

Application Report to become a member of International Safe School Network

インターナショナルセーフスクール認証申請書



December 10, 2021



豊区立千川中学校

Toshima City Municipal
Senkawa Jr.High School

Greetings



Superintendent of Education
Toshio Kaneko

Toshima Kuritsu Senkawa Junior High 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.

After Ikebukuro Junior High School, Senkawa Junior High School will become the second junior high school in Tokyo and the tenth school in Toshima City to receive international designation. With the designation of Sakura Elementary School and Senkawa Junior High School, there will be at least one International Safe School in each of Toshima City's junior high school districts. I hope that the program will continue to support efforts to create safe and secure schools rooted in the community for all elementary and junior high schools in Toshima City.

During the last school year, the students' lives were greatly affected by the extended temporary closures and restrictions on various activities. In particular, the number of injuries at school increased because of a decrease in opportunities for physical activity. The Senkawa Junior High School Health Committee noticed the increase in injuries and devised an educational campaign to prevent injuries. The members exchanged ideas to resolve their challenges and developed original activities. I am convinced that ISS activities, in which the students take the initiative and take an active role, will create a safe and secure school and realize deep learning.

In addition, I am confident that the activities of the Junior Disaster Prevention Staff, who continue to train under the guidance of the community's voluntary fire corps and the Ikebukuro Fire Station, go beyond simply learning how to operate a Class D portable water pump and AED.

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
Akio Nagano

It has been nine years since Hoyu Elementary School became the first school in Toshima City to be designated as an International Safe School (ISS). When our school is designated, there will be at least one ISS-designated school in every junior high school district, and an ISS network system will be established.

Our school's ISS efforts have been driven mainly by the independent activities of our students.

In particular, the ISS activities of each specialized committee are excellent and are a source of "pride" for our school. Starting with the Broadcasting Committee's "classical music broadcast at lunchtime" activity, there are many programs and ongoing efforts to make school life safer and more secure, such as each committee's survey activities. After receiving the ISS designation, we would like to share the philosophy of ISS activities with our partner schools, Kaname Elementary School and Takamatsu Elementary School, and work to implement safe and secure educational activities. In addition, while promoting the greeting campaign by the PTA officers and PTA president, we hope to focus on various

community activities. These include mimamori-watching of the students and the "Junior Disaster Prevention Staff" activity, a unique feature of our school and a base for disaster prevention in the community.

Currently, Toshima City is actively promoting the "Toshima City's SDGs Future City Declaration" to become a future city. Our school's ISS activities incorporate essential activities to ensure the continuation of safe and secure school life, which is the foundation for realizing the SDGs' philosophy of "leaving no one behind." In the future, we will work to establish an even safer and more secure school life and contribute to a sustainable community by linking ISS activities with SDGs activities.

Greetings



PTA chair
Satoko Maruo

The ISS program started two years ago at Senkawa Junior High School, and the children's awareness of the program seems to have gradually changed.

I believe that safety and security are not obtained immediately but instead are built up day by day. They are something that children can create, not something adults around them prepare and give to them.

The school must interact with the community to ensure the safety and security of the school and the community in which the children live.

The Senkawa Junior High School PTA is working to deepen exchanges with the local community, participating in greeting campaigns at school, patrolling the neighborhoods in the evenings, and patrolling during festivals to be close to the children.

Now that we have reconfirmed the importance of safety and security through the Covid-19 pandemic, the PTA and parents will work together to create a warm and friendly school, aiming for ISS designation.

Greetings



ISS Community Task Force Chair
Tsuneyoshi Sakumoto

Senkawa Junior High School is now in the final stage of becoming the tenth school in Toshima City to receive the International Safe School (ISS) designation.

In July, a pre-on-site evaluation was conducted with Dr. Yoko Shiraishi of the Japan Institute for Safe Communities as a judge, and Mr. Tomoo Kaneko, Toshima City Board of Education Director, in attendance. The students worked earnestly for this evaluation.

The rebuilding of the school building will start in 2023. When it is completed, the school and the ISS program will have a fresh start.

These days, it is hard to predict when things will happen. I hope the three years of junior high school will be useful for the students and that they will be able to make many good memories.

The school, the community, and the family must work together, exchanging information to make school life more enjoyable. The cooperation of various organizations such as the neighborhood associations, Association of Parole Officers, Association of District Welfare Officers, youth development committees, voluntary

fire corps, parents, and the school is essential.

The school motto of Senkawa Junior High School is "Trust, Hope, and Love." I hope that the students will become people who can be compassionate to others based on this spirit. I ask for the continued support and guidance of everyone involved and in the community.

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Chapter 1 Overview of Toshima Kuritsu Senkawa Junior High School

1. Educational goals

Toshima Kuritsu Senkawa Junior High School was established as a junior high school operated under post-war guidelines in 1947. The school celebrated its 74th anniversary this school year. The distinctive evergreen magnolia tree is the symbol of the school and is also used as the name of the Student Council newspaper.

Our school's educational goals and school motto are introduced below.

Educational goals

The following educational goals are established to nurture students with rich humanity who will lead the future:

- Students who think deeply and learn on their own
- Students who are compassionate and courteous
- Students who are healthy and strong

School motto ~Trust, Hope, and

- <Trust> To be people of integrity who are trusted and relied upon
- <Hope> To be people who give their all for tomorrow
- <Love> To be people with the courage to love others

[Origins of school emblem and school flag]

The school flag has the silver school emblem on a cochineal background with three lines in the center and a gold fringe decorating the sides of the flag. The three lines in the center represent the flow of the Senkawa Canal. The kanji characters for "Senchu" are designed in the center of the emblem. The three rings around it symbolize the river.

The Senkawa Canal has been a source of livelihood for the residents of the Toshima City since the Edo period. The rows of cherry blossom trees lining the canal have been admired by many writers and artists. The flag and emblem were designed with the hope that the flow of the Senkawa Canal will never cease and will continue to nurture the basics of people's lives for a long time and that the school will be a peaceful space where culture can flourish even more.

School emblem



School flag



2. School size

Table 1-1 Number of teachers and staff

Position	Number of people	Position	Number of people
Principal	1	Part-time teacher	1
Vice-principal	1	School district nutritionist	1
Senior teacher	3	Tokyo city staff	1
Chief teacher	7	School administration supporter	1
Teacher	6	School counselor	1
Chief school nurse	1	Custodian	3
Special support education specialist	1	School support staff	1
Part-time teacher	1	Total	31

Table 1-2 Number of enrolled students

	SY2019			SY2020			SY2021		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Grade 1	42	36	78	36	42	78	39	37	76
Grade 2	38	24	62	41	38	79	37	43	80
Grade 3	23	28	51	40	25	65	40	38	78
Total	103	88	191	117	105	222	116	118	234

- The number of students has been declining yearly since peaking around 2010.
- In the past three years, the number of students has been increasing.
- There are many students with foreign roots.

3. Situation of region

Fig. 1-1 Map of the school area

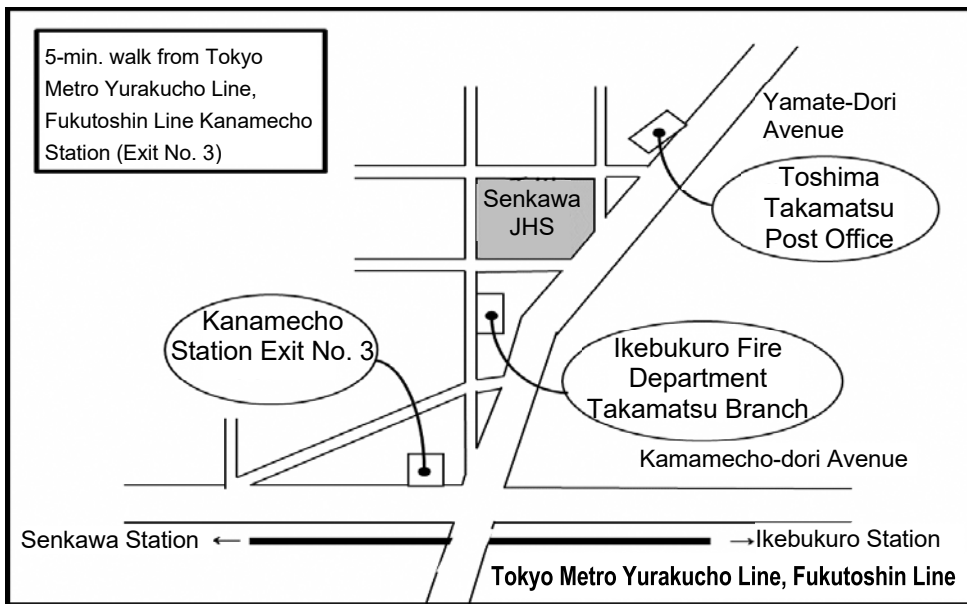


Fig. 1-1 Ikebukuro Station on the day of the Great East Japan Earthquake (March 11, 2011)

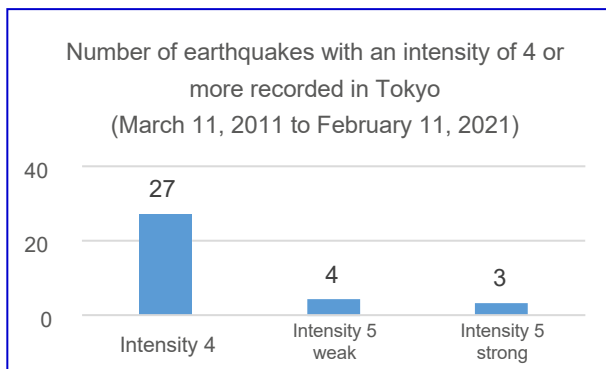


Fig. 1-1 Source: "JMA Earthquake Database"

- Situation of traffic
 - Yamate Dori, an arterial road, passes through the district.
 - There are many narrow roads with high traffic volume around the school.
 - The fire station is located nearby, so there is high fire truck and ambulance traffic.
- Situation of security
 - Every year, there are two to three reports of suspicious people. There is no criminal damage.
- Situation of natural disasters
 - When mass transportation stops, the roads become very congested.
 - Many of the working-class population are absent during the day on weekdays.
 - There are many elderly in the community.
 - Junior high school students will be relied upon to assist with evacuations and rescues.

Chapter 2 International Safe School program

1. Background of program

Our school opened in 1947 with five Grade 1 classes, two Grade 2 classes, and one Grade 3 class. There was a total of 398 students. The number of students has been declining in recent years. The school building has not changed much in 70 years. While we can feel the weight of a traditional school, the building is deteriorating, and some places are deemed dangerous.

We are currently preparing to rebuild the school building.

With these issues and goals in mind, we declared our commitment to becoming an International Safe School on May 20, 2019, with the intent to become a school where students can attend school safely and with peace of mind.

2. Situation of past programs

School year	School's programs	National programs	Student-led programs
SY2019	Declaration of ISS program Teacher ISS training Junior Disaster Prevention Staff training ISS Community Task Force ISS Zone established Scared Straight	Participated in on-site evaluation for Ikebukuro Honmachi Elementary School Participated in ISS on-site evaluation for Atsugi Municipal Shimizu Elementary School Participated in Toshima City ISS Joint Designation Ceremony	Declaration of the student ISS program Student ISS Committee launched ISS Committee (monthly) ISS slogan decided Morning greeting campaign
SY2020	Junior Disaster Prevention Staff training ISS Community Task Force Seminar on dating violence "Safe School Senkawa" newsletter published Disinfection volunteer team established		ISS Committee (monthly) Each committee Zero Stop campaign
SY2021	ISS pre-on-site evaluation (Dr. Shiraishi visited our school)	Participated in the online evaluation of re-designation of Chichibu Municipal Daini Junior High School ISS	ISS Committee (monthly)

Chapter 3 Situation of injuries sustained at the school

1. Situation of injuries including minor injuries (Source: "School Clinic data")

Information on injuries sustained at school is collected as School Clinic data.

Fig. 3-1, 2 Physical injuries Number of injuries (1) (Changes in the number of injuries by school year)

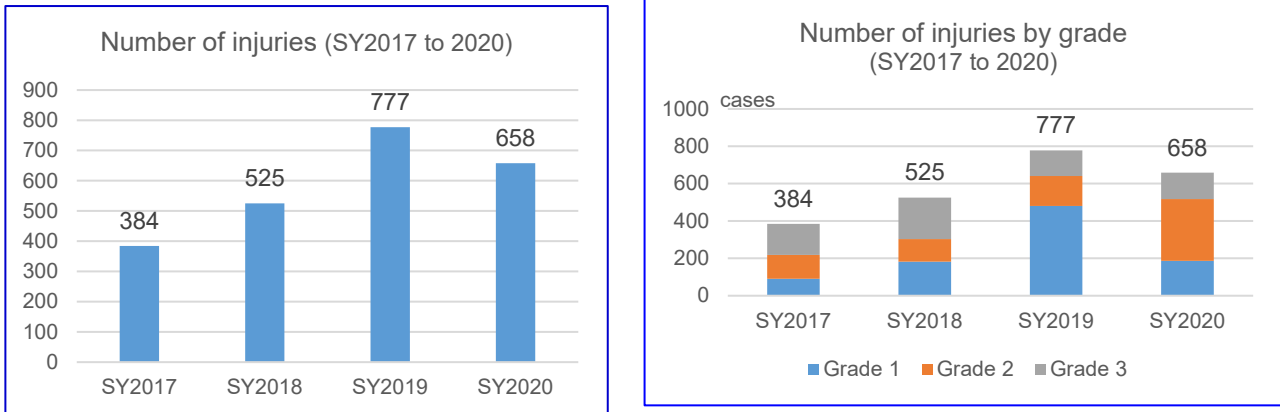
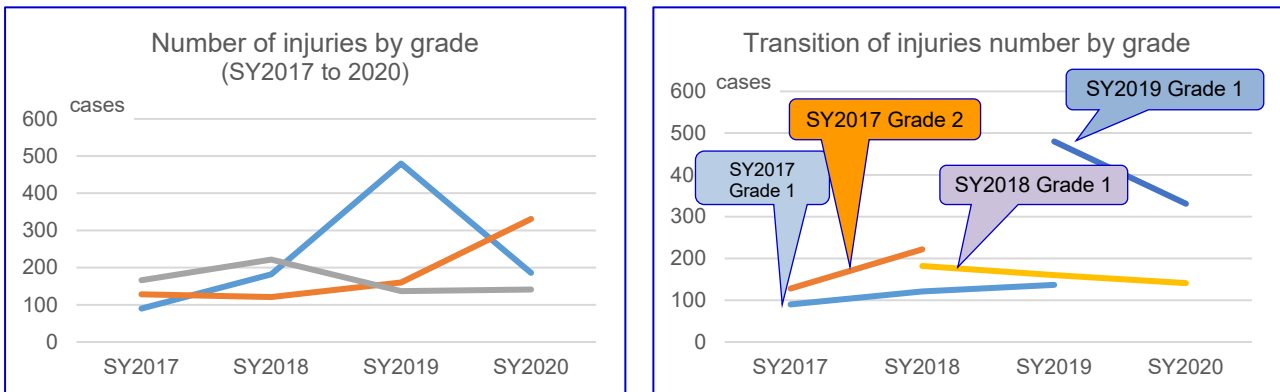


Fig. 3-3, 4 Physical injuries Number of injuries (2)



* In SY2019, there were many injuries sustained by

1st grade students. Therefore, the number of injuries is higher than in previous years.

Fig. 3-5, 6 Physical injuries Situation of injuries (3)

(Number of injuries by month)

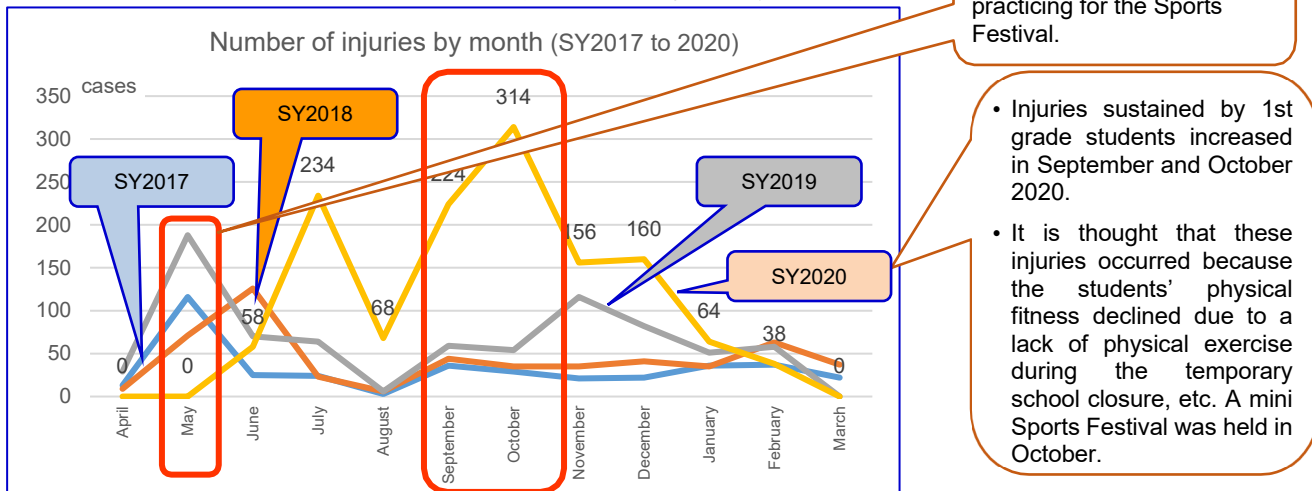
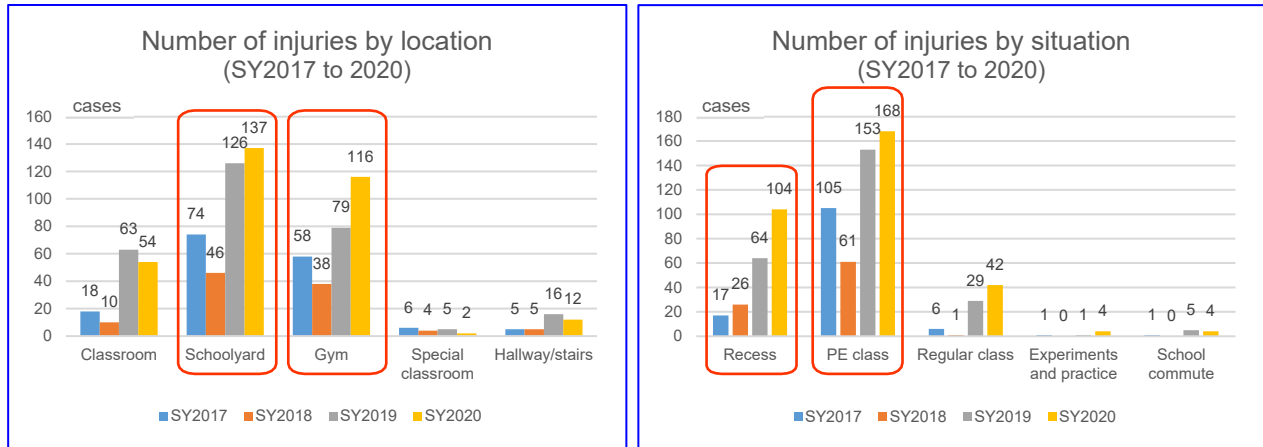
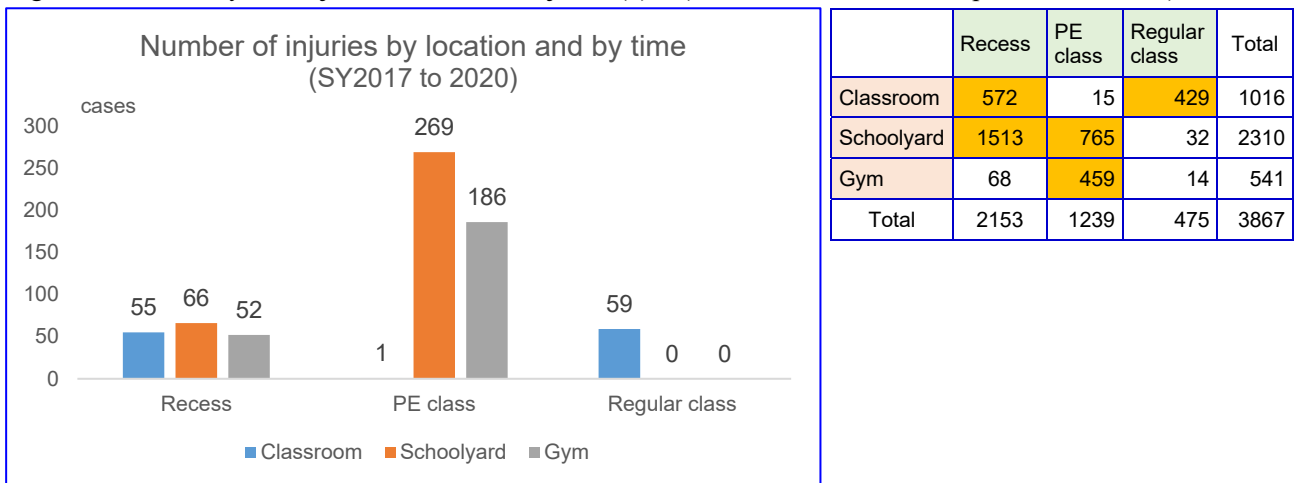


Fig. 3-7, 8 Physical injuries Situation of injuries (4) (Number of injuries by main location and scene)



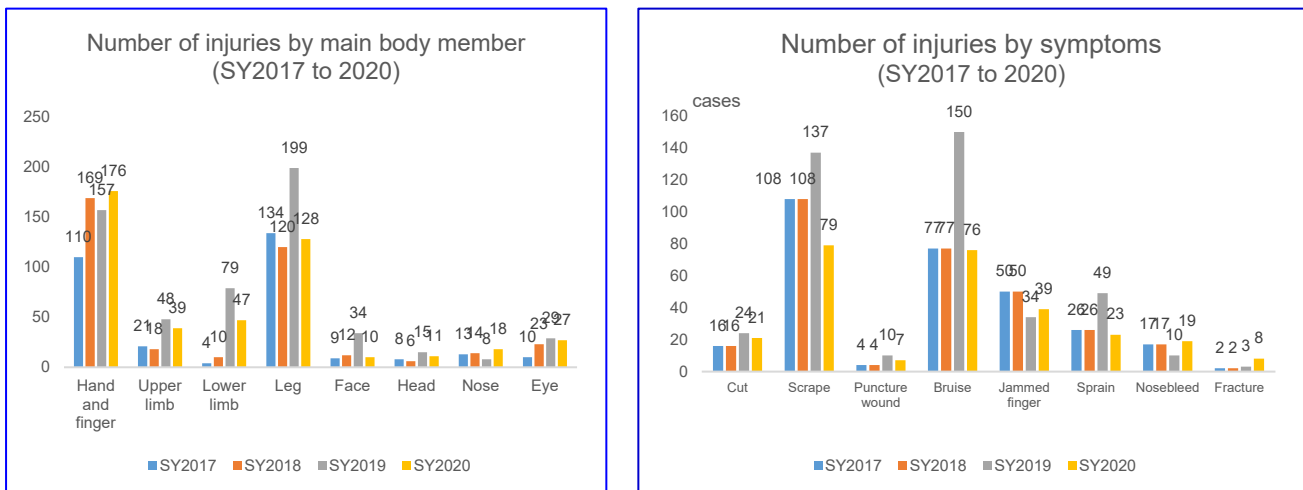
Many injuries are sustained when the students move their bodies on the sports field or in the gym, such as during PE class and lunch recess. It is thought that the number of injuries sustained in SY2020 increased because the students had to spend more time at home due to the Covid-19 pandemic. Their physical fitness declined due to a lack of exercise.

Fig. 3-9, 10 Physical injuries Situation of injuries (5) (Number of cases at main places and scenes)



	Recess	PE class	Regular class	Total
Classroom	572	15	429	1016
Schoolyard	1513	765	32	2310
Gym	68	459	14	541
Total	2153	1239	475	3867

Fig. 3-11, 12 Physical injuries Situation of injuries (6) (Number of injuries by main body member and symptom)



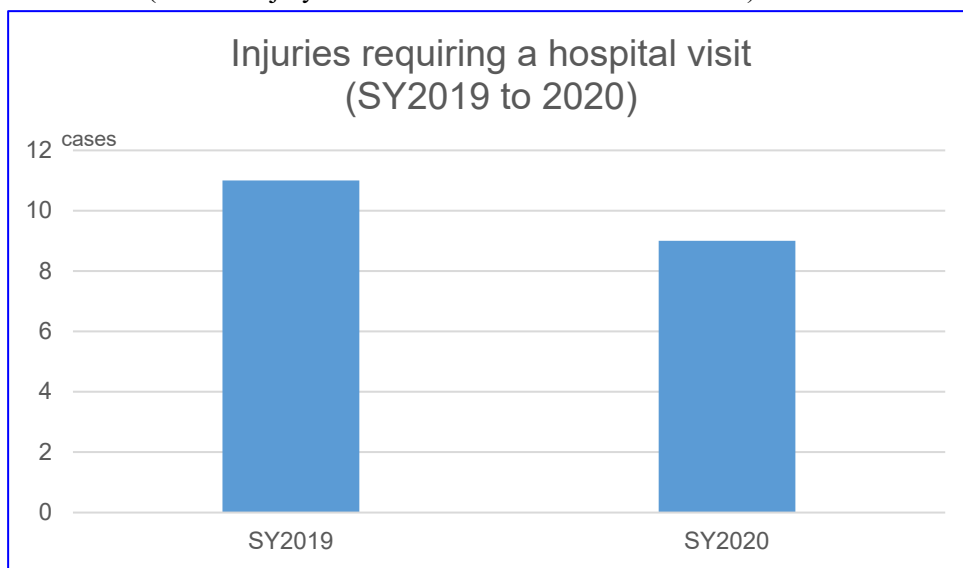
The high number of scrapes and bruises in SY2019 compared to previous years can be attributed to the fact many students fell when practicing for the Sports Festival’s big-foot race. In addition, many students were injured when they fell during the obstacle race, for which they did not have enough time to practice.

2. Situation of injuries requiring a hospital visit (Source: Injury and Accident Mutual Aid Benefit data)

Information on symptoms requiring a hospital visit is collected as “Injury and Accident Mutual Aid Benefit 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. Information on the “situation, type, and cause of injury” is recorded. It is then compiled and analyzed once every three months.

Fig. 3-13 Number of injuries requiring a hospital visit
(Source: Injury and Accident Mutual Aid Benefit data)

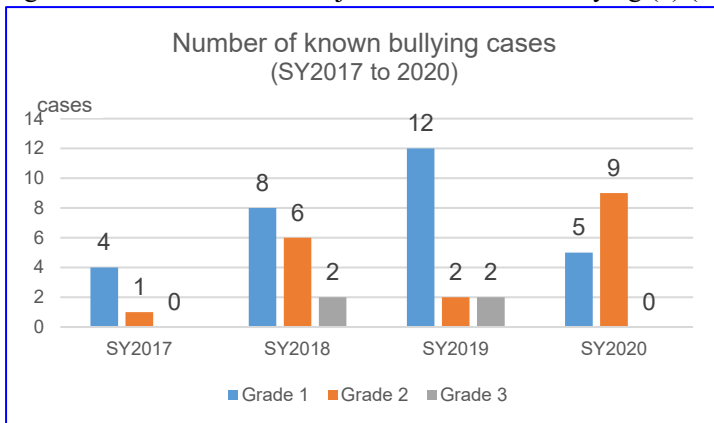


* In recent years, most students have a “Child Medical Subsidy Certificate,” so even when the parents are told about the Injury and Accident Mutual Aid Benefit Policy, fewer parents apply for the benefits. It is thought that there are more injuries treated at a hospital than the number of cases listed as Injury and Accident Mutual Aid Benefit data.

* The “Child Medical Subsidy Certificate” is a certificate that covers the student’s medical care without charges to the parents.

3. Emotional injuries from bullying (Source: “Questionnaire about bullying” “Emotional health questionnaire”)

Fig. 3-14 Emotional injuries Situation of bullying (1) (Number of known bullying cases)



Rather than physical abuse, bullying tends to be badmouthing, etc., in person or on social media. We have analyzed that this is the result of mental immaturity in which the students cannot consider the feelings of others.

Source: “Toshima City Survey of Bullying” (SY2017 to 2020)

Fig. 3-15 Emotional injuries “Survey of worries” conducted by Student Council (SY2020)

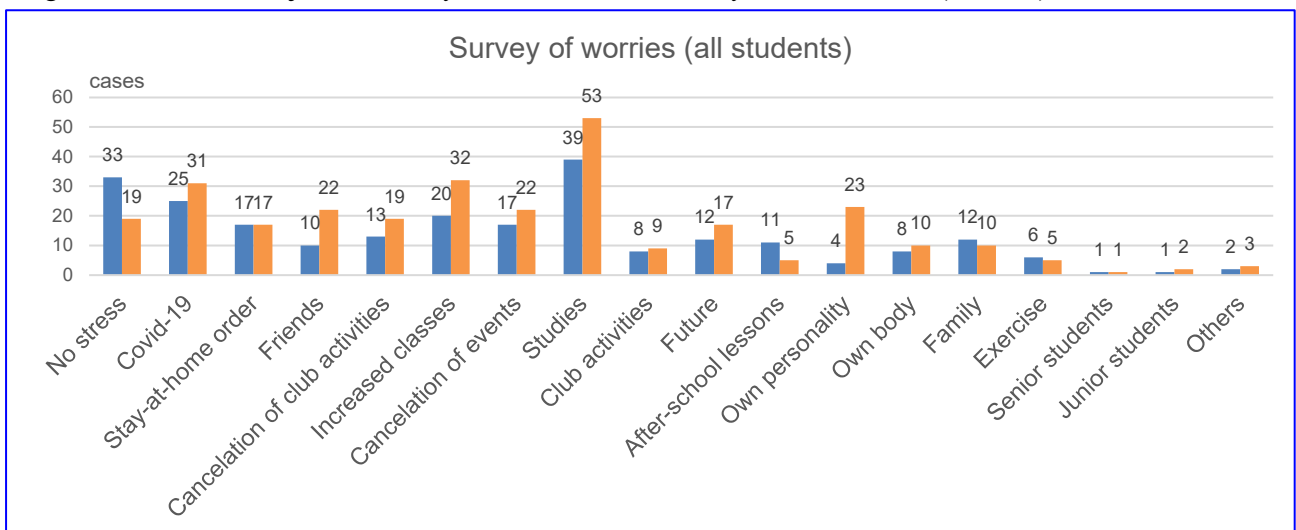
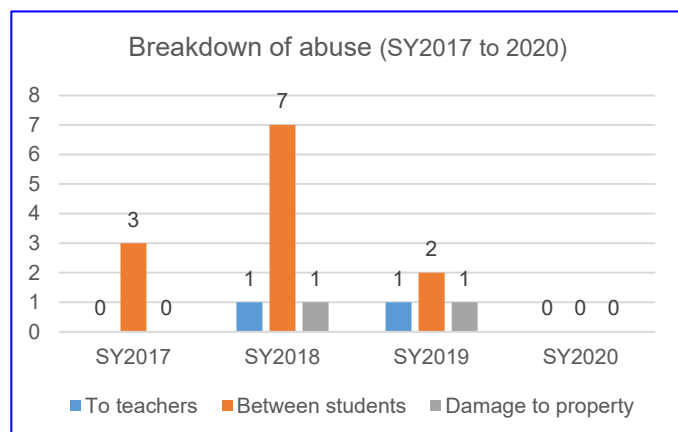
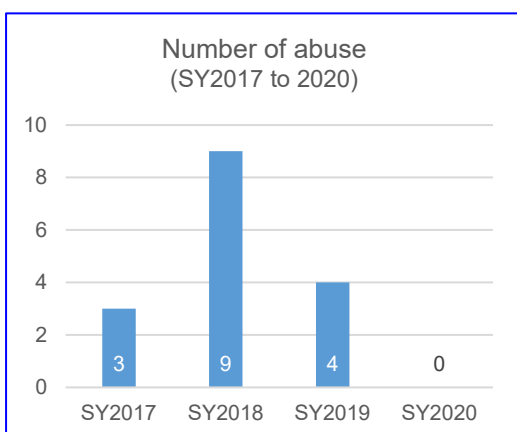


Fig. 3-16 Situation of emotional injuries and abuse



Source: “Toshima City Survey of Problematic Behavior” (SY2017 to 2020)

Chapter 4 Issues to address with priority

Based on the safety assessment described in Chapter 3 “Situation of injuries sustained at the school,” and the reports and information shared in various meetings, the following issues were set as priority issues to be addressed.

Issues to address with priority

Table 4-1

			Problems	Data used as evidence
Physical injuries	At school	Inside the school building	(1) A student collided with another and sustained a fracture (2) The stairs are slippery on rainy days (3) Injuries sustained while playing in the gym (4) Injuries sustained during experiments and practice, such as burns sustained when using a soldering iron during Industrial Arts class (5) Injuries sustained during mat exercises in PE class	Figs. 3-7, 8 Figs. 3-9, 10
		Outside the school building	(6) Injuries sustained in the schoolyard during recess (7) Injuries sustained while practicing for Sports Festival	Figs. 3-7, 8 Figs. 3-9, 10
	Outside school	School route	(8) Injuries sustained along the school route (9) Walking on the road	Fig. 3-8
		Community	(10) Bicycle traffic safety	Fig. 3-8
Emotional injuries	Bullying, etc.	At school	• Trouble during club activities • Trouble with friends • Bullying, harassment	Figs. 3-12, 13
		Outside school (Home, community)	• Futoko (school refuser) students • Interpersonal relationships with friends and at home • After-school lessons • High school entrance exams	Figs. 3-12, 13

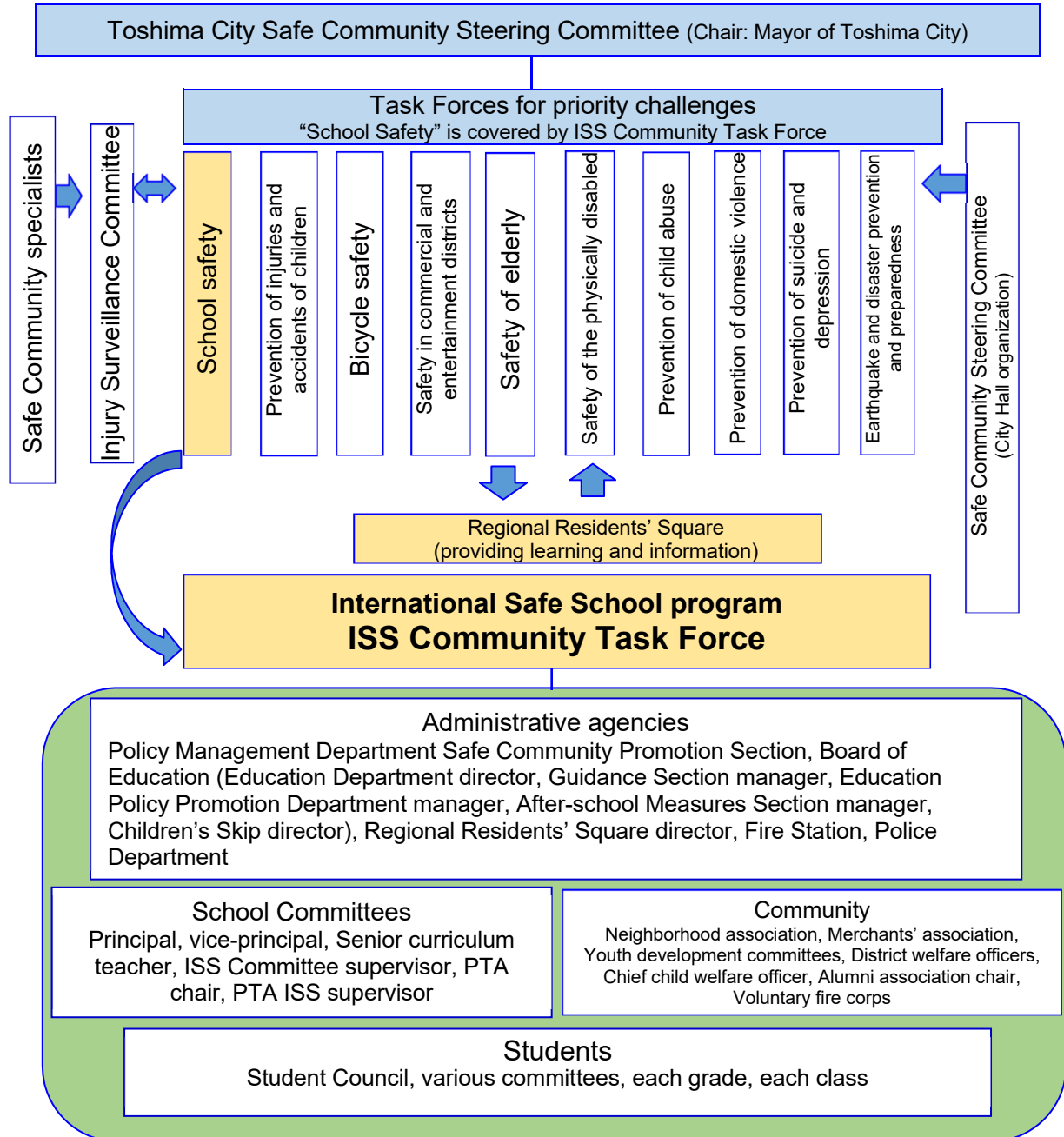
Chapter 5 Programs based on eight indicators

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. ISS Promotion Organization

Fig. 5-1 Safe Community Steering Committee organization chart



As shown above, "School Safety" is positioned in one of the priority challenge Task Forces of the Toshima City Safe Community Steering Committee. The ISS program is conducted in response to this challenge.

As seen from the chart above, the school and ISS Community Task Force lead the activities with cooperation from the government and community.

2. School ISS Promotion Organization

(1) Community Task Force (Fig. 5-2)

The Task Force is chaired by a community representative and comprises members of the neighborhood associations, district welfare officers, youth development committee members, PTA officers, Mejiro Police Station, Ikebukuro Fire Station, Toshima City Board of Education, and schools.

Task Force meetings are held several times a year to share information and exchange opinions on our school's ISS activities.



(2) ISS Committee in School

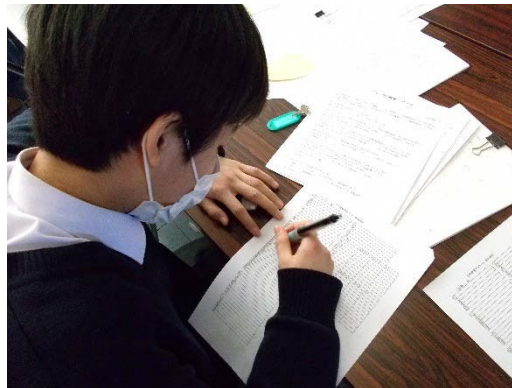
The ISS Promotion Committee (principal, vice-principal, ISS Committee chair, senior curriculum teacher, senior guidance counselor, career counseling supervisor, grade supervisor, school nurse) leads activities to manage the progress and verify the performance of ISS programs, etc. The Life Guidance Department is responsible for planning and managing the student activities following the policies of the ISS Promotion Committee.

(3) Student Council Organization

The Student Council Executive Committee leads the following types of activities.

Student Council Executive Committee	Appeals for Safety and Security, Greeting campaign, Emotional health questionnaire implementation and compilation
Grade Committee	Appeals to wearing masks, Appeals to ban the use of violent language
School Life Committee	Appeals to stop tardiness, Enforcement of proper attire
Health Committee	Appeal for wearing a mask before and after eating school lunch
Broadcasting Committee	Program to play music for safe activities during lunch recess
School Lunch Committee	Appeal for no talking during school lunch, Creation of ZERO stop campaign posters
Beautification Committee	Creation of environment beautification posters, Appeal for keeping personal lockers tidy
Library Committee	Planning of special corner for ISS-related books

(Fig. 5-3, 4 “Activities by each Student Council committee”)



(4) PTA

The officers and various committees selected at the PTA

General Meeting lead multiple activities. The chair and vice-chair participate in the ISS Community Task Force.

- * Executive officers: Creation of annual activity plan, Summary of each committee's activities, Participation in ISS Community Task Force
- * Grade Representative Committee: Summary of grade's PTA activities
- * Public Relations Committee: Promotes ISS program through PTA newsletter
- * Off-campus Committee: Conducting off-campus patrols
- * Officer Selection Committee: Selection of next school year's PTA officers

Our school's safety education and ISS activities are conducted following the policies of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Tokyo Board of Education, and Toshima City Board of Education.

Ministry of Education, Culture, Sports, Science and Technology (MEXT)

“Courses of Study (General Provisions)” (announced in 2017)

“School safety education for fostering a zest for life” (March 2019)

- Foster a foundation for leading a healthy, safe, and happy life over a long time.
- Foster the qualities and abilities to actively participate and contribute to creating a safe and secure society.

Tokyo Metropolitan Board of Education

“Safety Education Program” (March 2020)

- Foster the qualities and skills and avoid danger, and contribute to the safety of others and society.

“Act for the Promotion of Measures to Prevent Bullying, Phase 2” (February 2017)

Toshima City

“Toshima City Education Vision 2019” (September 2019)

- Foster the qualities and skills and avoid danger, and contribute to creating a safe and secure environment.
- Foster children who can act with consideration for the safety of themselves and others.
- Foster children who proactively participate and contribute to the creation of a safe and secure society.

1. Policies of Toshima City

Toshima City Education Vision 2019 – Toshima City Basic Plan for the Promotion of Education (Phase 2)

[Basic Policy 6] Improving teacher skills and creating an attractive school

Basic measures 3 Creating a safe and secure school

Each school must improve the safety education provided in their curriculum so that preschoolers and students acquire the skills and avoid danger, and the qualities and skills to contribute to creating a safe and secure environment. It is essential to nurture the students to have the ability to act while considering the safety of themselves and others and to proactively participate in and contribute to the creation of a safe and secure society.

Measures (1) Promoting a safe and secure educational environment

■ Direction

We will continue to distribute safety maps and buzzers, prepare crime prevention manuals, conduct disaster prevention drills, etc. We will also consider real-time information dissemination in cooperation with the police and the City, a system for wide-area information sharing in cooperation with neighboring cities, towns, and villages, and cooperation with City residents to ensure the safety and security of children. We will also promote the International Safe School (ISS) program at all elementary and junior high schools in the city based on the “Safe Community” concept currently being promoted by Toshima City.

2. School Policy

(1) School management policy

[Educational goals]

The following educational goals are established to nurture students with rich humanity who will lead the future:

- Students who think deeply and learn on their own
- Students who are compassionate and courteous
- Students who are healthy and strong

[School motto]

<Trust> To be people of integrity who are trusted and relied upon

<Hope> To be people who give their all for tomorrow

<Love> To be people with the courage to love others

School vision: A school full of charm and vitality, trusted by parents and the community.

We strive to create a safe and secure educational environment following the Toshima City Board of Education policies.

Based on the spirit of respect for human rights, the school strives to nurture students who are kind to others, strong, and who live independently. We aim to be a school full of charm and vitality, which is trusted by parents and the community.

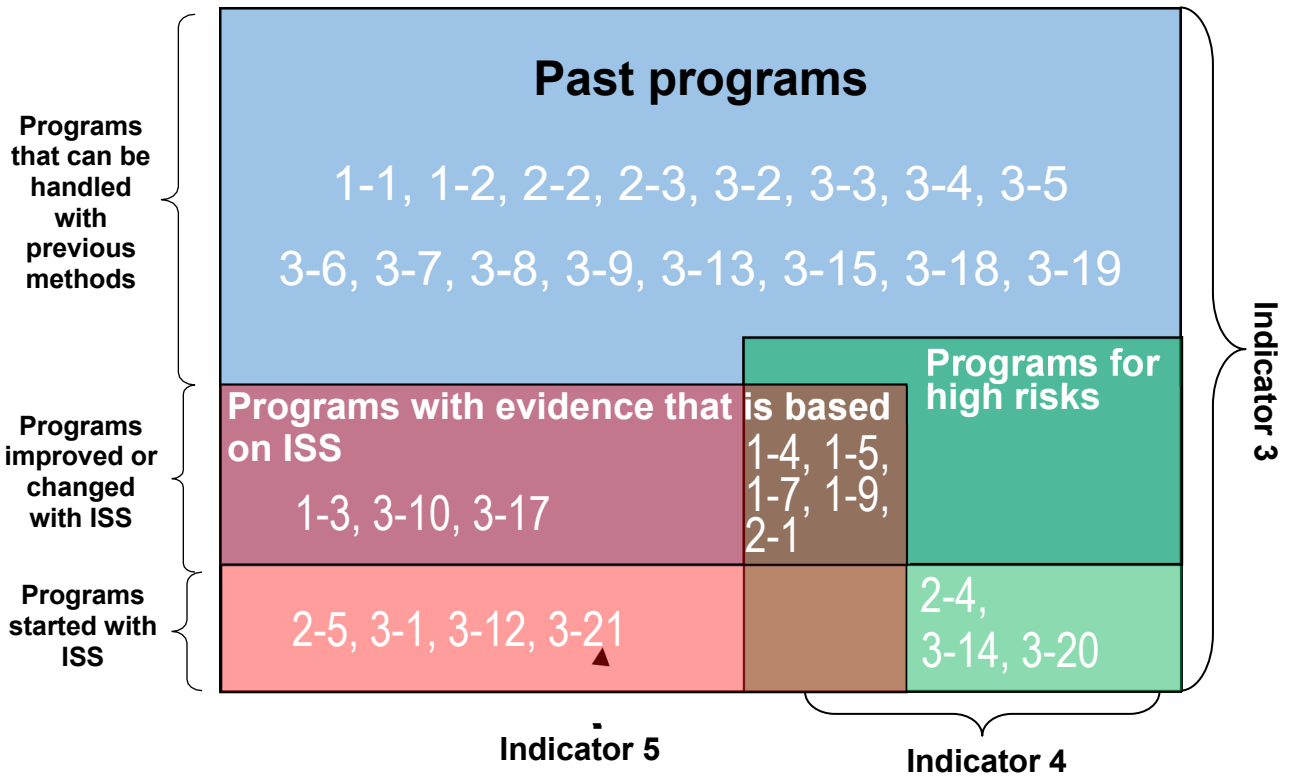
(2) Slogan for student activities

Toshima City Safe Community International Safe School promoting school
Joining together to create a safe and secure school!
Senkawa Junior High School full of smiles and laughter
Toshima Kuritsu Senkawa Junior High School

Indicator 3

Long-term, sustainable, operational school programs covering both genders and all ages, environments, and situations

Relationship of Indicators 3 to 5



Indicator 3 All grades, teachers, and places, etc., are covered

			■ Indicator 3 ■ Indicator 4 ■ Indicator 5				
			Grade 1	Grade 2	Grade 3	Teachers and staff	Home, community
Physical aspects	At school	Inside the school building	3-1. Student Council ZERO stop campaign			1-4. Disinfection of hands and fingers by parents when serving lunch, disinfection inside the school, disinfection by teachers and staff	
			1-5. Disinfection activities by the Student Council				
	Outside the school building	3-22. Management of balls by the School Life Committee			1-2. Accident-preventing instruction and assignment of assistant teachers during PE class		
	Outside school	School route	3-9. Scared Straight				
Others		3-14. Junior Disaster Prevention training					
Psychological aspect			2-2. Student Council greeting campaign			2-5. PTA greeting campaign	

Summary of ISS activities

1. Improvement of environment

1-1	Safety inspection (once a month)
1-2	Sharing of data on injury occurrence
1-3	Dissemination of progress of ISS programs (ISS Zone)
1-4	Disinfection of classrooms by parents, teachers, and staff
1-5	Disinfection of classrooms by students
1-6	New health observations
1-7	Teaching of new teachers
1-8	Installation of curved mirrors
1-9	Installation of non-slip treads on stairs

2. Regulations, rules, relationship building

2-1	Social distancing mask
2-2	Greetings campaign
2-3	Emotional health questionnaire
2-4	Creation of rules for lunch recess
2-5	PTA greeting campaign

3. Education and promotion

3-1	Student ISS assembly
3-2	Food education activities
3-3	Emergency life-saving training
3-4	Safety instruction (once a month)
3-5	Green feather fundraising, Red Cross fundraising
3-6	Emotional support by school nurse and school counselors
3-7	Bullying Prevention Measures Committee
3-8	Moral education class research
3-9	Scared Straight
3-10	Parent-child school route inspections
3-11	Awareness-raising activities for the prevention of Covid-19
3-12	Creation of injury map
3-13	School Lunch Committee ZERO STOP campaign
3-14	Junior Disaster Prevention Staff training
3-15	Safety class
3-16	ISS Community Task Force
3-17	Lectures on measures against bullying
3-18	Group commute home by neighborhood
3-19	Lectures on traffic safety
3-20	Counseling with homeroom teacher after a long vacation
3-21	Creation of ISS mini-posters
3-22	Management of balls by School Life Committee

Introduction of Indicator 3 programs

Fig. 5-5 Disaster prevention drills



3-14. Junior disaster prevention staff receiving instruction from voluntary fire corps

Fig. 5-6 Extensive disinfection activities (Covid-19 prevention)



Disinfection by parents, teachers, and staff
1-5. Disinfection by students

Fig. 5-7,8 Scared Straight



3-9. Students receive instruction from police through demonstrations showing the dangers of traffic accidents.

Fig. 5-9 Student Council greeting campaign



2-2. Student Council officers conduct a greeting campaign as students arrive at school in the morning.

○ Overview of how high risks are perceived, the reason, and measures

High risk		Program number	Program
People	Students	2-4	Creation of rules for play
	Students	3-20	Student-teacher meeting after summer vacation
Place	Gym	2-4	Creation of rules for play
		3-20	Student-teacher meeting
Situation	Handling unpredictable balls	2-4	The site is divided in half, and the direction for throwing balls and running speeds are restricted.
	Eliminating concerns about school life, adjusting daily rhythm	3-20	Emotional care after a long vacation

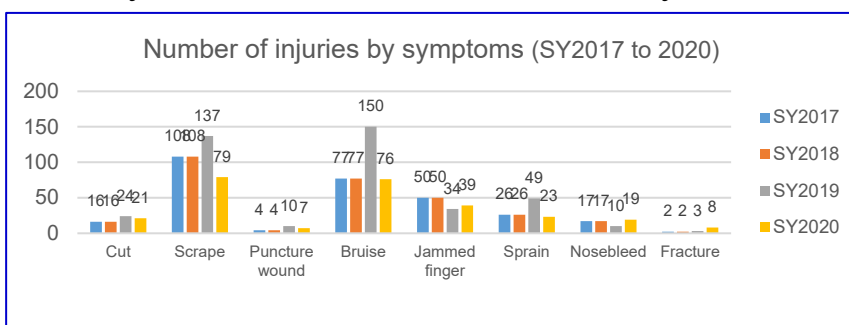
1. Creation of rules for play

(Fig. 5-10)

Lunch recess is a time that the students can play hard. The students run around freely, throw balls, and accidentally bump into each other, increasing the number of injuries. The Class Committee discussed and made rules for each type of play. The schoolyard and gym areas were divided in half for each type of play and the direction that balls could be thrown was set. This helped reduce the number of accidents from an unintentional collision. In addition, when the students were encouraged not to play in a way that could lead to injury, they stopped running as fast as they could in places where there were many people and became more careful of their friends during play. This did not lead to a decrease in lunch recess injuries, but it did reduce the number of serious injuries.



Creating rules for playing during lunch recess



2. Student-teacher meeting after summer vacation

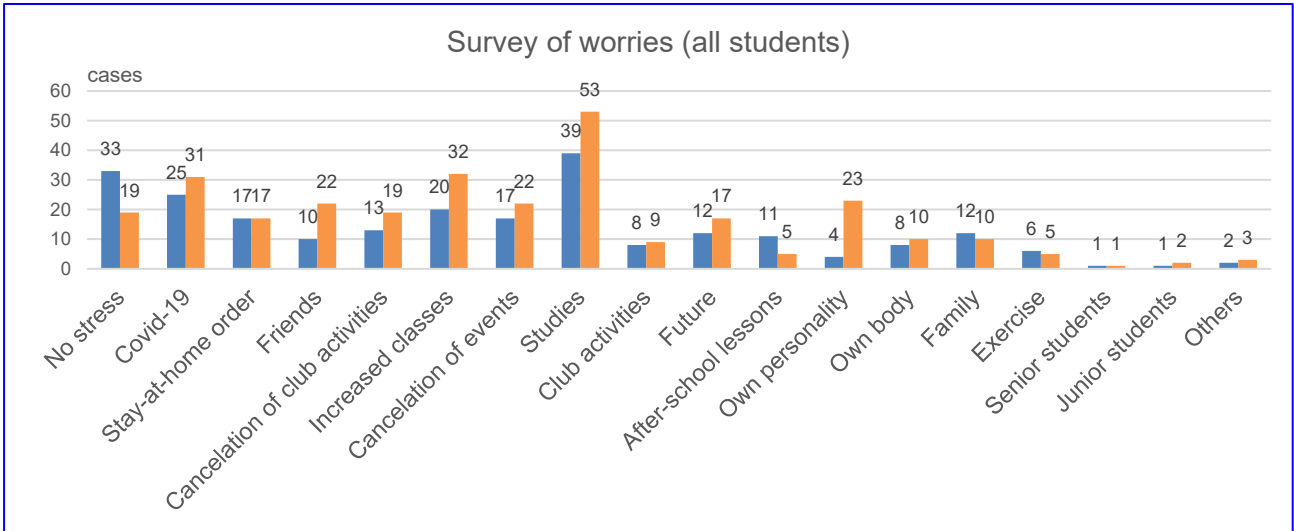
(Fig. 5-11~13)

After summer vacation, students discuss their summer vacation memories and their resolutions for the second semester in the student-teacher meetings. To make the start of the second semester smoother, we check and consult with the students to see if they have any worries or concerns about school life and advise how to adjust their daily rhythm. By providing emotional care at the start of the second semester, very few students become futoko (school refuser) students from the second semester.



Student-teacher meeting after summer vacation

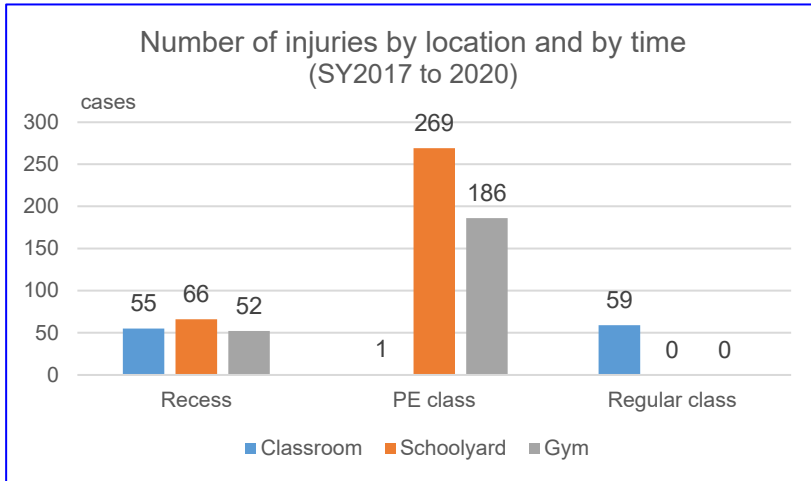
Fig. 3-15(Reprint) Emotional injuries “Survey of worries” conducted by Student Council (SY2020)



3 Guidance improvement of PE class

Fig. 3-9, 10 (reprint) Physical injuries Situation of injuries (5)

(Number of cases at main places and scenes)



	Recess	PE class	Regular class	Total
Classroom	572	15	429	1016
Schoolyard	1513	765	32	2310
Gym	68	459	14	541
Total	2153	1239	475	3867

Upon the problems identified by the safety diagnoses, students and teachers have worked together to reduce injuries. Each of students' organizations and teachers' organizations had discussions from their own views and came up with countermeasures, develop plan and put them into practice in the collaboration among organizations.

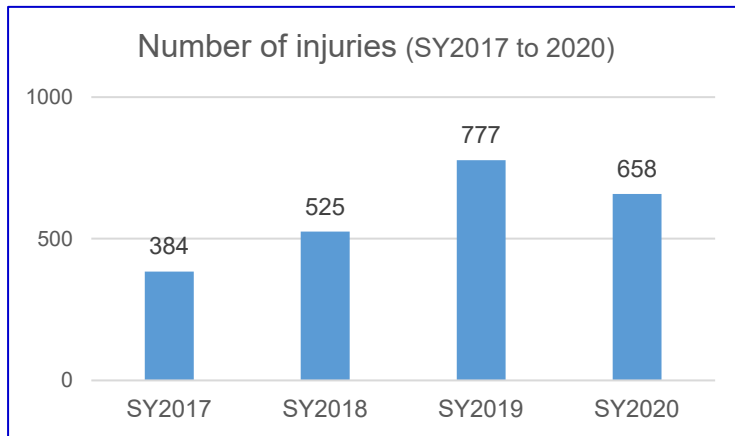
Location		Problem	Initiative	
Physical injuries	At school	Inside the school building	(1) Injuries in the corridor or on the stairs ★Fracture because of collision with another ★The stairs are slippery on rainy days	○ Creation and notice of "Injury map" 3-12 ○ Creation and notice of posters 3-21 ○ Installation of mirrors 1-8 ○ Installation of non-slip treads on stairs 1-9
			(2) Injuries in the Gym ★Injuries sustained while playing in the gym ★Injuries sustained during mat exercises in PE class	○ Creation of rules for playing 2-4 ○ Lectures on Safe PS ○ Careful warming-up ○ Allocation of assistants (faculty staff)
	Outside school	Outside the school building	(3) Injuries at regular classes ★Injuries at experiments and practices such as injuries by soldering irons	○ Weekly instruction plan (Thorough explanation of process and preparations)
			(4) Injuries in the schoolyard ★Injuries in the schoolyard during recess ★Injuries sustained while practicing for Sports Festival	○ Creation of rules for playing 2-4 ○ Careful warming up ○ Use of auxiliary device such as gloves
	Outside school	School route	(5) Injuries sustained along the school route ★Rules of walking on the road	○ Traffic safety guidance 3-9,3-19
		Community	(6) Traffic accidents ★Traffic safety of bicycle	○ Scared Straight 3-9
Emotional injuries	Bullying, etc.	At school	(7) Bullying, harassment ★Trouble during club activities ★Trouble with friends	○ "Bullying Questionnaire" 3-7 ○ Individual face to face counseling ○ Moral and human rights class 3-8,3-17
		Outside school (Home & Community)	(8) Wariness and anxiety ★Interpersonal relationships with friends and at home ★After-school lessons ★High school entrance exams ★Futoko (school refuser) students	○ 「Questionnaire survey on wariness (Mental health questionnaire)」 2-3 ○ Counseling by homeroom teacher 3-20 ○ Home visits

Table 5-3

1. Improvement of environment

We are working to disseminate information and improve the environment, including facilities and equipment to share and raise awareness of issues, including the situation of injuries, and to find resolutions.

Fig. 3-1 Physical injuries Number of injuries (1) (repost)



1-2. Sharing of data on injury occurrence
3-12. <Creation of injury map>



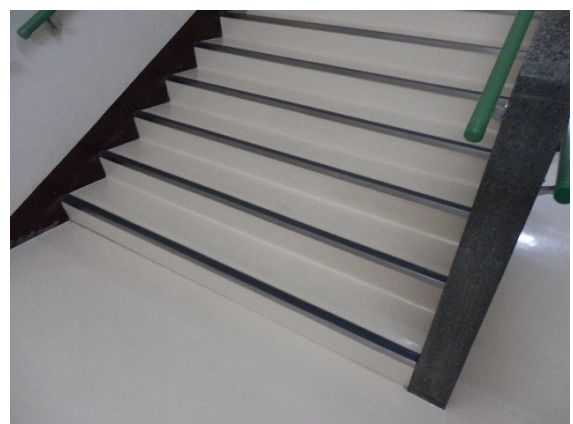
Fig. 5-15, 16

1-3. Dissemination of progress of ISS programs (ISS Zone)

Facilities are improved based on the information reported at the daily teacher and staff meetings and other meetings.



1-8. Mirrors were installed after a collision accident at the stairs and hallway.



1-9. Non-slip treads were installed after a visitor pointed out that the stairs were slippery and could result in an accident.

2. Regulations, rules, relationship building

(Fig. 5-8)

(1) calls and instructions by teachers

With notice that more injuries are occurred during recess, the opportunities have been organized for students to have discussion to find ways to reduce injuries during recess.

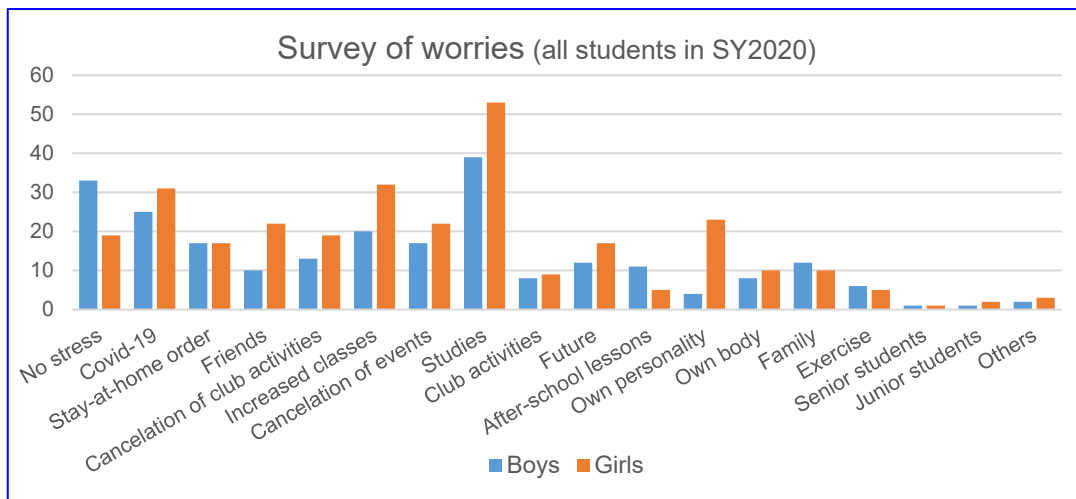


2-4 Creation of rules for lunch recess (reprint)

(2) Programs by Student Council

As the core of the students' voluntary activities, the Student Council officers have been working to improve the "Suggestion Box" usage rate and conduct mental health surveys. The program results are shared through the Student Council newsletter. This program aims to share what other students are worried about and, through that, foster a sense of compassion for others.

Fig. 3-13 Student Council "Survey of worries" conducted by Student Council (repost)



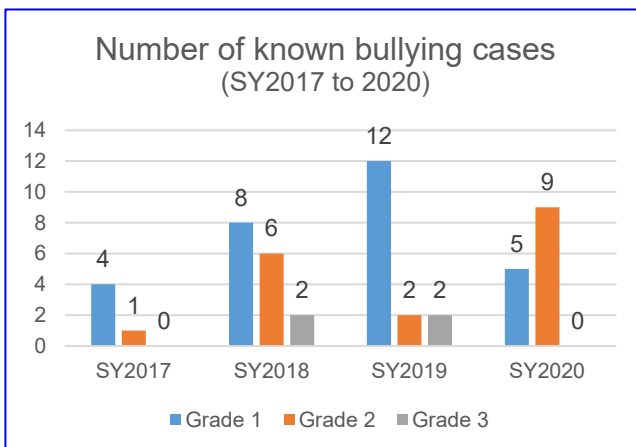
(3) Lectures on measures against bullying

The students are actively learning through specialized lectures to deepen the awareness of the issue of bullying and to increase the ability to act with compassion for one another.

Fig. 5-19



Fig. 3-12 Emotional injuries Situation of bullying (1) (repost)



3-17. Lecture on the law by administrative scrivener (Is "Bullying" a crime?)



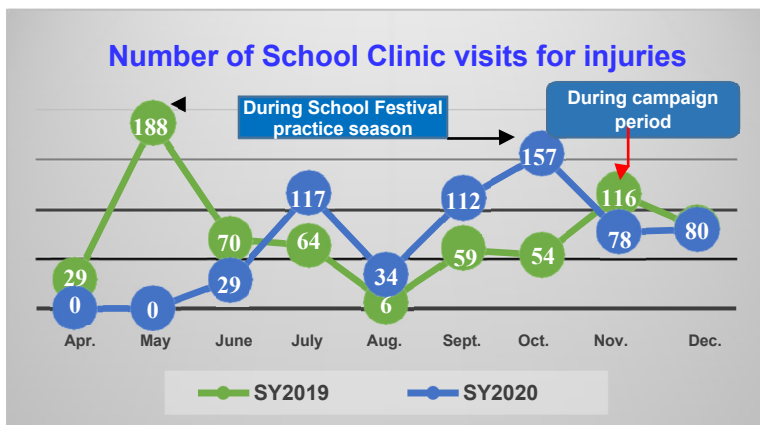
Fig. 5-20

3. Education and promotion

(1) Programs by each committee

(Fig. 21)

At the monthly committee meetings, the students reflect on the situation and performance of the program during the past month and discuss methods to improve them during the next month. The committees also make posters and other displays aiming for a safe and secure school.



ほけんだより キャンペーン号 NO.1

令和2年11月4日 保健室&保健委員会

11月2日(月)~11月30日(月)まで、「体調管理とケガを予防しよう!」キャンペーンを実施します。キャンペーン期間中は、皆さんに心身の健康について考えてもらえるような情報を発信していきたいと思えます。

さて、今日は皆さんに昨年度からの保健室の利用状況をお伝えします。

【ケガ】

月	4月	5月	6月	7月	8月	9月	10月	11月	12月	1月	2月	3月	合計
昨年度	29	186	70	64	6	59	54	116	82	51	58	31	775
今年度	29	117	34	112	157	3	-	-	-	-	-	-	452

【体調不良+その他(マスクが欲しい・相談したい等)】

月	4月	5月	6月	7月	8月	9月	10月	11月	12月	1月	2月	3月	合計
昨年度	28	76	61	66	4	71	61	113	128	75	31	31	718
今年度	25	153	22	77	89	2	-	-	-	-	-	-	368

ケガは体育中の発生が1番多く、特に運動前中は保健室の利用が増加します。また、球技で突き指してしまうケースも多く見受けられます。体調不良は季節の変わり目や、寒い季節の風邪症状での来室が目立ちます。その他、寝不足や疲れの蓄積、朝ご飯の欠食が原因と思われる体調不良が多いように感じています。

ほけんだよりキャンペーン号ではケガや病気の予防についても情報を発信していきますので、日頃の体調管理に役立ててください。

Health Committee

Manage your health and prevent injuries! Campaign

Period: 2nd November to 30th November

【キャンペーン期間】

- 昨年度からの保健室の利用状況を鑑み、予防やケガや体調不良による保健室利用の削減が目的です。皆さんに自身の行動を見直し、より健康的な生活を送ることで、保健室の負担を減らすことを目指しています。
- キャンペーン期間中、来室がなかった上級クラスには賞状と、「1日のクラス」に感謝状として「ケガ防止紙」を贈ります。
- 本委員会では毎朝保健室委員が朝の検閲を行っています。

【お願い】

- 各クラスで話し合いの上で来室の削減を目標に、朝の検閲や、運動会などでのケガ防止活動を行い、保健室を利用しないでください。
- 本委員会では毎朝保健室委員が朝の検閲を行っています。

ほけんだより キャンペーン号 NO.2

令和2年11月5日 保健室&保健委員会

【体育科!】

住家先生と佐藤先生にケガの予防について聞いてみました!

体育や部活動でのケガ予防について、体育科の先生方からアドバイスをいただきました。

【大切なこと-その1】準備運動-ストレッチ!

体育の授業のはじめには必ず準備運動をしますよね。みなさん、真剣に準備運動を行っているでしょうか? 準備運動をしっかりと行うと、堅くなった筋肉がほぐれる以外にも、可動域(体の関節を動かせる範囲)が広がってケガの予防につながります。授業で扱う種目によって、先生方から入室を行った方がいい準備運動の指示がありますよね。しっかりと指示を聞いて、行うようにしましょう。

【保健体育の教科書、p26~27に、詳しく準備運動の大切さが書かれています。要チェック!】

【大切なこと-その2】先生の指示・注意点をしっかりと聞きましょう!

その日の種目で大切なポイントや、ケガをしないようするための細かな注意点を必ずお話してください。きちんと先生の指示を聞いていれば、間違った行動をせずに、落ち着いて実行に取り組みます。

【大切なこと-その3】ケガをしたら、体育科の先生に必ず報告をしましょう!

ケガをしたまま体育の授業を継続して受け続けることも危険です。体育科の先生にケガの報告をしないで、保健室に行くことも皆さんの安全管理ができません。必ず報告してから保健室に行きましょうね。

1-3, 3-21. Injury prevention campaign by Health Committee

Fig. 5-22~24

(2) Lectures on traffic safety

(Fig. 25~26)

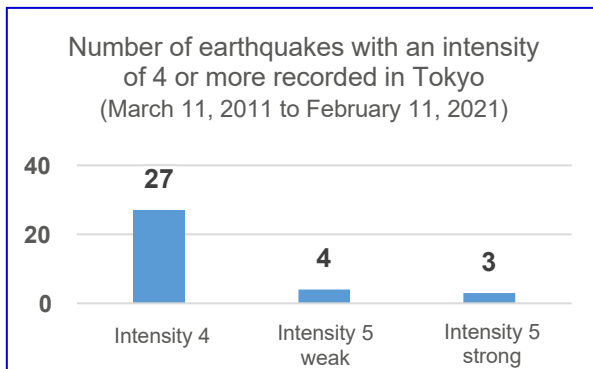
The students think about traffic safety with an instructor from the Mejiro Police. The instructor uses panels and images to explain how to ride a bicycle safely and prevent traffic accidents to the students.



3-19. Traffic safety talks by police

(3) Disaster prevention measures

Fig. 5-27 Number of earthquakes



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.



The third graders learned about what to do in an evacuation site in the event of an earthquake or other disaster from the Toshima City Disaster Prevention and Crisis Management Division. They also practiced setting up an evacuation site.

3-14. Learning about disaster prevention activities from Toshima City Disaster Prevention and Crisis Management Division staff

Fig. 5-28, 29

The junior disaster prevention staff learn to operate a Class D portable water pump and receive instruction from the community Fire Station and voluntary fire corps. The junior staff is trained to conduct initial fire-fighting activities and help with disaster mitigation and prevention in a fire in the community following a major earthquake or other disasters.



3-14. Junior Disaster Prevention Staff training

Fig. 5-30, 31

1. Records of injuries sustained at school

Information on daily injuries, including grade, class, name, name of the injury or illness, injured body, time and place of occurrence, cause, and treatment details, are recorded in the school administration system. This data is then collected and analyzed. For injuries not treated at the School Clinic, such as injuries sustained during club activities on weekends or during out-of-school excursions, the student, advisor, and grade level teachers are interviewed, and the results are recorded.

	Collected data and information	Contents
Injuries sustained at school	1. Records on injuries at School Clinic (compiled every month) 2. Records for Japan Sports Council (compiled once every three months)	1. Injury information (1) Location of occurrence (2) Time (activity) of occurrence (3) Type and severity of injury (4) Injured person (grade, gender)
Injuries outside of school (home, community)	3. School Clinic injury records	

Table 5-4

Date of visit	Day	Affiliation	Name	Gender	Place	Timing	Body member	Symptoms
20/06/02	Tue.	Grade 3		Boy	Gym	PE class	Others	Hand and finger
20/06/03	Wed.	Grade 2		Girl	Others	Under the supervision of the home	Scrape	Hand and finger
20/06/03	Wed.	Grade 3		Boy			Others	
20/06/03	Wed.	Grade 3		Boy	Others	Under the supervision of the home	Insect sting	Leg
20/06/05	Fri.	Grade 3		Girl			Insect sting	Upper limb
20/06/08	Mon.	Grade 2		Boy			Scrape	Leg
20/06/10	Wed.	Grade 2		Girl	Others	Under the supervision of the home	Scrape	Hand
20/06/10	Wed.	Grade 3		Boy	Classroom	Recess	Puncture wound	Hand
20/06/11	Thu.	Grade 1		Girl	Others	Under the supervision of the home	Burn	Hand and finger
20/06/11	Thu.	Grade 2		Boy			Others	
20/06/11	Thu.	Grade 2		Girl	Schoolyard	PE class	Nosebleed	Nose
20/06/12	Fri.	Grade 2		Girl	Others	Under the supervision of the home	Scrape	Hand
20/06/15	Mon.	Grade 1		Boy	Classroom	Regular class	Scrape	Ear
20/06/15	Mon.	Grade 2		Girl			Nosebleed	Nose

2. Collection and recording of information on the number of bullying complaints and incidents

Once a semester, all students take part in a survey to reflect on their school life. Information on the occurrence of bullying, etc., is collected with this survey.

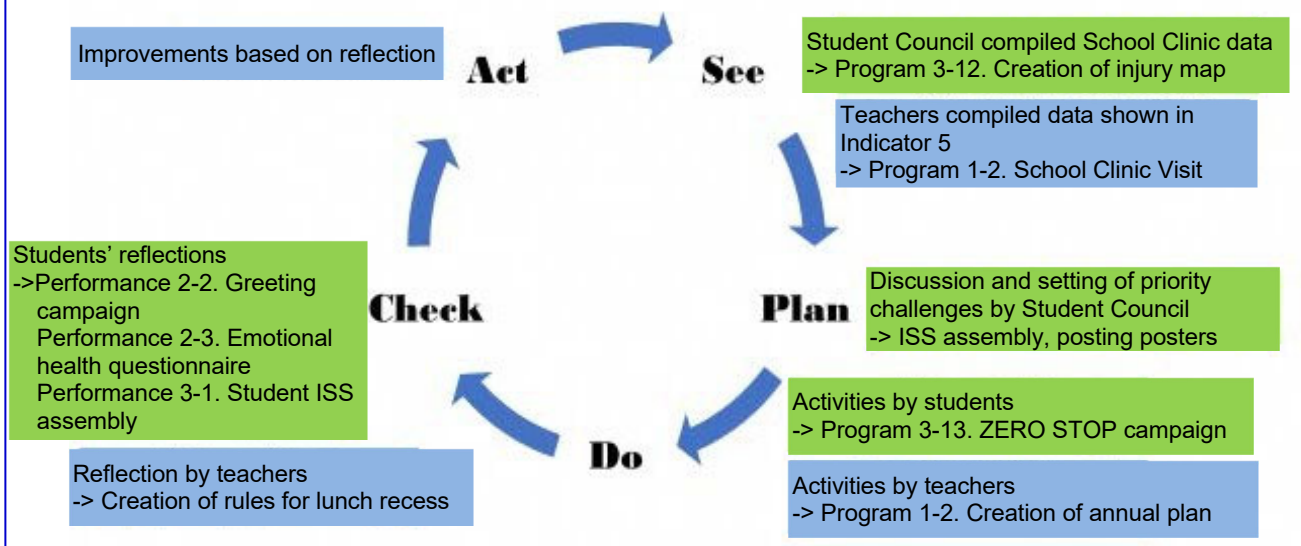
Table 5-5

	Collected data and information	Contents
Emotional injuries	1. Emotional health questionnaire 2. Questionnaire about bullying	1. Information on bullying (1) Person being bullied (2) Details (3) Time

Indicator 7

Evaluation measures to assess school policies, programs, processes, and the effects of change

The Community Task Force manages the progress of the entire program based on measures proposed by the ISS Promotion Committee following the collection of data. The effect of the program is evaluated, and improvements are made based on the performance indicators.



Safe Community Steering Committee
 <<Overall evaluation of Safe Community activities>>



Japan Institution for Safe Communities
 <<External evaluation>>

(1) Bone fractures

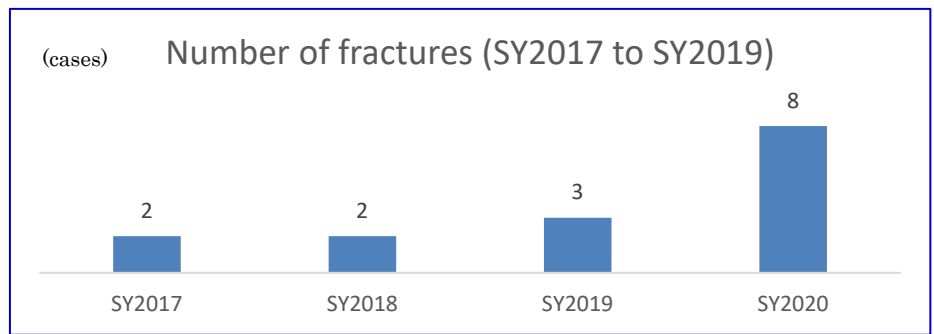
In SY 2018, there were injuries with bone fractures among students by bumping into each other. To prevent injuries by bumping into each other and by slipping at the stairs on rainy days, environment was improved by installing mirrors at the corners and anti-slipping materials on the stairs.

As for injuries resulting into bone fractures, there have been a few cases every year but increased by three to four times in SY 2020. We are considering that it might be the result of lack of exercise and under the restricted condition with Covid 19. In SY2021, we are working to reach to “zero bone fracture”.

Table 5-6

Number of fractures		Gym		Playground		Classroom
		PE class	Club	PE class	Recess	Other
SY2017	2	0	0	0	0	2
SY2018	2	0	2	0	0	0
SY2019	3	1	0	1	1	0
SY2020	8	6	1	1	0	0

Fig. 5-32



(2) Injuries at school yard and gym

There are quite big number of injuries occurred at the school yard and the gym every year, since students have various physical exercises. Therefore, it is one of the main goals to reduce injury occurrence at those places.

Injuries in the Gym	
SY2017	58
SY2018	29
SY2019	79
SY2020	36

Table 5-7

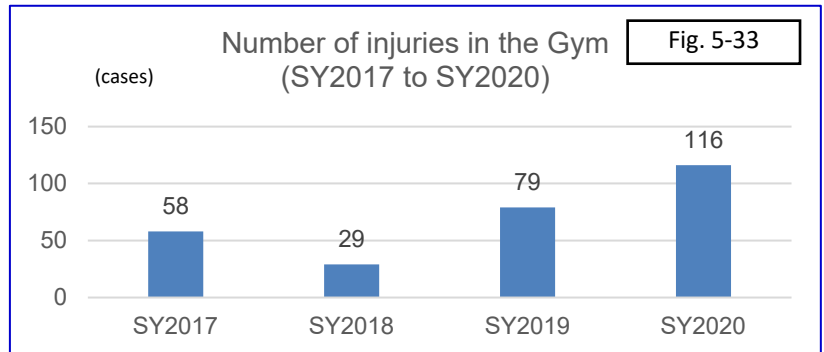


Fig. 5-33

Injuries on the playground	
SY2017	74
SY2018	44
SY2019	126
SY2020	137

Table 5-8

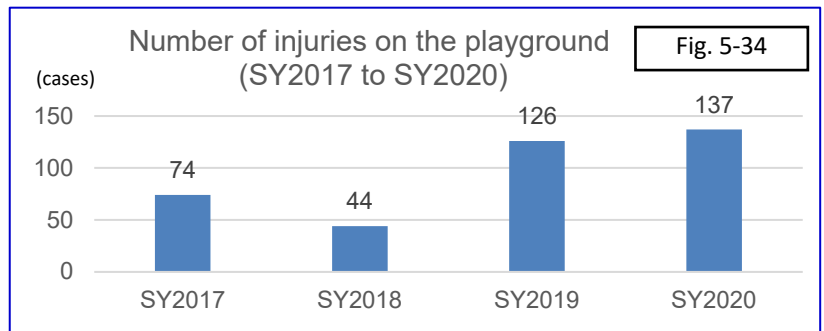


Fig. 5-34

Considering that the number of injury has increased in SY2019 and 2020. The instruction and guidance will be promoted to lead the students to improve the awareness about safety and have calm school life.

(3) Injuries on commuting and traffic incidents

In SY 2019, more students got injured on commuting than usual. In SY2020, as well as those on the school yard, the number of injuries on commuting was biggest in the past. Although none of them was serious, it could have been serious injuries by traffic incidents.

Injuries during school commute	
SY2017	1
SY2018	0
SY2019	5
SY2020	6
Total	12

Table 5-9

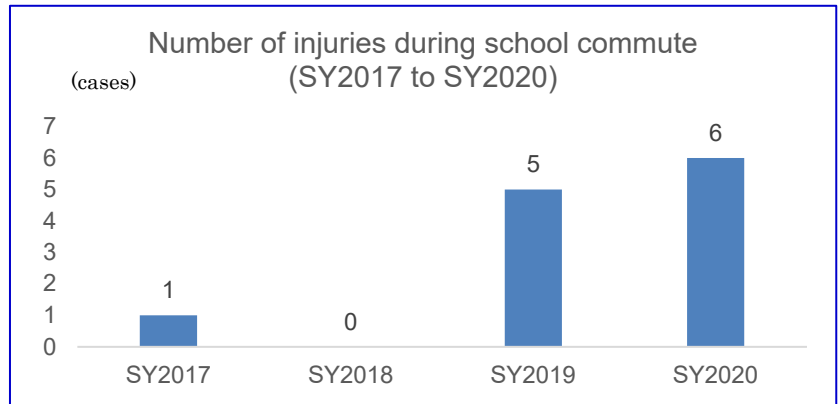


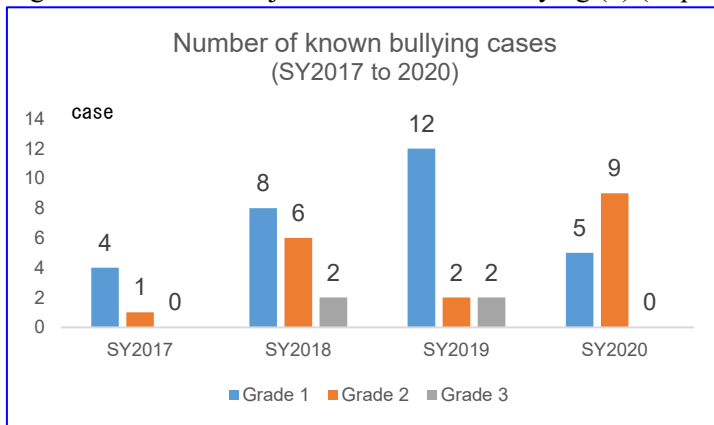
Fig. 5-35

As for traffic incidents, there has been no injured students. But as a whole city, there have been several traffic injuries among students every year. So that, as one of important challenges, the traffic safety is very important.

(4) Mental aspects: Bullying and anxiety

At the beginning of the semesters, there are quite number of students who have wariness and anxiety about new environment and study. To care those students, the student council conducts questionnaire survey on wariness. The city also conducted questionnaire survey followed by the individual counseling to solve problems.

Fig. 3-14 Emotional injuries Situation of bullying (1) (Repost)



Although situation regarding to trouble among students varies by years, the number of reports on bullying tends to reduce among the third-grade students. We consider that it was result from face-to-face counseling, moral education, and lectures by experts. However, because of the fast development and dissemination of new information devices, the number of problems by SNS has been on increase at city level. Therefore, teachers are now studying about effective countermeasures

to prevent troubles among students with those information devices which tend to be hidden from parents and teachers.

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

	In Toshima, In school district	Japan	Overseas
SY 2019	On-site evaluation for Ikebukuro Honmachi Elementary School Junior disaster prevention staff training Toshima City Joint Designation Ceremony ISS Community Task Force Scared Straight	ISS on-site evaluation for Atsugi Municipal Shimizu Elementary School	
SY 2020	Junior Disaster Prevention Staff training ISS Community Task Force Seminar on dating violence Safety class		
SY 2021	Junior disaster prevention staff training Disaster prevention education	ISS on-site evaluation for Chichibu Shiritsu Daini Junior High School ISS pre-on-site evaluation	

Due to the impact of measures to prevent the spread of Covid-19, we could not participate in many of the various networks. However, we took steps to prevent spread and participated in the ISS network within Toshima City. We will work to further enhance the programs in Toshima City and increase our participation in networks both in Japan and overseas.

1. Junior Disaster Prevention Staff training

Fig. 5-36

The students belong to the junior disaster prevention staff and participate in training with the Toshima Fire Station and community voluntary fire corps four to five times a year. They practice using a Class D portable water pump and AED. In an emergency, junior high school students are expected to play a more active role than local elderly people. The students participate in drills so that they can become protectors instead of being protected. At Senkawa Junior High School, the training has been handed down from upperclassmen to lower classmen for the past ten years.



Fig. 5-37,38

2. Scared Straight

The students watched a stuntman reenact traffic accidents and felt the horror of accidents up close. This raised their awareness of traffic safety. Students tried riding dangerous bicycles and reconfirmed the bicycle rules.



3. ISS on-site evaluation for Atsugi Municipal Shimizu Elementary School

Fig. 5-39

At the ISS on-site evaluation for Atsugi Municipal Shimizu Elementary School, we were able to see the programs of a leading school that is aiming for its third designation. The presentations showed the heightened awareness of safety and security by the students, teachers, staff, and community. We learned about the ISS Zone and were impressed with the confident program presentations by each student. This ISS on-site evaluation was an excellent reference for Senkawa Junior High School's future programs.



Chapter 6 Challenges and prospects for creating a safe school

1. Current programs

- (1) Currently, only some students, teachers, and parents are involved with the programs.
- (2) Exchanges with ISS-designated schools in Japan and overseas are insufficient.
- (3) Programs to raise disaster prevention awareness among the students and community are insufficient. (Programs such as volunteer references and programs for disaster prevention education)
- (4) Trouble related to social media is increasing.
- (5) We must enhance our program to ensure emotional safety.

2. Future directions

- (1) We will develop students' ability to predict and avoid danger and enable them to take the initiative in protecting the safety of themselves and others.
- (2) We will build a safety system with evidence-based data, including data on injuries and accidents in the school, and will reduce the number of injuries sustained at school.
- (3) To reduce the number of bullying incidents, we will expand the greeting campaigns and improve the students' social skills.
- (4) We will strengthen our response to high-risk situations by re-examining the events at the Sports Festival and raising students' awareness of disaster prevention.
- (5) As a base for community disaster prevention, we will deepen cooperation among schools, families, and communities.
- (6) We will promote information education to foster the ability to respond to trouble on social media.
- (7) We will increase the cooperation between elementary and junior high schools for ISS and work with the school district, community, and Toshima City to create a Safe Community.

3. Specific programs

- (1) We will revitalize the Student ISS Committee through classes on appeals, etc., and will promote student-led Safe School programs.
- (3) All teachers and staff will continue to analyze data to be used for evidence and build a safety system.
- (3) Both the Student Council and the teachers will deepen cooperation with Ikebukuro Honmachi Elementary School, which has already received ISS designation, and Sakura Elementary School, which is working toward designation along with our school.
- (4) We will encourage students to participate as disaster prevention volunteers to raise their awareness of disaster prevention.
- (5) To foster the ability to deal with troubles related to social medial, we will effectively use lectures offered by community members and companies during the Comprehensive Class time.



SDGs 未来都市としま



豊島区は持続可能な開発目標（SDGs）を支援しています。