “General” classes for each grade conduct an activity to learn more about the neighborhood we live in, find good points, and identify challenges. The ability to think, propose, and implement things we can do is developed. We also deepen our relationship with people in the community through this activity.				

2-12. Neat Heels Campaign		New	Continue	Expand	Revise
Target	Students				
Outline of program	The Student Council looked at the school’s shoe boxes and thought that perhaps, “disorganized shoes reflects disorganized emotions.” They started a campaign to encourage students to place their shoes with the heels neatly aligned in hopes that the students would start their day calmly. The spirit of organization has continued even after the campaign.				

2-13. Review of sports shoes in schoolyard		New	Continue	Expand	Revise
Target	Students				
Outline of program	The school closure during the Covid-19 pandemic has reduced physical fitness and caused many bone fractures. We found that one of the causes was shoes. Students were instructed to wear sports shoes when using the schoolyard during recess and PE.				

2-14. Greetings Tree Campaign		New	Continue	Expand	Revise
Target	Students				
Outline of program	We believe that the connection between hearts and minds starts with greetings. Leaf-shaped cards are distributed to each class, and when a child is seen pleasantly greeting others, they are asked to write their name on the card. The cards are affixed onto a “greeting tree” drawn on a sheet of construction paper to show how many greetings are being made.				

2-15. Find Suteki-ra-rin		New	Continue	Expand	Revise
Target	Students				
Outline of program	How students spend time in the classrooms and how they walk in the hallways and stairs have become issues due to the Covid-19 prevention measures and schoolyard renovations. The ISS Committee members patrol the school and find “Suteki-ra-rin” (lovely students) who can act safely and are engaged in activities to spread safe behavior. They are beginning to be able to behave correctly on their own.				

2-16. Meet assemblies		New	Continue	Expand	Revise
Target	Students				
Outline of program	By having reports, transmissions, and meetings from each committee via Google Meet, we can avoid the Three 3Cs (close spaces, crowded places, close-contact settings) and prevent the spread of infections.				

3. Awareness and education

3-1. Student ISS Assembly		New	Continue	Expand	Revise
Target	Students				
Outline of program	The Student Council and each committee report on their respective ISS activities and announce anti-bullying slogans for each class.				

3-2. Food education		New	Continue	Expand	Revise
Target	Students				
Outline of program	The Lunch Committee students conduct activities to introduce topics regarding nutrition display and meal planning, conduct food education activities to prevent injury, and the “Leave No Scraps Lunch Campaign”, etc.				

3-3. Lifesaving course		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	Once a year, all faculty members participate in voluntary training seminars on responding to food allergies, and lifesaving training by the Fire Department to respond to water accidents, etc.				

3-4. Safety instruction (once a month), Safety studies		New	Continue	Expand	Revise
Target	Students				
Outline of program	Following the safety instruction plan, guidance is provided to increase knowledge, awareness, and ability to avoid danger in the areas of life safety, traffic safety, and disaster safety. Creative teaching materials encourage independent learning, valuing the students’ “awareness” and “problem-solving skills.”				

3-5. Preparation of safety education program		New	<u>Continue</u>	Expand	Revise
Target	Faculty members				
Outline of program	The curriculum related to ISS activities has been added to the safety instruction for each grade to provide systematic instruction.				

3-6. Seminar on physical education instruction methods		New	<u>Continue</u>	Expand	Revise
Target	Faculty members				
Outline of program	Since there are many accidents during PE class, in addition to regular PE training, we were designated as a “Coordination Training District Base School” by the Tokyo Metropolitan Board of Education. Lecturers were invited to conduct training. Parents were also invited to participate. The contents covered are applied in daily PE classes.				

3-7. Guidance for Student Luncheon Meeting		New	<u>Continue</u>	Expand	Revise
Target	Students				
Outline of program	The person in charge of promoting ISS activities provides support and instruction for the monthly Student ISS Committee Luncheon Meeting.				

3-8. Activities for 6th graders to support 1st graders		New	<u>Continue</u>	Expand	Revise
Target	1st graders				
Outline of program	Every April at the start of the school year, the 6th graders each select one 1st grader to be in charge of. They provide help at the school entrance on their way to school, help the 1st graders organize their belongings in the classroom, and provide general help for smooth school life.				

3-9. Read-aloud (online) activities by Library Committee members		New	Continue	Expand	<u>Revise</u>
Target	Students				
Outline of program	As part of the “Student Reading Week” held twice a year, the Library Committee students read picture books out loud at the school library or each classroom. They take part in this activity hoping that the children will develop compassion and warm gentle hearts through the picture book stories.				

3-10. UNICEF fundraising activities		New	<u>Continue</u>	Expand	Revise
Target	Students, faculty members, parents				
Outline of program	Every year, the Executive Committee conducts fundraising activities for about a week. The collected money is sent to UNICEF. The students learn about the situation of children around the world, think about what they can do to help, and develop the ability to act through these fundraising activities.				

3-11. Emotional support by school nurse and counselors		New	<u>Continue</u>	Expand	Revise
Target	Students				
Outline of program	In addition to the homeroom teacher, the school nurse, and school counselor (SC) act as listening ears for students who have worries or problems with school or classroom life, listen to concerns, and give advice. The SC holds in-person meetings with all 5th and 6th graders, hoping to make a sensitive environment where students can easily seek advice.				

3-12. Bullying Prevention Committee		New	<u>Continue</u>	Expand	Revise
Target	Faculty members				
Outline of program	Once a month, the faculty report on the situation of students in each class. They focus on bullying, and try to identify challenges and share measures for responding. We endeavor for “early discovery and early response” to bullying.				

3-13. Research on moral education class		New	<u>Continue</u>	Expand	Revise
Target	Students, faculty members				
Outline of program	We are researching the “Morals” class. The student’s voluntary discussion activities are instructed, and we make an effort to promote diverse views and thoughts, and develop gentle emotions.				

3-14. Ensuring safety during school commute by faculty members, traffic guides, Police, and PTA		New	Continue	Expand	Revise
Target	Students				
Outline of program	We aim to protect the students from traffic accidents and suspicious persons with morning greeting programs along the school commute route and in front of the school gate. During the Spring and Fall “Traffic Safety Week”, members of the PTA participate in mimamori watching at hazardous spots along the school commute route. The Sugamo Police officers also help with patrols along the school commute route and mimamori watching at the school gate.				

3-15. Traffic safety class for 1st graders		New	Continue	Expand	Revise
Target	1st graders				
Outline of program	As 1st graders are likely to be involved in traffic accidents, Sugamo Police officers give instruction at the beginning of first semester and in March just before they move up to 2nd grade. The students learn how to walk along the road. In the 3rd semester, parents walk along with the students and confirm hazards that they overlook during daily life.				

3-16. Group travel for new 1st graders		New	Continue	Expand	Revise
Target	1st graders				
Outline of program	Every year, for about the first month after starting school, the 1st grade homeroom teacher and education supporters, etc., accompany groups of 1st graders walking home. Through this, they provide instruction and mimamori watching to ensure safety.				

3-17. Bicycle safety class (Cooperative activity of school, parents, police, and youth traffic groups)		New	Continue	Expand	Revise
Target	3rd graders				
Outline of program	In May, 3rd graders who now have more opportunities to ride their bicycles, participate in a bicycle safety class held in cooperation with parents, Sugamo police, youth traffic group chair, and the Bicycle Association. The students learn traffic rules, and how to inspect and check for safety when riding their bicycles, etc.				

3-18. Community safety map		New	Continue	Expand	Revise
Target	3rd graders				
Outline of program	The students actually walk around the neighborhood and prepare a “Community safety map”.				

3-19. Parent-child school route inspections		New	Continue	Expand	Revise
Target	Students, parents				
Outline of program	Drills to hand over children to their parents in the event of a disaster or crime are conducted. The children raise their awareness of safety so they can be careful of hazardous spots along the school commute route.				

3-20. Encounter Training		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	As part of our initiatives to prevent bullying, teachers took part in Encounter training. The methods are incorporated into class sessions and building relationships among students so they can build better relationships. We can create a school where both mind and body are energetic.				

3-21. Bullying Survey		New	Continue	Expand	Revise
Target	Students				
Outline of program	A Bullying Survey is conducted so that we can detect and respond to bullying at an early stage.				

3-22. Lectures on Moral Ethics		New	Continue	Expand	Revise
Target	Parents, community				
Outline of program	“Community Lectures on Moral Ethics” are held to bring schools, families, and the local community together to nurture the richness of students’ minds and enhance moral education.				

3-23. “Calcium Up” Menu		New	Continue	Expand	Revise
Target	Students				
Outline of program	The school closure due to Covid-19 has caused a decline in physical fitness and an increase in bone fractures. The school lunch program has been implementing a menu designed to strengthen bones.				

3-24. Replenishment of hand-washing soap and disinfectant		New	Continue	Expand	Revise
Target	Students				
Outline of program	During recess, the Health Committee goes around the school’s hand-washing stations to replenish hand-washing soap and disinfectant spray solution to prevent the spread of Covid-19.				

3-24. Distribution of reflectors		New	Continue	Expand	Revise
Target	Students				
Outline of program	To protect children from traffic accidents, reflectors are distributed so that children can be easily seen by cars and other vehicles in the dark. The risk of traffic accidents can be reduced by making your presence known.				

3-26. Initial fire extinguishing drills		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	Teachers conduct repeated training so that they can conduct initial fire extinguishing activities on their own. They prepare for actual fires by learning how to handle fire extinguishers, reset the fire alarm, etc.				

3-27. Lifesaving training		New	Continue	Expand	Revise
Target	Faculty members				
Outline of program	Every year, all teachers and staff receive training in CPR and using AEDs. Participants improve their skills to respond appropriately through simulation training, simulating what would happen in the event of an actual accident.				

3-28. Drills for setting up evacuation shelters		New	Continue	Expand	Revise
Target	Community, faculty members				
Outline of program	Together with ISS Community Taskforce members, PTA, teachers, neighborhood associations, and City Hall staff, the participants practiced setting up Seiwa Elementary School as an evacuation shelter. The participants practiced setting up cardboard beds, temporary toilets, and emergency water supplies, and checked the contents of the emergency supply warehouse.				

3-29. Drills for installing emergency temporary toilets		New	Continue	Expand	Revise
Target	Community				
Outline of program	Community disaster drills were held to simulate a large-scale disaster such as an earthquake. Local residents participated in the drills and assembled temporary disaster toilets to be used at evacuation shelters.				

3-30. Evacuation drills for various situations		New	Continue	Expand	Revise
Target	Students, faculty members, community, parents				
Outline of program	Evacuation drills are conducted for various situations and times, such as fires and earthquakes. Students learn to make decisions on how to evacuate by themselves and act accordingly. Local residents watch over the school route as students commute in different directions, and during the Fall Traffic Safety Campaign.				

3-31 I-Check		New	Continue	Expand	Revise
Target	Students				
Outline of program	A questionnaire assessment is conducted to determine students' satisfaction with school life and their motivation in school life. In addition, all teachers attended a training session to learn how to read and utilize I-Check and work with the children.				

3-32. Tabulation of nurse's office visits by Health Committee		New	Continue	Expand	Revise
Target	Students				
Outline of program	Color-coded stickers for each grade level are placed on the school building map to help students easily identify where injuries have occurred. All students learn the location and number of injuries with the stickers to identify dangerous areas and act calmly to avoid injury.				

3-33. Safety reminders by the Broadcasting Committee		New	Continue	Expand	Revise
Target	Students				
Outline of program	Daily broadcasts remind students about school life and safety on the way home. These broadcasts help raise safety awareness among all students.				

Examples of Indicator 3 programs

The "Issue" number in the program activity examples corresponds to the issue number in Chapter 4, Fig. 13.
The number in brackets corresponds to the program No. in Fig. 25.



Issue (5) [3-11] Traffic safety class for 1st graders

Fig. 26



[3-18] Community safety map

Fig. 27

[3-11] Traffic safety class for 1st graders

The number of traffic accidents among elementary school students by grade level is the highest in the 1st grade. With the cooperation of the Sugamo Police Department, we hold a “Traffic Safety Class” every year. Students practice crossing the street and walking on the sidewalks on the roads around the school. As a result, we have seen more students raise their hands when crossing the street and walk carefully to and from school.

[3-18] Community safety map

The 3rd graders walked around the school to investigate and find “safe and secure places in the community.” They found that there are “easy-to-enter but hard-to-see” places around the school where crimes are likely to occur and “hard-to-enter but easy-to-see” places that are safe. By actually walking around the community, they became more aware that from now on, they should choose safe places to play.

Indicator 4: There are programs that target high-risk groups and environments.

High risk (1) Many injuries occur during recess and PE classes. Bone fractures sustained in the school are also on the rise.		Evidence	Program	
People	All students	Fig. 4 Fig. 6	Environment	[Program 1-6] Restructuring of mimamori-watching organization
Place	Schoolyard, gymnasium		Education, awareness	[Program 3-6] Thorough warm-up exercises [Program 3-6] Careful instruction of motor skills
Situation	Bone fractures during recess and PE classes are on the rise.		Restrictions, rules	[Program 2-13] Review of sports shoes in schoolyard [Program 1-6] Designation of play area and time
High risk (2) There is a high risk of a major earthquake directly under the Tokyo metropolitan area.		Evidence	Program	
People	All teachers, all students, parents, community residents	Fig. 12	Environment	[Program 3-28] Drills for setting up evacuation shelters [Program 3-29] Drills for installing emergency temporary toilets
Place	School, homes, public facilities, etc.		Education, awareness	[Program 3-26] Initial fire extinguishing drills [Program 3-27] Lifesaving training
Situation	(3) The probability of a major earthquake directly under the Tokyo metropolitan area within 30 years is as high as 70%.		Restrictions, rules	[Program 2-13] • Evacuation drills for various situations • Voluntary firefighting drills • Comprehensive community disaster drills
High risk (3) The spread of Covid-19 has not subsided.		Evidence	Program	
People	All teachers, all students, parents, community residents	Fig. 13	Environment	[Program 1-9] Disinfection activities in the school [Program 1-10] Thorough

				disinfection of hands
Place	School, homes, public facilities, etc.		Education, awareness	[Program 1-3] Sharing of safety challenges [Program 1-5] Promotional activities
Situation	The number of Covid-19 cases is increasing • SY2021 Approx. 15% of our students were infected • April to June SY2022 Approx. 7% of our students were infected		Restrictions, rules	[Program 2-16] • ISS meetings in the classroom • MEET assemblies for the Assembly Committee • Replenishment of disinfecting alcohol and hand-washing soap

Fig. 28

Examples of Indicator 4 programs

High risk (1) (Issue (3)) Preventing injuries during recess and PE class

[Program 1-6] Restructuring mimamori-watching organization

<Division of schoolyard>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recess	1st & 2nd grade	4th & 6th grade	1st & 3rd grade	4th & 5th grade	1st & 3rd grade
Lunch recess	4th & 6th grade	2nd & 3rd grade		1st & 2nd grade	5th & 6th grade
Classroom	3rd & 5th grade	1st & 5th grade	2nd grade	3rd & 6th grade	2nd & 4th grade

© Students wash their hands before and after playing.

<<Division of gym>>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recess	5th grade	3rd grade	5th grade	1st grade	4th grade
Lunch	3rd grade	4th grade		6th grade	2nd grade

Fig. 29

The schedule for using the schoolyard and gym during recess was changed. Contact and collisions between students were prevented by reducing the number of grades playing in the schoolyard and gym.

SY2021 On-duty mimamori-watching schedule						
	1	2	3	4	5	6
A	Uehara	Yoda	Kimura	Kishimoto	Kawashima	
B	Uetake	Yokoya	R. Fujii	Mochizuki	Takase	Miki
C	Kiabi	Seki	T. Fujii	Komori	Sato	

Fig. 30

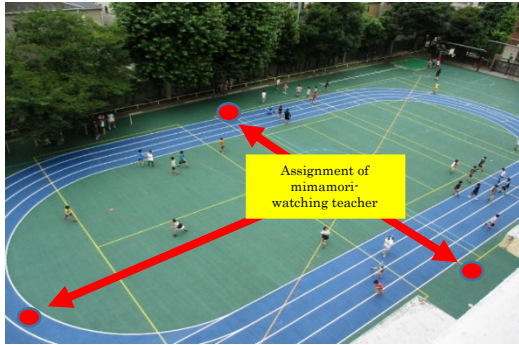


Fig. 31

We restructured the mimamori-watching organization for teachers on duty to watch over the schoolyard during recess. The teacher on duty for mimamori-watching and the homeroom teachers for the grades using the schoolyard position stand at

High risk (2) (Issue (8)) Risk of natural disasters such as a major earthquake directly under the Tokyo metropolitan area

[Program 2-13] Evacuation drills for various situations

Each month drills are held to prepare for various situations such as fires and earthquakes. During the evacuation drills held during recess, each student thought about how to evacuate from the schoolyard, gym, and classrooms where they are. They realized it is essential to think and act to protect their own lives.



[3-30] Evacuation drills during recess

Fig. 32



[3-30] Evacuation drills to secondary evacuation site

Fig. 33



[3-30] Evacuation drills using fire doors

Fig. 34

During the evacuation drill using fire doors, the students learned how to use the fire doors by actually closing them. They learned that when the fire door is closed, it must be opened by each person to evacuate.

Furthermore, an evacuation drill was also conducted to prepare for the occurrence of a secondary disaster. Assuming that a fire broke out in the school's neighborhood, the students evacuated to the Otsuka School for the Deaf. The students confirmed that they should not always evacuate to the schoolyard. Instead, they should act according to the situation, such as evacuating to a different location depending on where the fire broke out.

High risk (3) (Issue (9)) Risk of increased Covid-19 infection



[1-9] Installation of disinfectant solution

Fig. 35



[1-10] Disinfection of classrooms

Fig. 36

Concerning Covid-19, we have taken measures such as thorough health observations and the use of disinfectants to prevent the spread of the virus, based on our belief that “We will not transmit the virus at school.” The students wash and then disinfect their hands.

To disinfect classrooms, teachers spray a disinfectant solution on non-woven rags and wipe down the doors and switches that students often touch. These efforts have raised awareness of prevention among students and faculty members, and have helped ensure that measures to prevent the spread of infection are thoroughly implemented.

The school was temporarily closed from March to May 2020 to prevent the spread of Covid-19. Staggered school attendance started in June, and regular school attendance did not begin until July.

In particular, the 1st graders were held back in various aspects of their transition from preschool to elementary school due to the significant delay in adjusting to their new environment at elementary school. The 3rd and 5th graders, who were starting to make new classes, also needed more time than usual to build new relationships. Furthermore, there was a trend toward a decrease in motor skills and physical strength. This may have been due to the loss of opportunities for group play and PE classes. As a result, changes were seen in injury incidents and complaints of bullying, etc., which are “emotional injuries” (Fig. 6, Fig. 7, Fig. 13), and this has become a new issue.

Indicator 5: All programs are from the Evidence Base.

The issues identified in Chapter 4, “Summary of Safety Diagnosis,” were set as priority issues, and the following programs were promoted.

	Place	Issue	Program	
Physical aspects	At school	Inside school building	(1) Many injuries occur in the classroom during recess. <ul style="list-style-type: none"> • Many injuries occur in classrooms during recess. • Many near-misses occur in the hallways and stairs. 	Program 1 “Go To Schoolyard” Campaign [2-9] Program 2 Raise awareness of reading [1-8, 3-9] Program 3 “Find Suteki-ra-rin” [2-15] Program 4 “Turtle mark” [2-1]
			(2) Many injuries occur during PE classes in gym.	Program 4 Improvement of instruction methods [3-6] <ul style="list-style-type: none"> • Injury prevention training and progressive skills instruction
		Outside school building	(3) Many injuries occur at the schoolyard during recess time. (4) Many injuries occur in the schoolyard during PE class. <ul style="list-style-type: none"> • Many students are injured during track and field events. 	Program 5 Restructuring of mimamori-watching organization [1-6] Program 4 Improvement of instruction methods [3-6] <ul style="list-style-type: none"> • Injury prevention training and progressive skills instruction
	Off school grounds	School commut	(5) There is a high risk of traffic accidents occurring during the school commute.	Program 6 Safety instruction [3-4] <ul style="list-style-type: none"> • Provision of information for the “Disaster Preparedness Map” prepared by the neighborhood associations [3-18]
		Other districts	(6) There is about one collision incident every year. <ul style="list-style-type: none"> • There is a large amount of traffic, including bicycles, passing through narrow school routes. • Toshima City has the highest number of bicycle accidents among 5- to 14-year-olds. 	Program 7 Bicycle safety class for 3rd and 4th graders in cooperation with PTA and Sugamo Police Department [3-13, 3-17] Program 8 Distribution of safety goods (reflectors) [3-25]

Fig. 37

	Place	Issue	Program
Emotional aspects	At school	(7) Complaints of bullying are received every year. <ul style="list-style-type: none"> • Building good human relations • Improving communication skills • Fostering a compassionate heart 	Program 9 Periodic surveys [3-21] Program 10 Regular anti-bullying meetings [3-12] Program 11 Use of i-check [3-31] Program 12 “Greetings Tree” [2-14] Program 13 Encounter Training [3-20] Program 14 “Emotional security, Zero Bullying and Teasing Slogan” [3-1]
Others		(8) Risk a major earthquake directly under Tokyo metropolitan area (9) Risk of Covid-19 infections	Program 15 Evacuation drills, Comprehensive community drills, etc. [3-3, 3-26, 3-27, 3-28, 3-29, 3-30] Program 16 Disinfection activities [1-9, 1-10, 3-24]

Fig. 38

Indicator 5 programs

Issue (1) There are many injuries and close calls in classrooms, hallways, and stairways during recess.

Student-led activities ①, ② [Health Committee, Broadcasting Committee]

[2-1] Turtle mark

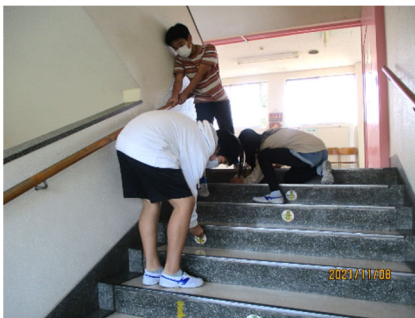


Fig. 39

(Target: Entire school, throughout the year)

[3-33] Safety reminders



Fig. 40

(Target: Entire school, daily)

The Health Committee replaced the “turtle marks” to encourage students to walk calmly in the hallways and on the stairs to prevent injury. At the end of recess, the Broadcasting Committee reminded students to enter the school building calmly.

Student-led activities ③ [Sports Committee]

[2-9] Go to Schoolyard campaign



Fig. 41

Students are encouraged to play in the schoolyard during recess to increase opportunities for exercise and improve physical fitness.

Injuries due to minor incidents increased due to the following reasons: the large-scale school building renovation work continued for four years, resulting in many restrictions on activities in the schoolyard; the spread of Covid-19 reduced opportunities for exercise, resulting in a decrease in athletic ability and physical strength; and the change in the schoolyard specifications from grass

We reduced the number of students in the schoolyard during recess by assigning schedules for each grade. (Fig. 26). As a result, the number of injuries in the schoolyard was reduced. On the other hand, more students were unable or unwilling to go to the schoolyard to play, resulting in more classroom injuries. (Fig. 6)

To reduce the number of classroom injuries, the Sports Committee worked to reduce the number of children in the classrooms, saying, “Let’s go out and have fun in the schoolyard” on assigned schoolyard days.

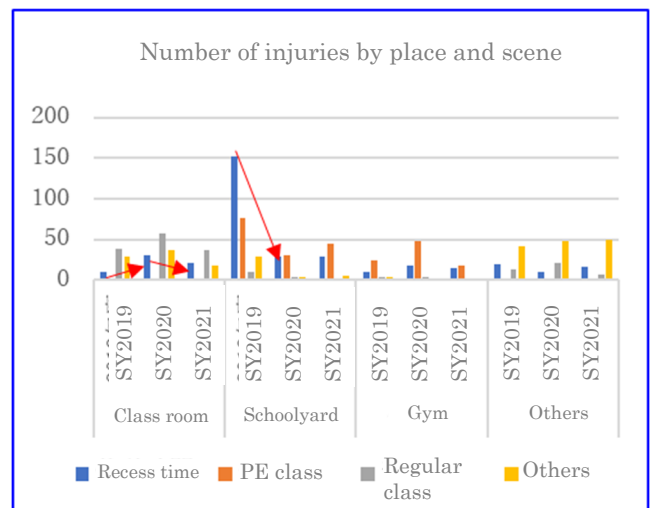


Fig. 6 Reprint

Student-led activities ④ [Library Committee]

[1-8] Opening the Library and reading stickers



Fig. 42 (Target: Entire school, 3 weeks/year)



Fig. 43

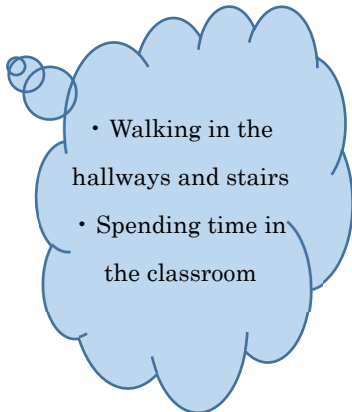
The library was opened as an initiative to prevent injuries in classrooms during recess. Students were reminded how to use the library safely, and a “reading sticker” initiative was implemented in which students who came to read received a sticker, making it a fun and safe place to spend time.

Student-led activities ⑤ [ISS Council]

[2-15] “Find Suteki-ra-rin” (a person who is behaving safely)



Fig. 44 (Target: Entire school, 3 weeks/year)



After discussing the school’s issues at the ISS Committee meeting, many students expressed concern about Covid-19 prevention measures, how to spend time in the classroom, and how to walk in the hallways and on the stairs. Activities were held to praise students for behaving correctly. The ISS Committee introduced the activity over the PA system, thereby reminding all students to behave correctly.

Student-led activities ⑥ [Lunch Committee]

[3-2] Nutrition education activities: Story menu, “Calcium



- Spaghetti with salmon and mushroom cream sauce
- Broccoli and corn salad
- Mishokan tangerine
- Milk

(Target: Entire school “Teeth and Oral Health Time”)

Fig. 45 (Target: Entire school 5 times in 1st term, 4 times in 2nd term)

The students came up with various ideas for healthy, safe, and secure lives through nutrition education activities. We asked a nutritionist to come up with a “Calcium Up” menu in the hope that it would help prevent bone fractures.

Issues (2), (4) Preventing injuries sustained in gym and schoolyard during PE class

PE instructions methods training for teachers

(Conducted when student injuries increased)

[3-6] Coordination training



Fig. 46 (Target: All students and teachers during PE class)

[3-6] Core training



Fig. 47 (Target: Teachers)

Experts were invited to teach the teachers how to teach children to use their bodies in a way that prevents injuries. They learned how to stand to prevent falling, how the body is connected, and how and where to start moving to prevent injury.

Parents were invited to try the methods with their children at the Saturday Open School.

Issue (3) Preventing injuries in the schoolyard during recess

Assigning schoolyard and gym use during recess and restructuring the organization by teachers

The assignment of schoolyard and gym areas during recess was changed to prevent student injuries. (Fig. 29) Reducing the number of grades playing in the schoolyard and gym has prevented contact and collisions between students.

In addition, we restructured the mimamori-watching organization on duty in the schoolyard during recess. The mimamori-watching teacher on duty and homeroom teachers the grades playing stand at designated places to watch over the entire schoolyard.

[1-6] Assignment of recess play areas by grade

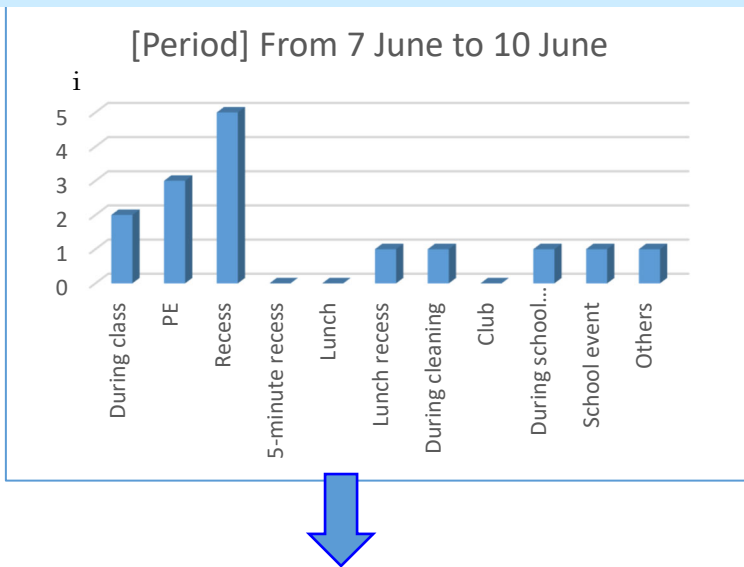
<Division of schoolyard>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recess	1st & 2nd grade	4th & 6th grade	1st & 3rd grade	4th & 5th grade	1st & 3rd grade
Lunch recess	4th & 6th grade	2nd & 3rd grade		1st & 2nd grade	5th & 6th grade
Classroom	3rd & 5th grade	1st & 5th grade	2nd grade	3rd & 6th grade	2nd & 4th grade

© Students wash their hands before and after playing.

<<Division of gym>>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Recess	5th grade	3rd grade	5th grade	1st grade	4th grade
Lunch	3rd grade	4th grade		6th grade	2nd grade

Fig. 29 (Target: Entire school, throughout the year)

[1-3] Sharing information during faculty ISS time (Identification and sharing of safety challenges)



The results of the nurse's office data compilation and analysis are reported at the weekly life guidance meeting as shown in Fig. 49.

In addition, the policy for the next week's safety instruction is determined based on the students' situations and issues, and confirmed by all faculty when the teacher on mimamori-watching duty changes. (Fig. 50)

During "ISS Time," safety concerns and issues for each grade level are discussed and posted on the school's computer so that all teachers can share information for the next week's instruction. (Fig. 43)

- Last week, there were 11 injuries
 - This week, there were 15 injuries (+4)
 - Last week, there were 6 school days (due to Sports Day)
 - This week, the number of injuries increased because there were 4 school days
 - Most injuries occurred during recess, with the most occurring in the schoolyard and classrooms.
 - Many boys came to the nurse's office again this week, especially 2nd grade boys.
 - Bruises were the most common injury.
- (Injuries from the neck up occurred every day: 2 nose injuries, 1 head injury, and 1 eye injury.)
- Many of the causes were due to carelessness on the part of the students themselves.
 - The "setting of recess areas" is an injury prevention that the teacher can lead.

Fig. 48



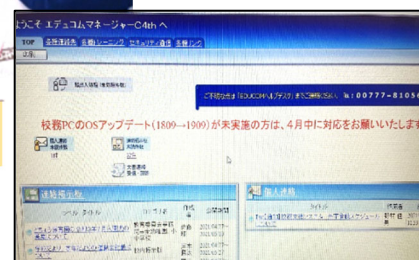
[1-7] Review of safety instruction

Fig. 49



[1-3] ISS Time

Fig. 50



Issue (5) Prevention of traffic accidents during school commute

Student-led activities [ISS Council]

[2-2] Sparkly White Line Campaign



Fig. 51

(Target: Entire school, throughout the year)

[2-2] Sparkly White Line Campaign

The Student ISS Committee has been conducting the Sparkly White Line Campaign to raise traffic safety awareness and improve traffic manners by encouraging students to “walk on the right side.”

When our school first received ISS designation, the campaign was called the “High Touch Campaign.” The campaign has since been revised to include measures against Covid-19.

Collaborative activity of school and parents [PTA]

[3-14] Mimamori-watching activities by PTA board members during the commute to school



Fig. 52

(Target: Entire school, during Spring and Fall Traffic Safety Weeks)

[3-14] Mimamori-watching activities by PTA board members during the commute to school

In addition to the teachers’ patrols every morning, PTA board members, the neighborhood associations, and the Community ISS Taskforce monitor dangerous areas along the school route at the start of the new school term and during Spring and Fall “Traffic Safety Weeks.” The Sugamo Police also regularly patrol the school routes and watch at the school gates.

Issue (6) There is about one collision incident every year.

Safety instruction: Student-led play ~ Notice, Think, Implement ~

[3-4] “Studies to prevent collision accidents”



Fig. 53

One of the studies included in the monthly safety instruction is preventing traffic accidents. Illustrations and photos of accidents during collisions allowed the children to identify issues and come up with solutions.

Close call experiences

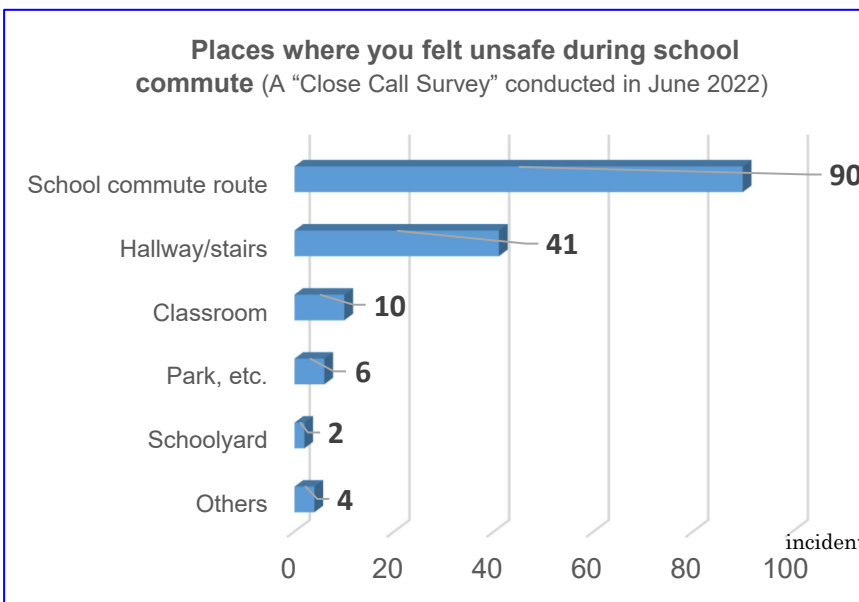


Fig. 9



Fig. 54

The roads around the school are narrow and only bicycles can pass by when three people are lined up in a row. Cars cannot pass unless the students are in a single line. Students are often startled when a car passes by them when they are preoccupied with chatting.

[3-4] “Creative presentation of teaching materials”

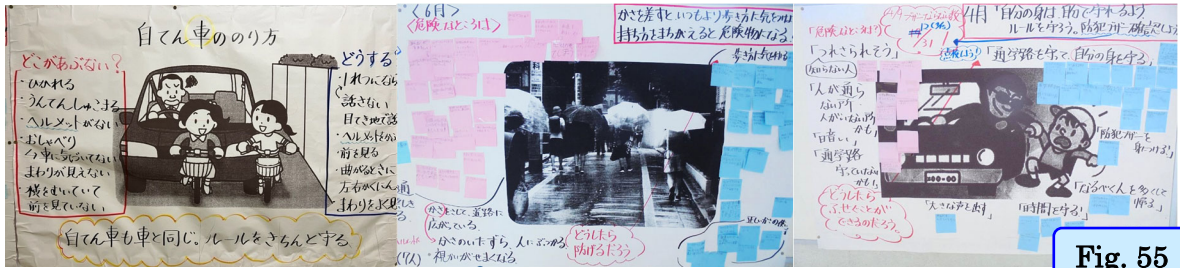


Fig. 55

Once a month, safety instructions are given in each classroom. The students think about and discuss dangerous areas and things to watch out for to raise their awareness of safety issues.

Before the monthly safety instruction, all teachers review and confirm the teaching materials. For example, we use illustrations instead of actual pictures for the younger students to make it easier to focus on areas to be careful. We also try instruction that matches each grade’s stage of development. After the study session, the information is posted in the hallway so that students can review it at any time, increasing their awareness of safety issues.

Prevention of traffic accidents in collaboration with PTA and police

[3-17] Bicycle safety class



Fig. 56

[3-15] Traffic safety class

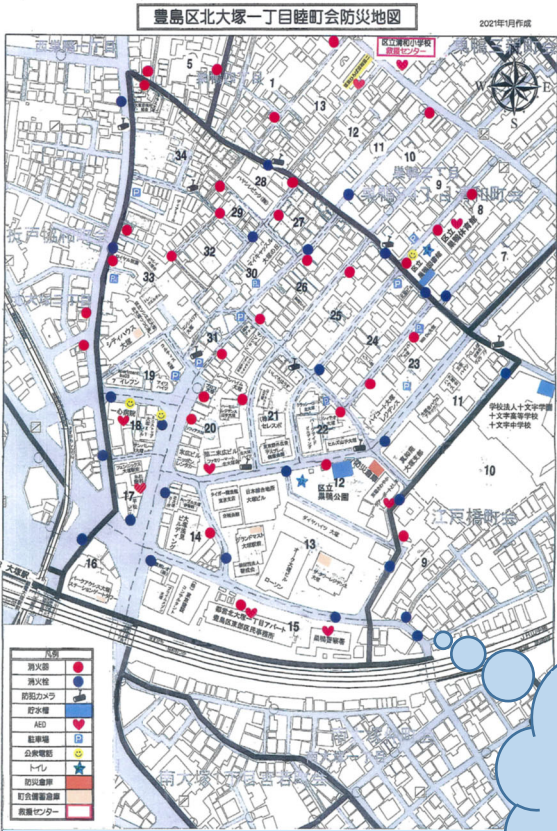


Fig. 57

Bicycle traffic safety classes are held with the cooperation of the PTA, the Traffic Youth Association, and bicycle stores.

In addition, at the beginning of the new term for 1st graders, who are more at risk of traffic accidents, and in March, when students are about to move up to 2nd grade, a police officer from the Sugamo Police Department teaches the students how to walk on the road. In the third term, parents also walk along the roads with their children, reminding them of the dangers they may have overlooked in their daily lives.

Ensuring safety with the community (Sharing information and disaster prevention goods)



[3-18] Disaster preparedness map prepared by neighborhood association (Map showing security cameras and AED units)

Fig. 58



[3-25] Distribution of reflectors

Fig. 59

The students know the location of AEDs and security cameras that can be useful if a collision accident occurs.

Every year, the neighborhood associations provide information on the disaster prevention map they have prepared. It shows the locations of AEDs and security cameras, which can be used effectively in a collision or other accident.

We also distribute reflectors to all new students and have them attach them to their school backpacks. In Tokyo, there are many traffic accidents involving 1st graders, so we can prevent accidents by making the students more visible to cars and bicycles.

Issue (7) Preventing emotional injuries

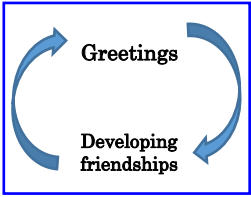
Student-led activities [ISS Council, Executive Committee, All students]

The Student Council surveyed all students on “What kind of school do you want to make?” Many students expressed their desire for a “school where students can greet each other warmly” and a “school where students are healthy in both mind and body.”

[2-14] Greetings Tree Campaign



Fig. 60



Therefore, the students thought greetings were the “start of good friendship” and organized the “Seiwa Elementary School Greetings Tree Campaign.” The names of students who were able to give a nice greeting were posted on the tree. As the circle of greetings expanded, the students developed relationships in which they could talk to each other comfortably as fellow schoolmates attending Seiwa Elementary School.

Along with the “Greetings Tree Campaign,” students created a slogan, “Zero Bullying and Teasing.” Each class learned about bullying and thought together to create a class slogan. It was posted in the classroom so students would be reminded of their thoughts and feelings that went into the slogans.

[2-6] “Zero Bullying and Teasing” slogan

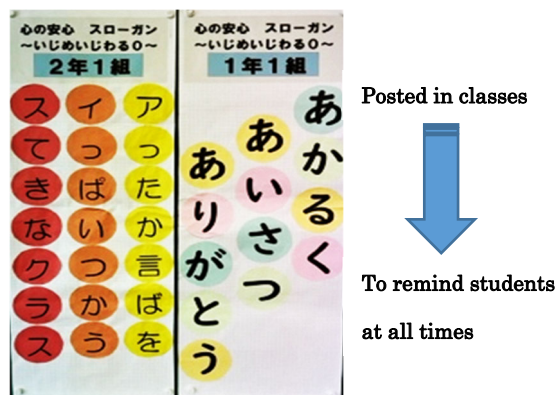


Fig. 61

[2-12] Neat Heels Campaign



Fig. 62

The students’ idea came from the ISS Committee: “We feel good about ourselves when our shoe boxes are clean, and we feel more relaxed when we do the right thing.” The ISS Committee’s “Shining Heels Campaign” was taken over by the Student Council, and for the second year in a row, they conducted a campaign to organize shoe heels in the shoe boxes. This program has become an activity to lead a peaceful school life.

Programs for teachers and parents

[3-20] Encounter Training



Fig. 63

[3-22] Lectures on Moral Ethics



Fig. 64

Through training in the Encounter method and experiencing practical examples, the teachers were able to incorporate the methods into class sessions and build relationships among the students.

We also informed the community about the value of family education and moral ethics education.

Issue (8) Risk of major earthquake directly under Tokyo metropolitan area

Voluntary training by faculty in preparation for natural disasters, etc.

[3-26] Initial fire extinguishing drills



Fig. 65

[3-28] Lifesaving training



Fig. 66

The faculty takes part in voluntary firefighting drills. They repeatedly train so that they can conduct initial fire extinguishing activities on their own.

They prepare for actual fires by learning how to handle fire extinguishers, reset the fire alarm, etc.

They also take lifesaving training each year. The faculty learned how to hand someone over to the rescue team.

Community Disaster Prevention Drill, a collaborative activity of teachers, PTA, local residents, and local government

[Program 3-28] Drills for setting up evacuation shelters



Fig. 67

[3-29] Drills for installing emergency temporary toilets



Fig. 68

Together with ISS Community Taskforce members, PTA, teachers, neighborhood associations, and City Hall staff, the participants practiced setting up the school as an evacuation shelter.

The participants practiced setting up cardboard beds, temporary toilets, and emergency water supplies, and checked the contents of the emergency supply warehouse.

Issue (9) Risk of Covid-19

Student-led activities [ISS Council]

[3-4] Replenishment of hand-washing soap and disinfecting alcohol



Fig. 69

[2-4] Online ISS Committee meeting
The committee chairs exchanged opinions and planned activities.



Fig. 70

The Health Committee replenishes hand-washing soap and disinfectant daily to maintain a safe and healthy environment.

Student-led activities

[Assembly Committee, Lunch Committee, Library Committee, ISS Committee]

[2-3] To avoid the 3Cs, each class held assemblies with MEET instead of gathering in the gym.



Fig. 71

Assembly Committee



Fig. 72

Lunch Committee



Fig. 73

Library Committee

Each committee suggested assemblies with MEET to prevent the spread of Covid-19. The students enjoyed their assemblies while maintaining social distancing.

Indicator 6: There are programs that document the frequency and causes of injuries.

Our school collects and records the frequency and causes of “physical injuries” and “emotional injuries,” as shown in Fig. 76 below. We use this information to formulate countermeasures and problem-solving efforts.

Information and data used for safety diagnosis and confirmation of results

		Collected data and information	Contents
Physical injury	Injuries sustained at school	1. Nurse’s office injury records (Tabulated monthly) 2. Japan Sports Council records (Tabulated once every 3 months)	◎ Injury information <ul style="list-style-type: none"> • Place of occurrence • Time (activity) of occurrence • Type and severity of injury • Injured student (grade/gender)
	Injuries outside of school (home, community)	3. School and Home Communication Notebook	◎ Injury information <ul style="list-style-type: none"> • Place of occurrence • Time (activity) of occurrence • Type and severity of injury • Injured student (grade/gender)
Emotional injury		4. School Life Surveys	<ul style="list-style-type: none"> ○ Bullying Survey (Once/three years) ○ Body and Mind Survey (Once/end of semester) ○ Psychological examination (Target: Grade 3 and higher) (Twice/year) ○ In-person meeting with SC (Target: 5th & 6th graders; once/year)

Fig. 74

PDCA cycle for improvements based on reflection

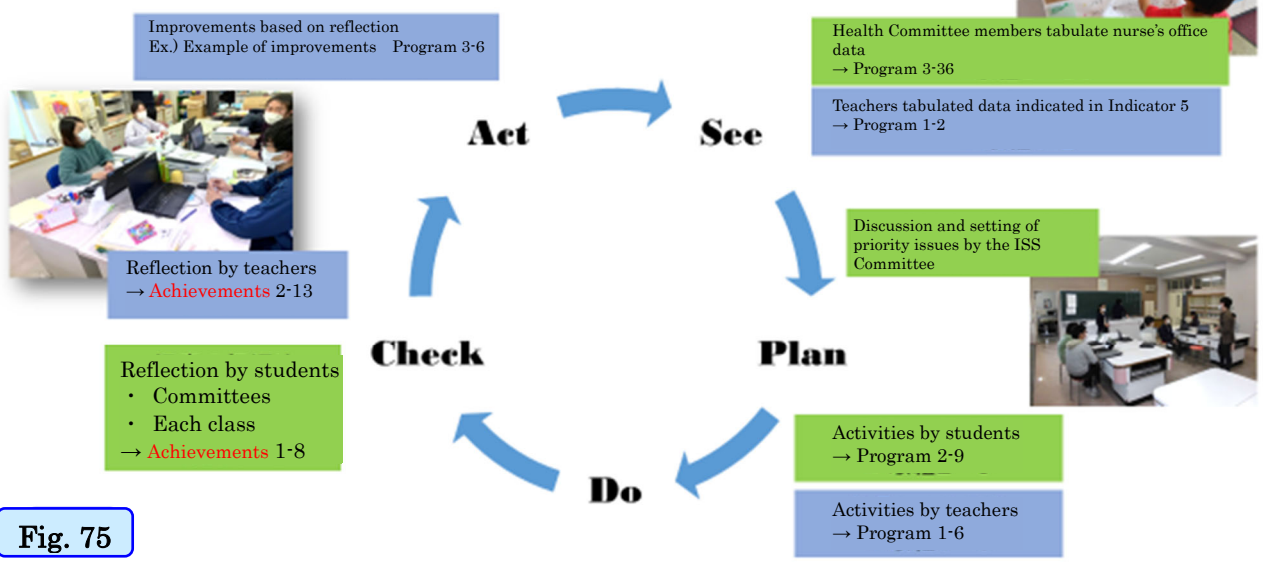


Fig. 75

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

Many items were improved both in the short and long term through various programs. The effectiveness of the program was evaluated through a thorough analysis of the nurse's office data, reflections after meetings, and the sharing of ISS Time data.

Programs	Goals	Activity evaluation	Confirmation of performance (evaluation)		
			Short-term (Changes in awareness and knowledge)	Mid-term (Changes in actions and behavior)	Long-term (Changes in situation)
Program 1 Go to Schoolyard campaign Program 2 Raise awareness of reading Program 3 Find Suteki-ra-rin	(1) Reduce the number of classroom injuries during recess.	<ul style="list-style-type: none"> Reminders by Sports Committee and Broadcasting Committee (continuously) Patrols by Sports Committee (continuously) 	<ul style="list-style-type: none"> Reflections are held on monthly committee activity day. Nurse's office injury data is shared with faculty every Friday, and response policy is confirmed. Information is shared at ISS Time. ★ The number of students who remain in the classroom and the number of students who use the library are checked. (The number of students is tabulated each semester and guidance is reviewed.) 	<ul style="list-style-type: none"> The number of injuries in classrooms is quantified and confirmed. Reduction in the number of injuries requiring hospital visits is quantified (data from the nurse's office). 	[Number of injuries, bone fractures, etc., sustained in classrooms] SY2019: 10 incidents SY2020: 30 incidents (+200%) SY2021: 24 incidents (-20%)
Fig. 76					* There were zero classroom injuries such as fractures that required hospitalization.

Programs	Goals	Activity evaluation	Confirmation of performance (evaluation)																				
			Short-term (Changes in awareness and knowledge)	Mid-term (Changes in actions and behavior)	Long-term (Changes in situation)																		
Program 4 Improvement of instruction methods • Injury prevention training and progressive skills instruction	(2) Preventing injuries sustained in gym and schoolyard during PE class • Reduce injuries, such as bone fractures, that require a hospital visit.	• PE instructions methods training	• Nurse's office injury data is shared with faculty every Friday, and response policy is confirmed. • Information is shared at ISS Time. • Data is tabulated each semester, and instruction is reviewed.	Reduction in the number of injuries requiring hospital visits is quantified (Nurse's office data)	<div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-bottom: 10px;">Fig. 77</div> <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td>[Schoolyard]</td> <td>[Gym]</td> </tr> <tr> <td>SY2019:</td> <td>77 incidents</td> <td>: 24 incidents</td> </tr> <tr> <td>SY2020:</td> <td>31 incidents</td> <td>: 47 incidents</td> </tr> <tr> <td></td> <td>(-60%)</td> <td>(+96%)</td> </tr> <tr> <td>SY2021:</td> <td>54 incidents</td> <td>: 23 incidents</td> </tr> <tr> <td></td> <td>(+74%)</td> <td>(-31%)</td> </tr> </table> <p style="color: blue; margin-top: 5px;">[Compared to SY2019: -30%]</p> <p style="margin-top: 5px;">* Number of bone fractures during PE class SY2019: 1 incident SY2019: 4 incidents SY2019: 1 incident</p>		[Schoolyard]	[Gym]	SY2019:	77 incidents	: 24 incidents	SY2020:	31 incidents	: 47 incidents		(-60%)	(+96%)	SY2021:	54 incidents	: 23 incidents		(+74%)	(-31%)
	[Schoolyard]	[Gym]																					
SY2019:	77 incidents	: 24 incidents																					
SY2020:	31 incidents	: 47 incidents																					
	(-60%)	(+96%)																					
SY2021:	54 incidents	: 23 incidents																					
	(+74%)	(-31%)																					

Programs	Goals	Activity evaluation	Confirmation of performance (evaluation)												
			Short-term (Changes in awareness and knowledge)	Mid-term (Changes in actions and behavior)	Long-term (Changes in situation)										
Program 5 Restructuring of mimamori-watching organization	(3) Reduce injuries sustained in the schoolyard during recess. • Reduce injuries, such as bone fractures, that require a hospital visit.	• Setting of schoolyard usage schedule • Restructuring of mimamori-watching duty organization	• Nurse's office injury data is shared with faculty every Friday, and response policy is confirmed. • Information is shared at ISS Time. • Data is tabulated each semester and guidance is reviewed.	Reduction in the number of injuries requiring hospital visits is quantified (Nurse's office data)	<div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-bottom: 10px;">Fig. 78</div> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>[Number of injuries in schoolyard]</td> <td>[Number of bone fractures, etc.]</td> </tr> <tr> <td>SY2019: 269 incidents</td> <td>SY2019: 3 incidents</td> </tr> <tr> <td>SY2020: 67 incidents</td> <td>SY2020: 3 incidents</td> </tr> <tr> <td></td> <td>(-75%)</td> </tr> <tr> <td>SY2021: 93 incidents</td> <td>(+93%)</td> </tr> </table> <p style="color: blue; margin-top: 5px;">[Compared to SY2019: -65%]</p>	[Number of injuries in schoolyard]	[Number of bone fractures, etc.]	SY2019: 269 incidents	SY2019: 3 incidents	SY2020: 67 incidents	SY2020: 3 incidents		(-75%)	SY2021: 93 incidents	(+93%)
[Number of injuries in schoolyard]	[Number of bone fractures, etc.]														
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	(-75%)														
SY2021: 93 incidents	(+93%)														

Programs	Goals	Activity evaluation	Confirmation of performance (evaluation)		
			Short-term (Changes in awareness and knowledge)	Mid-term (Changes in actions and behavior)	Long-term (Changes in situation)
Programs 6 and 7 Safety instruction Program 8 Distribution of reflectors <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">Fig. 79</div>	(4) Zero traffic accidents Students make decisions about safe behavior by themselves. Students act following the traffic rules by themselves.	<ul style="list-style-type: none"> • PTA board members and local residents watch over children. • Traffic safety class for 1st and 2nd graders • Bicycle safety class for 3rd and 4th graders 	<ul style="list-style-type: none"> • Review of Traffic Safety Week • Review of traffic safety class • Review of bicycle safety class ★ Zero traffic accidents ★ “Experience of close calls”: See Fig. 7. <ul style="list-style-type: none"> • An investigation in June 2022 found that there were 90 cases of “experience of close calls” along the school route. 		

Programs	Goals	Activity evaluation	Confirmation of performance (evaluation)		
			Short-term (Changes in awareness and knowledge)	Mid-term (Changes in actions and behavior)	Long-term (Changes in situation)
Program 9 Bullying Survey Program 10 Bullying prevention meetings Program 11 i-Check <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">Fig. 80</div>	(5) Reduce cases of bullying and truancy	<ul style="list-style-type: none"> • Bullying Survey (3 times/year) • i-Check (once/year) • SC meetings (throughout the year) • Greetings tree (3 times/year) • Emotional security slogan (once/year) • Moral ethics encounter training • School evaluation 	<ul style="list-style-type: none"> • ISS Time • Information from bullying and truancy prevention meeting is shared. • i-Check is conducted, results are analyzed, and information is shared. • Student ISS Committee complies and presents on the “Greetings Tree” • “Emotional security slogan” works are introduced. <p>* After the “Greetings Tree” and “Emotional security slogan” activities, the students’ words and actions showed an increase in awareness and improved behavior.</p>		
			<ul style="list-style-type: none"> ★ See Fig. 10 [Number of bullying complaints] SY2019: 38 incidents SY2020: 30 incidents SY2021: 37 incidents 		

[Introduction of Indicator 7 achievements]

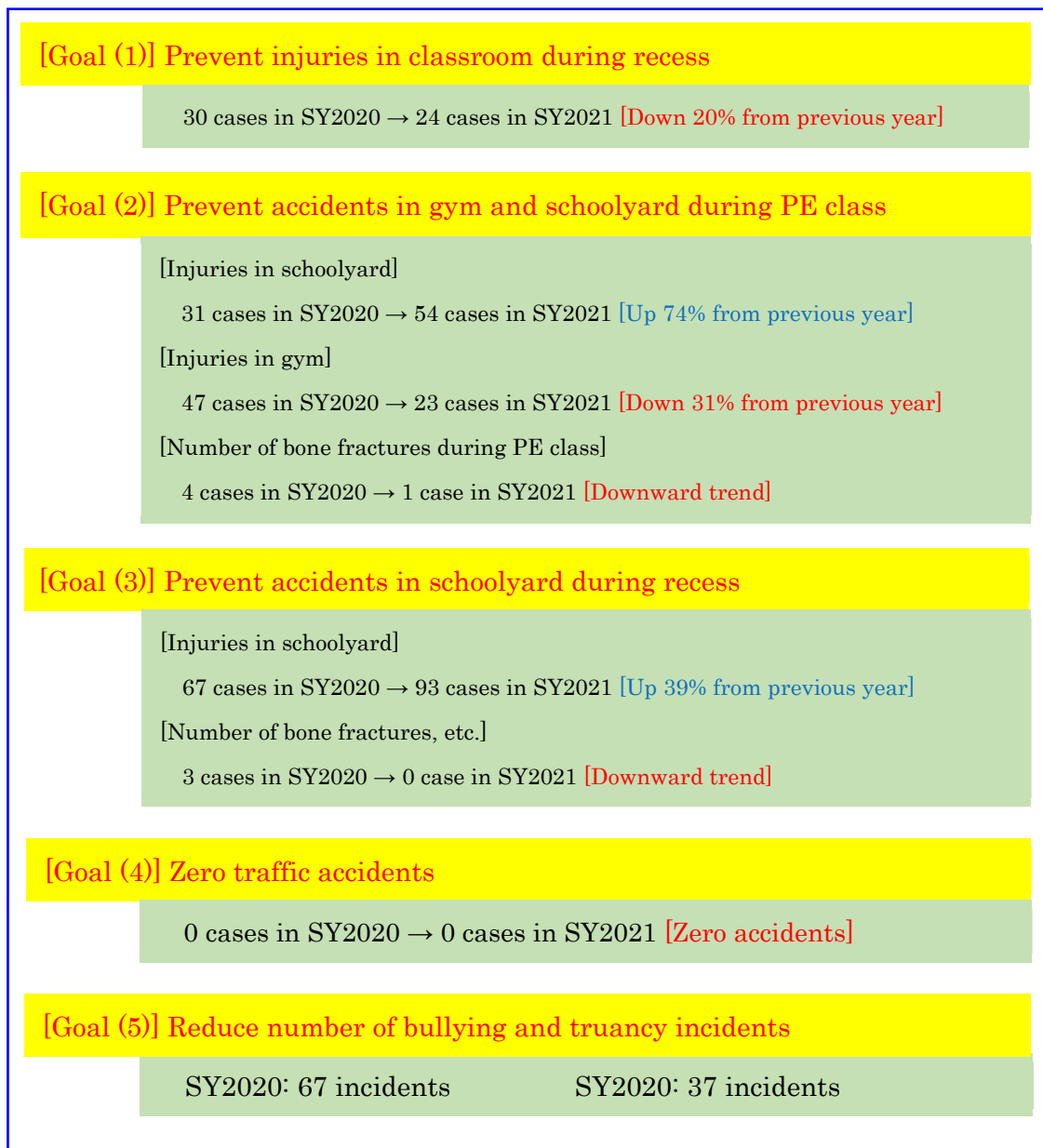


Fig. 81

- Through various initiatives such as opening the library, awareness-raising activities by each committee, and creative ideas for recess, classroom injuries during recess decreased by 20% compared to the previous year [Goal (1)].
- Through learning how to use the body, reassignment of mimamori-watching duties, assigning grade-level activity areas during recess, and student-led activities to prevent injuries, injuries in the gym and schoolyard during PE classes were reduced [Goal (2)].
- Through monthly safety education, mimamori-watching of students during their school commute, and grade-specific traffic safety classes, etc., there were zero traffic accidents again this year [Goal (5)].

Indicator 8: There is ongoing participation in national and international networks.

	Toshima City	Japan
SY2018	<ul style="list-style-type: none"> ○ Participation in Toshima City Konan Elementary School pre-onsite evaluation ○ Participation in Toshima City Hoyu Elementary School, Toshima City Fujimidai Elementary School and Toshima City Konan Elementary School onsite evaluations and designation ceremonies ○ Participation in Toshima City Safe Community Promotion Council 	<ul style="list-style-type: none"> ○ Participation in Atsugi Municipal Tsumada Elementary School onsite evaluation ○ Participation in Chichibu Municipal Hananoki Elementary School and Chichibu Municipal Daini Junior High School onsite evaluations
SY2019	<ul style="list-style-type: none"> ○ Participation in Toshima City Gyoko Elementary School and Toshima City Ikebukurohoncho Elementary School onsite evaluations ○ Participation in Toshima City Gyoko Elementary School, Toshima City Ikebukurohoncho Elementary School and Toshima City Seiwa Elementary School joint designation ceremony 	
SY2020	<ul style="list-style-type: none"> ○ Joint exchange meeting with Gyoko Elementary School ISS Committee * Activities were canceled to prevent the spread of Covid-19. 	
SY2021	<ul style="list-style-type: none"> ○ Participation in Toshima City Sakura Elementary School and Toshima City Ikebukuro Daiichi Elementary School onsite evaluations ○ Remote participation in Sakura Elementary School, Ikebukuro Daiichi Elementary School, Senkawa Junior High School, and Ikebukuro Junior High School joint designation ceremony 	<ul style="list-style-type: none"> ○ Remote participation in Matsubara Municipal Elementary School onsite evaluation

Fig. 82

ISS Committee exchange meeting with Gyoko Elementary School



Fig. 83



Fig. 84

An ISS exchange meeting was held with Gyoko Elementary School.

In FY2022, the exchange was held over MEET.

Each Committee shared information by introducing their activities and asking questions about specific activities.



November 2019,
onsite evaluation



January 2020,
Designation ceremony



Fig. 85

On November 7, 2019, we welcomed Dr. Graeme Barber and Dr. Yoko Shiraishi to Seiwa Elementary School for an onsite evaluation. On January 23, 2020, we held our first designation ceremony. The photo shows the Student ISS Committee members of that year.

9. Achievements and issues to date

9-1 Achievements and findings

Achievement

- ◎ Safety instruction and ISS time are **ongoing**.
- ➔ A school culture that encourages students, teachers, parents, and community members to “improve the school” as leaders in “creating a safe, secure, and beautiful school” has been created.
- ◎ In FY2020, many bone fracture injuries occurred in January and February.
- ➔ In FY2021, the number of bone fracture injuries was **reduced to 2 cases** for the entire year.
(7 cases in FY2020 → 2 cases in FY2021)

Findings

- When the schoolyard was renovated (FY2020), students were required to **wear indoor shoes when playing outdoors**.
- ➔ Many bone fractures occurred (3 cases in FY2019 → 7 cases in FY 2020)
After analyzing the causes, it was decided in FY2021 that the students should **wear their outdoor shoes when playing outside**.
- ➔ We believe this was one of the factors that reduced the number of bone fractures sustained in the schoolyard (2 cases in FY2021).

Each class held a lesson on injury prevention and set its own objectives.

During PE class, the students prevented injuries by doing sufficient warm-up exercises, focusing on the parts of the body that would be used in that session’s activities.

9-2. Current issues and future directions

At present, there are two issues as we look forward.

First, to address the “increase in the number of children reporting emotional injuries,” we will continue to conduct student surveys. The results will be shared with the faculty, and we will strive to prevent truancy and bullying.

In addition, we will expand the student-led activities and promote committee activities and cross-age group activities with an awareness of “connecting hearts and minds.”

[Issue (1)] Students complaining of emotional injury are increasing

[Future direction (1)]

Continue conducting student surveys



Share the results



Prevent truancy and bullying

[Future direction (2)]

Expand student-led activities

- Special activities
- Committee activities
- Vertical division group activities



“Connecting hearts and minds”

As for the second issue, to ensure that past activities are continued and transferred when the faculty changes, we will prepare transition materials at the end of the school year and hold a Seiwa Elementary School ISS briefing at the start of the new school year.

At the end of the school year, students will hold an ISS Baton Passing Assembly to share and pass on the thoughts and feelings of the 6th graders who have played a central role in the activities of the ISS, especially to the 5th graders. At the beginning of the new school year, an ISS New Year Start Assembly will be held to review the ISS slogan and other objectives for the year, and to promote the succession, transmission, and development of past activities.

[Issue (2)] Continuing and transferring past activities when faculty changes

[Future direction (1)]

◎ Faculty members

- End of school year



Prepare transition materials

- Start of school year



ISS briefing

[Future direction (2)]

◎ Student ISS Committee

- End of school year



ISS Baton Passing Assembly

- Start of school year



ISS New Year Start Assembly