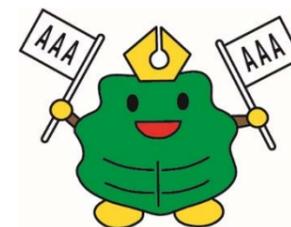




# Application to become a member of International Safe Schools Network

Toshima City Ikebukuro Daiiti Elementary School



Kashiwa kun



I-Heart chan



December 14, 2017

Toshima City Ikebukuro  
Daiichi Elementary School

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October 29, 2017

Ver.

## **Kazunori Mita,** **Board of Education, Chair**



### **Susumu Kokubo**

**Toshima City Ikebukuro Daiichi  
Elementary School Principal**

Ikebukuro Daiichi Elementary School is a school of history and tradition, established 82 years ago. We have many students who are honest and obedient, and who are passionate in all their activities.

We declared the start of our program to acquire ISS Certification on June 25, 2016. With our 3A slogan “Ikebukuro Daiichi ES: Anzen (Safe), Anshin (Secure), and Afureru (Overflowing with) Smiles”, and our symbol mark I-Heart-chan, the students are leading activities in aims of achieving International Safe School (ISS) Certification. In addition to the students’ sincere activities, the PTA and members of the local community have shown warm cooperation, and have cooperated with related agencies such as the Community Plaza.

The students are very energetic and run around during recess. Sometimes they fall and scrape their knees, but the students work through their Committee activities to investigate the situation, summarize their findings, and work to prevent physical injuries. The teachers and

staff participate in training sessions and modify instruction on how to move during sports, etc., in order to improve the student’s physical strength and agility so they can prevent physical injuries.

In hopes of promoting positive communication between the students, the ISS Committee organizes a greeting program with the slogan “Greeting each other with smiles to make everyone happy”. We also aim for “Zero bullying and violent behavior”, and “Zero emotional injuries”. The students are surveyed in detail so that we can understand the situation, and promote students’ activities, and encourage safe communication between the students. We will continue to promote voluntary and positive actions by the students, so that the ability of each student can grow and group activities can develop and create a safe and secure school environment.



**Yuzo Nomaguchi**  
**PTA, chair**

It is amazing to watch the students passionately working towards ISS, and I am grateful for the teachers who provide instruction and guidance. Through the ISS activities, we see that safety and security we have taken for granted are actually not ordinary issues. By thinking about what we must do to create safety, taking actions, and confirming safety, we realized that the safety both the PTA and students thought was ordinary, is actually something achieved and supported through someone's intentions and hard work. Seeing the members of the community and fathers and mothers watch over the school route, I realize that the students are living within the compassion of the residents of this

community. I honestly felt that my safety leads to everyone's security. I have also realized that compassion and feelings for others are important within the students' life at school. It is important to understand each other. I realized that regular conversations and actions can hurt or encourage other people. This is such a fundamental part of human relations, so by

taking a close look at these areas that we often handle casually within our life, we can re-confirm that the issue is not just one person's safety and security.

I feel that this activity has been a good opportunity to reflect on my current self, and to establish communication to change the community, environment and hometown that I live in for the better. I sincerely hope that all students at Ikebukuro Daiichi Elementary School will continue to be safe and secure through these ISS activities.



**Toshio Okabe**  
**ISS Community Taskforce, chair**

The Ikebukuro Daiichi Elementary School neighborhood association is comprised of five neighborhood associations in 2-chome to 4-chome Kami-Ikebukuro, out of the 18 neighborhood associations in the Toshima City Daini District. The five neighborhood associations have 8,059 households, and 13,269 residents (FY2015 National Census).

In this Kami-Ikebukuro District, there are currently five security cameras along the Ikebukuro Daiichi Elementary School school route installed by the Toshima City Board of Education, 11 cameras installed by the Kami-Ikebukuro neighborhood association, and four cameras installed by the Kami-Ikebukuro Shinonome neighborhood association. It has also been decided that six units will be installed by the Kami-Ikebukuro 3-chome neighborhood association and five units by the Kami-Ikebukuro Ike-hachi neighborhood association within FY2017. 31 security cameras will help to protect the students and residents from crime. Community Plaza Kami-Ikebukuro is commonly recognized by the community residents as a base for the Safe Community program where people from

different generations including infants, students of Ikebukuro Dai-ichi Elementary School, adults and seniors from the community can interact. Members of three neighborhood associations (Kami-Ikebukuro, Ikebukuro Higashi-Ichi, and Kami-Ikebukuro 3-chome) organize and run the Bon Dance Festival held at Sakura Park each summer. This is a summer night event for residents of all ages to have fun and meet new people.

A greeting program is conducted by Kami-Ikebukuro Shinonome neighborhood association. Member of the community and students greet each other, "Good Morning", "Have a safe day at school", "How was your day?", etc. This safety and security mimamori-watching creates bonds through exchanges with the energetic students. While working towards the ISS Certification, the Ikebukuro Daiichi Elementary School ISS Community Taskforce re-confirmed that exchanges between community residents are important. We hope to continue steady activities to maintain safety and security in the Kami-Ikebukuro district.

# Chapter 1 Overview of Ikebukuro Daiichi Elementary School

1. School name, Emblem, Educational targets  
 Toshima City Ikebukuro Daiichi Elementary School was established in 1936 as Ikebukuro Daiichi Jinjo Elementary School. It was renamed Ikebukuro Daiichi Kokumin School in 1941, but the entire school building was completely burned down during the 1945 war air raids. When the war ended, classes resumed in October 1945, and in 1947, the school was named Toshima City Ikebukuro Daiichi Elementary School. Since then, the school has developed remarkably. Art work exchanges have been held with schools in Australia and the United States since the 1990s, and continue to this day, 82 years since the school's establishment.



**Origin of School Emblem**  
 The "young leaves of the Japanese emperor oak" show the students who grow freely, and the "pen" symbolizes the students who are studying hard. The second version of the school song enacted later also mentions "laying a pen next to the oak leaves". This emblem prays that the students will grow freely both in mind and body.

## School's Educational Targets

Raising children who are revered as humans, who can respect each other's lives and human rights, who have dreams and kindness on this earth, who work to refine themselves, and who are healthy and strong in mind and body.

- I Apply and learn**      **Students who can think and study on their own, and who find joy and confidence in using what they have learned.**
- Ke Promote health**      **Students who energetically move their bodies, strive to be healthy, and are always healthy in mind and body.**
- I Wholehearted dreams**      **Students who advance towards their own dreams and hopes.**
- Chi Kindness as global citizens**      **Students who gently interact with living things on this earth.**

## 2. Teachers, staff, and enrolled students

Table 1-1 as of November 2017

Position	No. of people	Details
Principal	1	
Vice-principal	1	
Senior teacher	2	One Senior teacher One Senior guidance counselor
Chief teacher (including chief school nurse)	6	Four Head grade teachers One Health teacher One Music teacher
Teachers	8	
Lecturers	3	One science teacher, renewed after completing first year training One Teacher to assist senior guidance counselor One PE assistance
Nutritionist	1	
Office staff	1	
Custodian	6	Outsourced to private company
Lunch preparation	3	Outsourced to private company

Table 1-2 as of November 2017 (people)

	Boys	Girls	Total	No. of classes
Grade 1	18	22	40	2
Grade 2	23	26	49	2
Grade 3	22	32	54	2
Grade 4	36	35	71	2
Grade 5	27	20	47	2
Grade 6	29	37	66	2
<b>Total</b>	<b>155</b>	<b>172</b>	<b>327</b>	<b>12</b>
Special Support Class "Tanpopo"	13	5	18	

\* Special Support Class is a class for students requiring special support in education.

Fig. 1-3 Transition of school building and playground area per student (m<sup>2</sup>)

	2014	2015	2016	2017
Ikebukuro Daiichi Elementary School	7.65 (353 students)	7.39 (365 students)	7.76 (348 students)	8.25 (327 students)

### 3. Regular school schedule and Student Council activities (Grades 5, 6), Club activities (Grades 4 to 6)

8:25	Last morning bell	[Expanded Executive Committee] (Executive Committee + chairs of each Committee)
8:30 to 8:40	Morning meeting/assembly, self-study time	
8:40 to 8:50	Morning Assembly, Health observation	[Committee activities] <ul style="list-style-type: none"> <li>• Executive Committee • Health Committee</li> <li>• Library Committee • Broadcasting Committee</li> <li>• Lunch Committee • Sports Committee</li> <li>• JRC Committee • Assembly Committee</li> <li>• ISS Committee</li> </ul>
(8:48 to 8:49	Posture time)	
8:50 to 9:35	1st period	
9:40 to 10:25	2nd period	
10:25 to 10:45	Long recess	
10:45 to 11:30	3rd period	
11:35 to 12:20	4th period	
12:20 to 13:05	Lunch time	
(13:00 to 13:03	Teeth brushing time)	
13:05 to 13:20	Cleaning time	
13:20 to 13:35	Noon recess	[Club activities] <ul style="list-style-type: none"> <li>• Indoor sports club • Personal computer club</li> <li>• Japanese-drum club • Science club</li> <li>• Table tennis club • Music club</li> <li>• Manga illustration club</li> </ul>
13:35 to 14:20	5th period	
14:25 to 15:10	6th period	
15:10 to 15:20	End of school assembly	

- \* The new school year starts in April, and has three semesters. (1st semester: From April, 2nd semester: From August, 3rd semester: From January)
- \* All students commute to and from school by foot.
- \* Wednesdays have no cleaning time. 5th period is from 13:20 to 14:40, and is followed by the End of school assembly.
- \* Thursdays end with 5th period, followed by End of school assembly. Club and committee activities are held from 14:40 to 15:25.

### 4. Environment around the school

#### Location

Our school is located in Toshima City, one of Japan's most densely populated municipalities. The school is about 1.5km north from Ikebukuro Station, which is one of Tokyo's key terminal stations. The entire area was reduced to burned plains during the 1945 air raids. Soon after the war, the area was organized as a residential area. It is now a very urban environment with main transportation network enclosed by the JR Saikyo Line, "Tobu Tojo Line" railways and Meiji Dori Avenue.

It has already been decided that renovations on our school will start from SY2020. For two years until the school reopens in SY2022, classes will be temporarily relocated to the former Bunjo Elementary School, which was in use until July 2016.

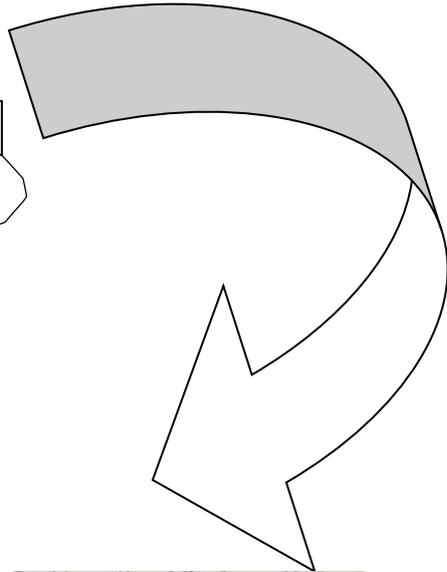
#### Overview of surrounding region

Our school is located in a densely populated residential area. In recent years, large-scale apartment complexes have been built in the area. There are six railway crossings for the "Tobu Tojo Line" and JR Saikyo Line near the school district, and six large intersections (with traffic lights) where Meiji-dori Avenue and other roads intersect. We are making an effort to ensure along the surrounding roads, and to teach safety. Geographically, there are many alleys and hills. There have not been any serious accidents, but accidents caused by bicycles or pedestrians jumping out have been reported. As we have reported, our school district is in an environment symbolized by "High-density City Toshima", in which lie many risk factors.

Metropolitan Tokyo  
23 cities



Toshima City



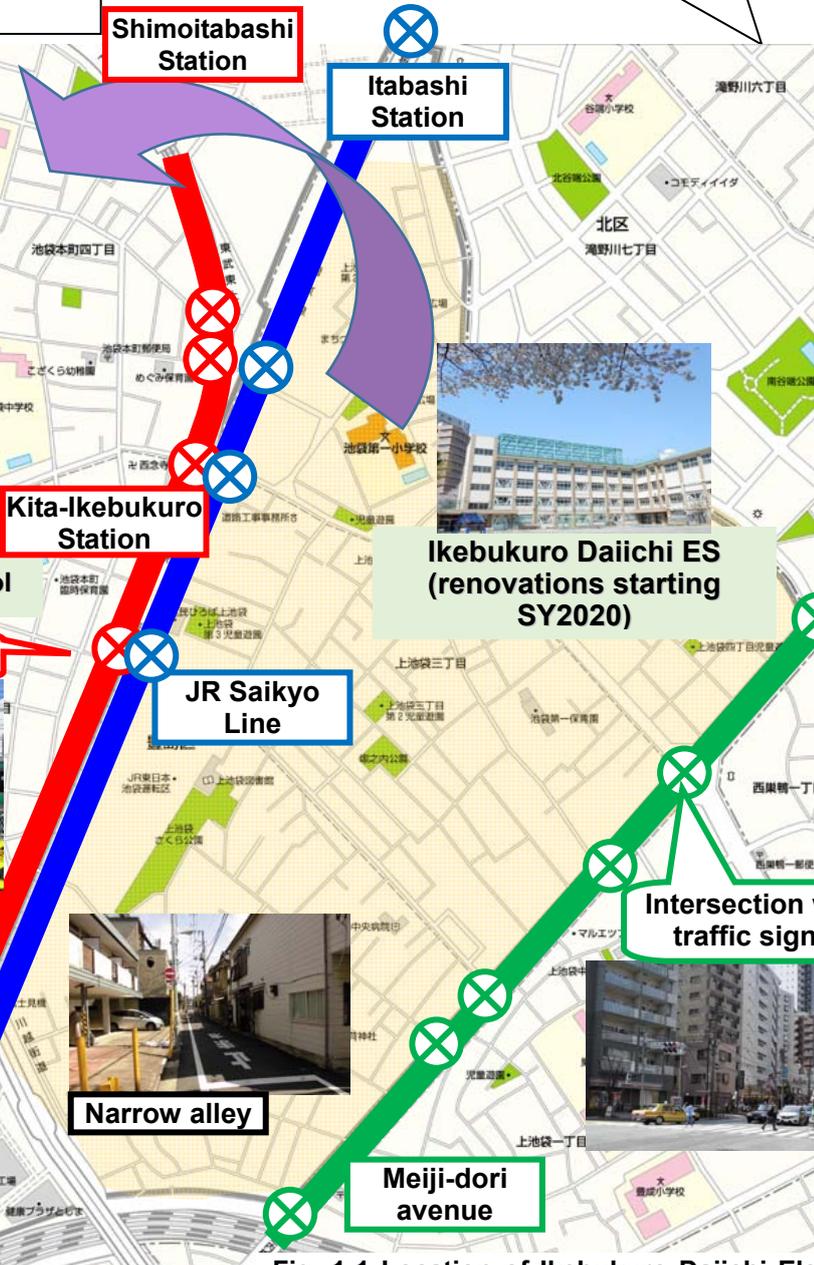
Ikebukuro Daiichi Elementary School district area



Former Bunjo Elementary School  
(temporary school building from SY2020)



Ikebukuro Honmachi ES    Ikebukuro Jr. High School



Ikebukuro Daiichi ES  
(renovations starting SY2020)



Railway crossing

Tobu Tojo Line



Narrow alley



Intersection with traffic signal

Meiji-dori avenue

Fig. 1-1 Location of Ikebukuro Daiichi Elementary School, and situation of surrounding area

## Chapter 2 Program for International Safe School

### 1. Background of program

The Ikebukuro Daiichi Elementary School district has the "Tobu Tojo Line" and JR Saikyo Line railways and the arterial road Meiji Dori Avenue. There are many railroad crossings and intersections, so there are risks that the students could encounter rail or car accidents.

The results of the physical test conducted each year shows that the physical strength and agility of lower grade students (Grades 1 and 2) are particularly low. The students lack the ability to heed caution, and are often injured on the playground because they cannot avoid objects right in front of them.

Toshima City is promoting the Safe Community program, and last year Ikebukuro Honmachi Elementary School, which is in the same junior high school block, was certified as an International Safe School. This school year, we are working with Ikebukuro Jr. High School to acquire certifications. This will further strengthen bonds within the community, and allow us to build a safe and secure community. With this background and as we aim for International Safe School certification, we are hoping to foster the students' ability to avoid danger, and to build a safe and secure school together with the community and parents.

### 2. Situation of program to date

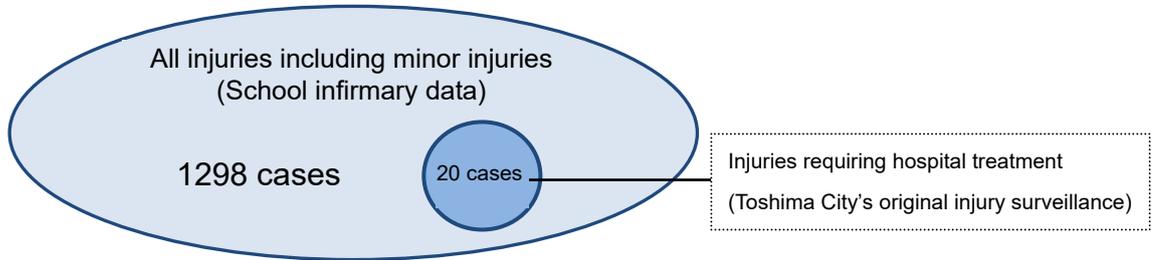
	General programs	Student-led programs
SY2016	<p>May • Start of International Safe School program declared</p> <p>June • Preliminary evaluation of Toshima City ISS Certified schools (Gyoko Elementary School, Ikebukuro Honmachi Elementary School) visited</p> <p>• 1st Community Taskforce meeting</p> <p>July • ISS Road set (later renamed 3A Road)</p> <p>• PTA bicycle safety class (with help from Ikebukuro Police Station)</p> <p>• Preliminary evaluation of Saitama City Joni Elementary School visited</p> <p>• Matsubara City, Osaka toured</p> <p>Oct. • Preliminary evaluation of Atsugi Municipal Shimizu Eliminary School in Kanagawa Prefecture visited</p> <p>• ISS traffic safety map prepared by PTA</p> <p>Nov. • 2nd Community Taskforce meeting</p> <p>Dec. • ISS safety vests prepared (distributed to 5 neighborhood associations in school district)</p> <p>Jan. • Kami-Ikebukuro Shinonome neighborhood association started Morning Greeting campaign</p> <p>Feb. • 3rd Community Taskforce meeting</p> <p>• Toshima City Gyoko Elementary School and Ikebukuro Honmachi Elementary School Certification ceremonies visited</p>	<p>May • International Safe School Program Declaration assembly</p> <p>• ISS symbol mark announced</p> <p>June • Health Committee injury survey started</p> <p>• "I-Heart Chan" selected for symbol mark' s name</p> <p>July • Ike-ichi Festival held by Kashiwa Group</p> <p>• Student ISS Slogan announced</p> <p>Oct. • "Let' s Make Friends" campaign held by Expanded Executive Committee</p> <p>Nov. • School field trip by Kashiwa Group</p> <p>Feb. • Japanese drum club participated in "Community Plaza Kami-Ikebukuro" Plaza Festival</p> <p>• Lunch exchange held with Ikebukuro Honmachi Elementary School and Gyoko Elementary School</p> <p>• Exchange assembly held with Ikebukuro Jr. High School</p> <p>March • Grade 5 presented community safety map</p>
SY2017	<p>April • School research theme set as "'Modifying" instruction to increase motor functions and increase safety", and physical education set as research subject.</p> <p>• "Ike-Ichi-Sho ISS Newsletter" Volume 1 issued (issued once a month hereafter)</p> <p>May • ISS key holder prepared and distributed by PTA</p> <p>• "Safety Education Day" held at Toshima Saturday Open Classes</p> <p>• PTA bicycle safety class (with help from Ikebukuro Police Station)</p> <p>June • 1st Community Taskforce meeting</p> <p>• Preliminary evaluation by Asia Certification Center</p> <p>• "Ike-Ichi-Sho Aiming for Safe School" Gazette Volume 1 published</p> <p>Oct. • On-site evaluation of Atsugi Municipal Tsumada Elementary School in Kanagawa Prefecture visited</p> <p>Nov. • 2nd Community Taskforce meeting</p> <p>Dec. • On-site evaluation by Asia Certification Center</p> <p>Feb. • "Ike-Ichi-Sho Aiming for Safe School" Gazette Volume 2 published</p>	<p>April • Lunch meeting with ISS Committee students and Japan Institution of Safe Communities members</p> <p>• Grade 6 presented community safety map to Grade 1</p> <p>• School field trip by Kashiwa Group</p> <p>May • Grade 2 held exchanges with "Community Plaza Kami-Ikebukuro"</p> <p>June • Library Committee visited Ikebukuro Honmachi Elementary School library (Learning Information Center)</p> <p>• ISS Assembly held (preliminary evaluation)</p> <p>• 1st floor hallway named "3A Road"</p> <p>July • Ike-ichi Festival held by Kashiwa Group</p> <p>Aug. • ISS Signs installed</p> <p>Nov. • Exchange with Ikebukuro Honmachi Elementary School students</p> <p>• Japanese drum club participated in "Community Plaza Kami-Ikebukuro" Plaza Festival</p>

# Chapter 3 Situation of Injuries

## 1. Injuries at school

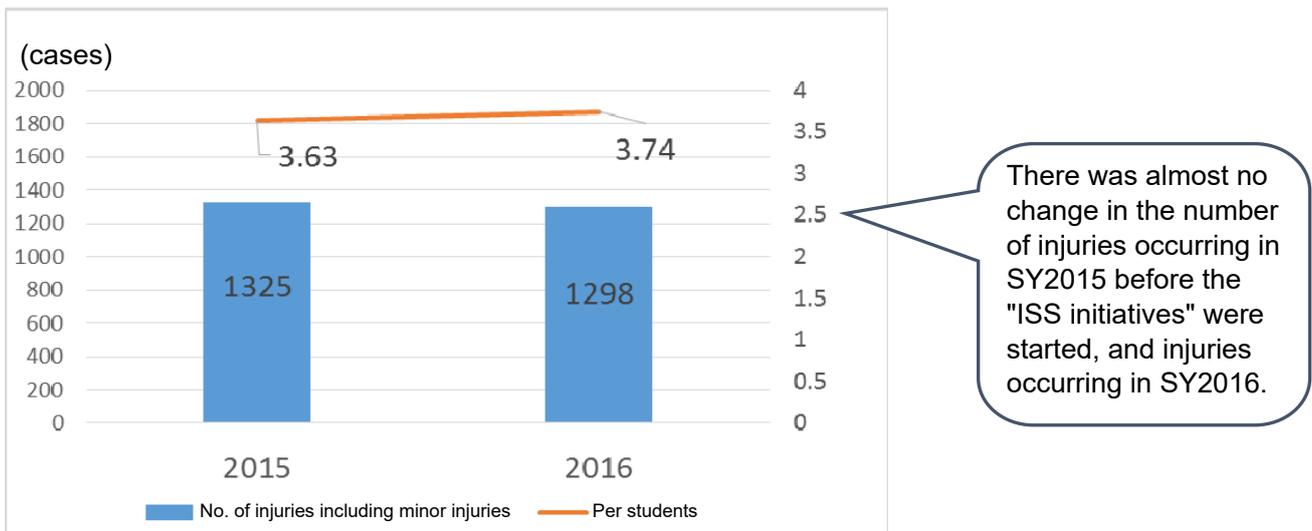
Information on injuries occurring at school is collected as school infirmary data. Information on injuries requiring hospital treatment is collected as Toshima City's original injury surveillance data.

Fig. 3-1 Injuries occurring at school (SY2016)



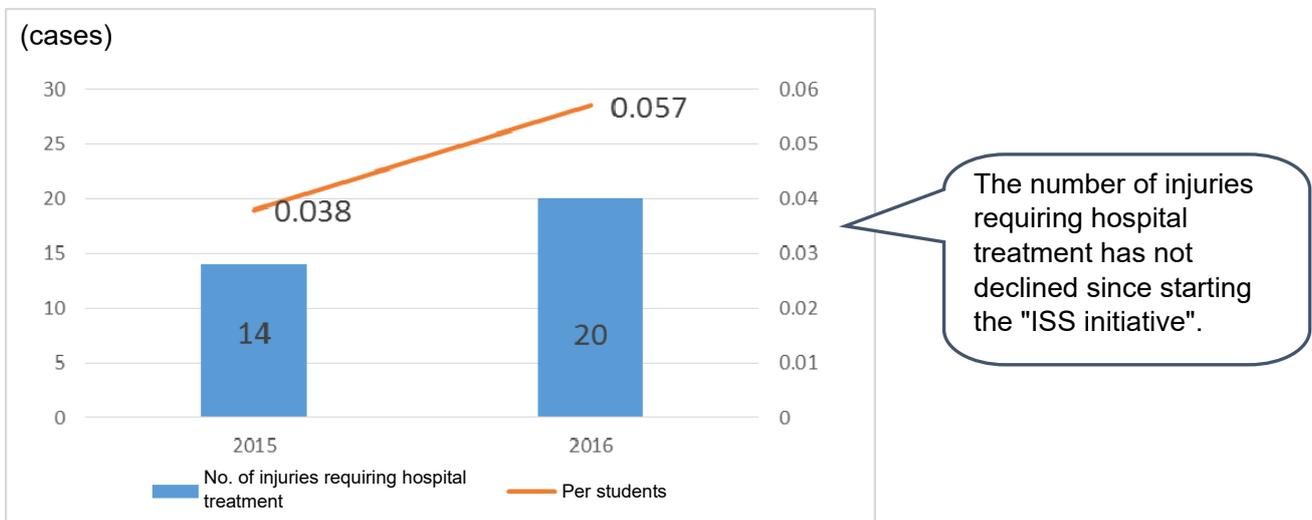
※Injury surveillance refers to “Injuries requiring hospital treatment” that the school is aware of, regardless of requests for payment under the Mutual Aid Disaster Insurance system or emergency treatment fees. Data on the “situation, type, and cause of injuries” occurring in all municipal Elementary and jr. high schools in Toshima City are collected as information on disaster statistics.

Fig. 3-2 Injuries including minor injuries (Source: School infirmary data)



There was almost no change in the number of injuries occurring in SY2015 before the "ISS initiatives" were started, and injuries occurring in SY2016.

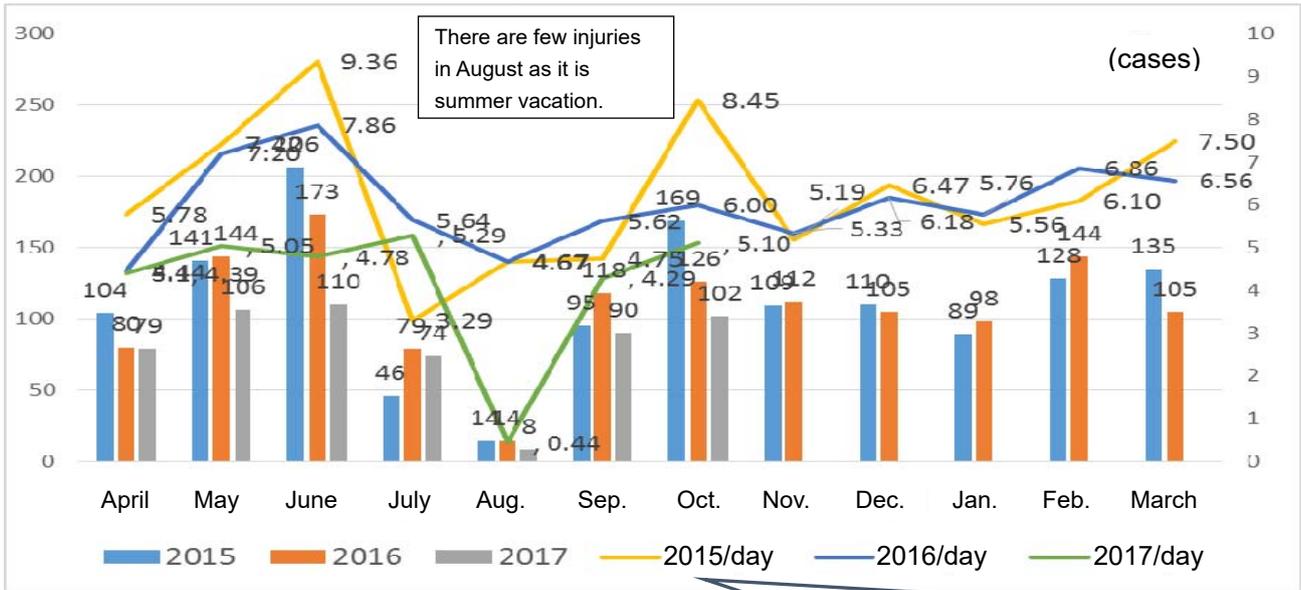
Fig. 3-3 Injuries requiring hospital treatment (Source: Injury surveillance)



The number of injuries requiring hospital treatment has not declined since starting the "ISS initiative".

(1) Situation of injuries including minor injuries (Source: School infirmary data)

Fig. 3-4 Transition of number of cases per year (SY2015, SY2016, SY2017)



In SY2015 and SY2016, Sports Day was held in June, so there were many injuries in May and June. We can see that the number of injuries dropped greatly since SY2017. This year Sports Day was held in October, but there were not as many injuries as in May or June of past two years.

Fig. 3-5 Place of injury by grade (SY2016)

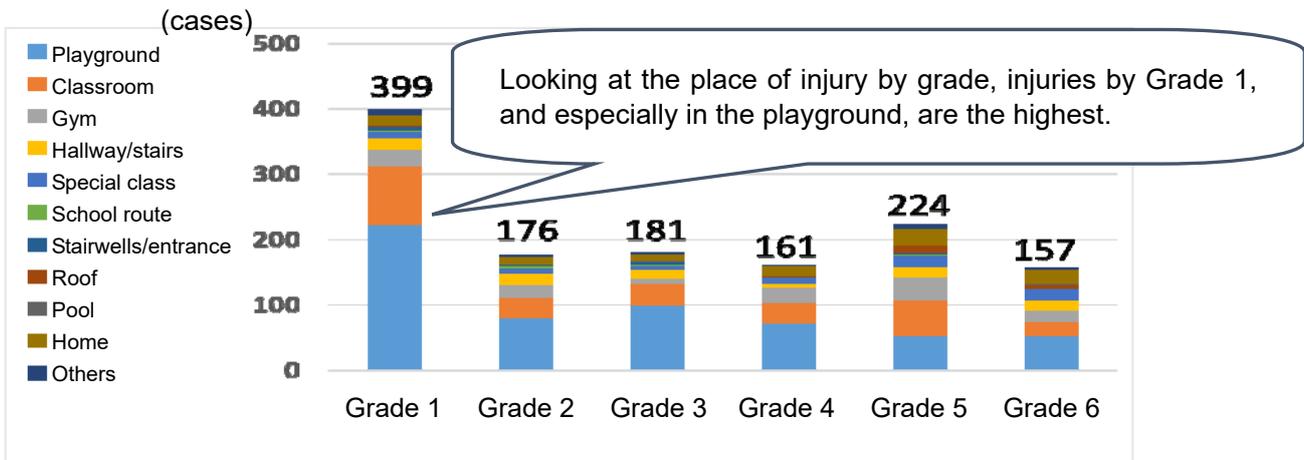


Fig. 3-6 Place of injury by time of occurrence (SY2016)

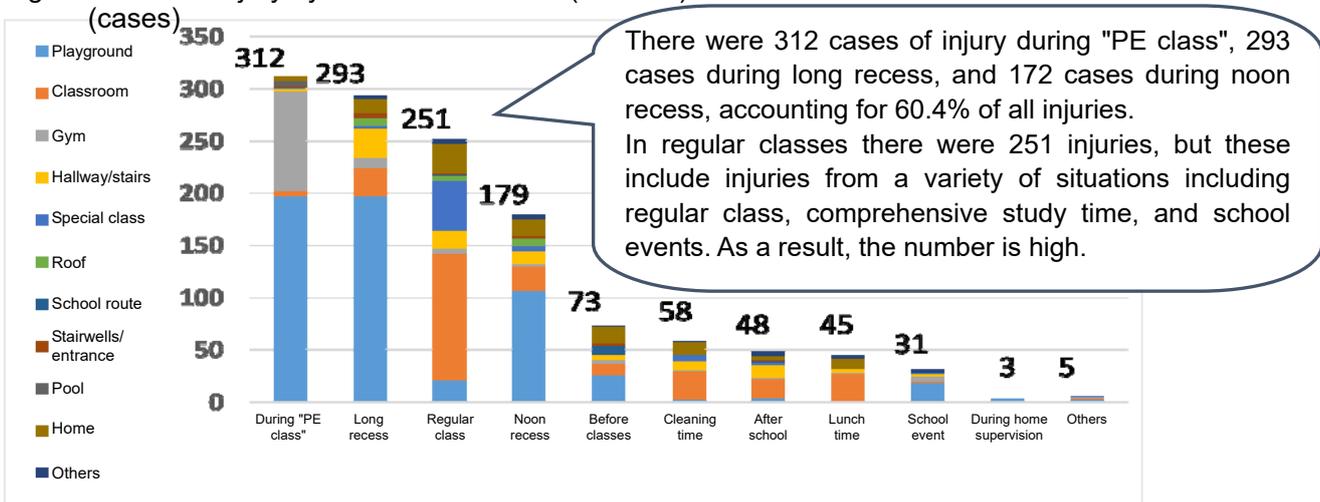
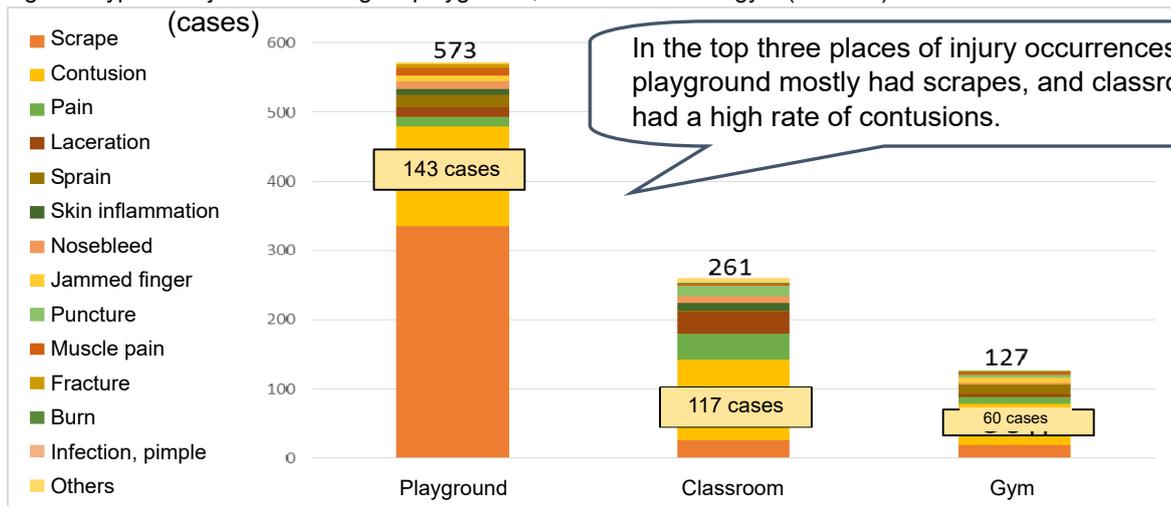
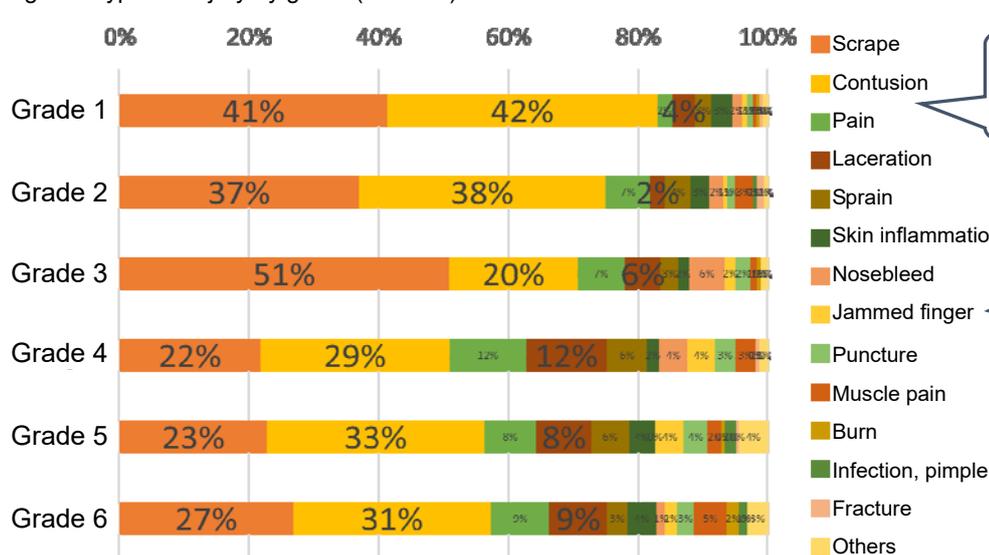


Fig. 3-7 Types of injuries occurring on playground, in classroom and gym (SY2016)



In the top three places of injury occurrences, the playground mostly had scrapes, and classrooms had a high rate of contusions.

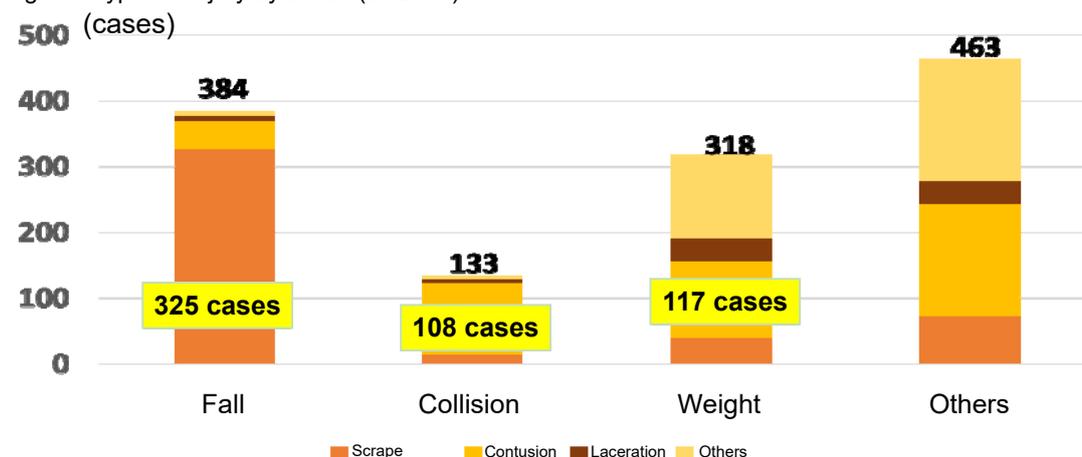
Fig. 3-8 Types of injury by grade (SY2016)



Scrapes and contusions tend to be high in lower grades.

In higher grades, there are fewer scrapes, and more lacerations.

Fig. 3-9 Types of injury by cause (SY2016)



When looking at the cause of injury, 325 cases of scrapes were caused by falling, 117 cases of contusions were caused by weight, and 108 cases of contusions were caused by collision. Combined, there were 550 cases accounting for 42.4% of all injuries. Other causes include interpersonal relations, carelessness, flying objects, falling, running, etc.

(2) Situation of injuries requiring hospital care

("Source: Mutual Aid Disaster Insurance information system" \* Number of cases requesting Mutual Aid Disaster Insurance payment. This differs from the injury surveillance data)

Fig. 3-10 Comparison of injury rate with Toshima City average

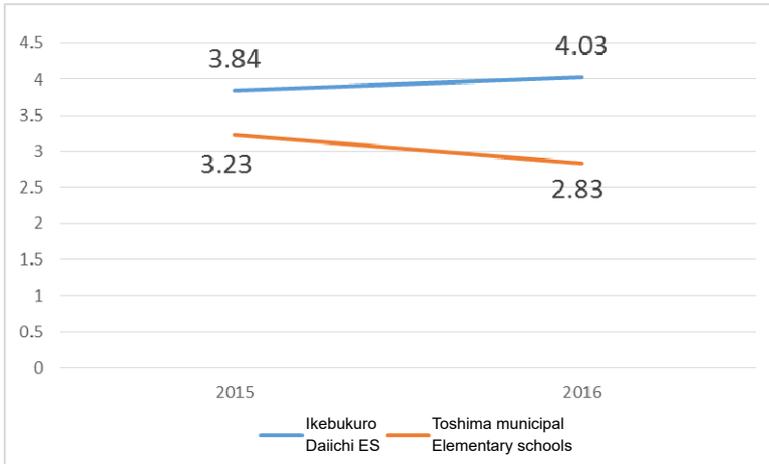
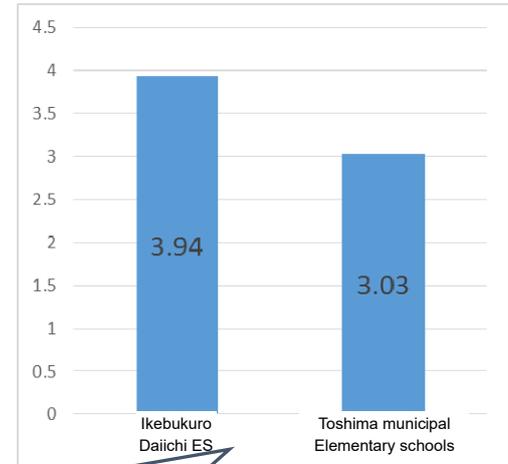


Fig. 3-11 Comparison of 2-year average



\* Rate of injury occurrence (%) = No. of injuries requiring hospital treatment ÷ total No. of students x 100

The rate of injuries at our school is higher than the average for the Toshima municipal Elementary schools.

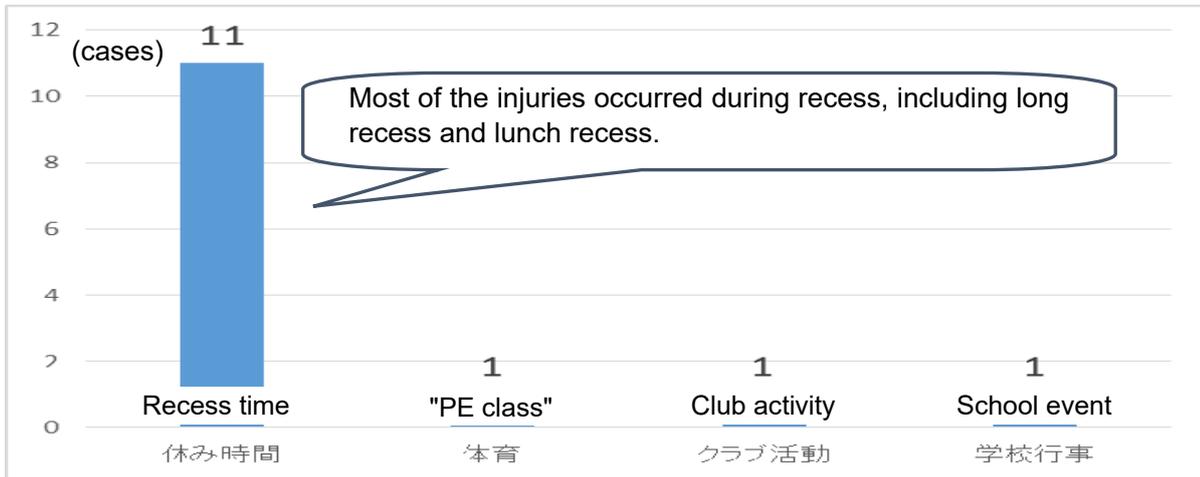
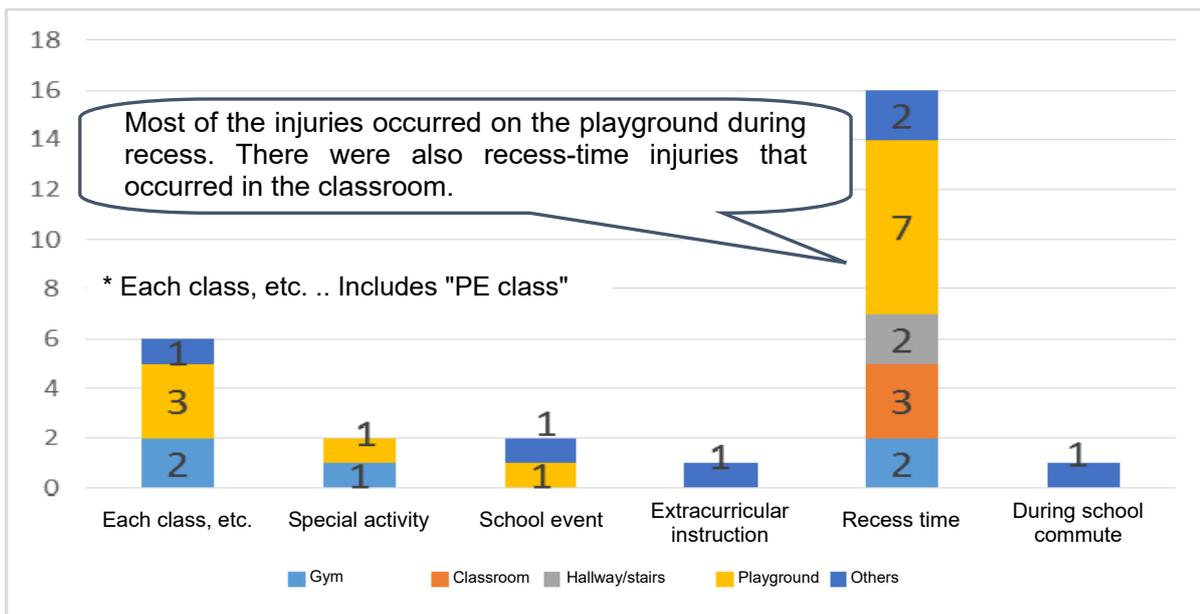


Fig. 3-13 No. of injuries by time zone and place (SY2015-2016)



(3) Emotional injuries caused by "bullying" (Source: Review of daily life survey)

Ikebukuro Daiichi Elementary School aims to be a bright, fun, and secure school free of bullying. Bullying is unidirectional and continuous physical or mental attacks on a person weaker than oneself, and causes severe suffering by the victim. It is a violation of human rights that must never be tolerated. In addition to physical abuse, we interpret psychological suffering as “Emotional injuries”, and strive for prevention, early discovery, and early response to cases.

<“Survey of School Life” investigation items>

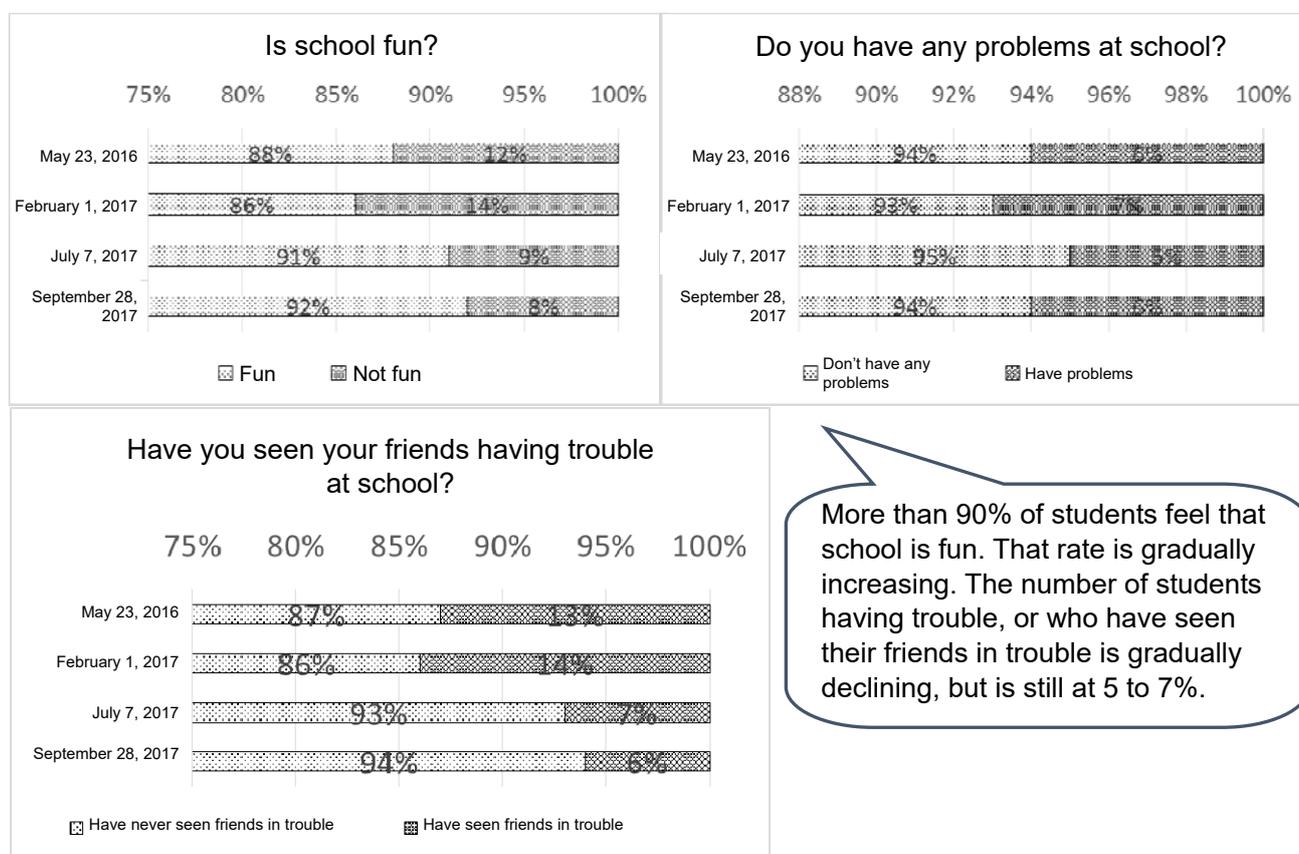
1. Is school fun?

2. Do you have any problems at school?

3. Have you seen your friends having trouble at school?

If the student responds “No” to item (1), and “Yes” to items (2) and (3), they are asked to provide details in the survey. The classroom teacher then conducts interviews.

Fig. 3-14 Survey of School Life (SY2016-2017)



More than 90% of students feel that school is fun. That rate is gradually increasing. The number of students having trouble, or who have seen their friends in trouble is gradually declining, but is still at 5 to 7%.

Table 3-1 Situation of bullying (Source: Factual survey on bullying)

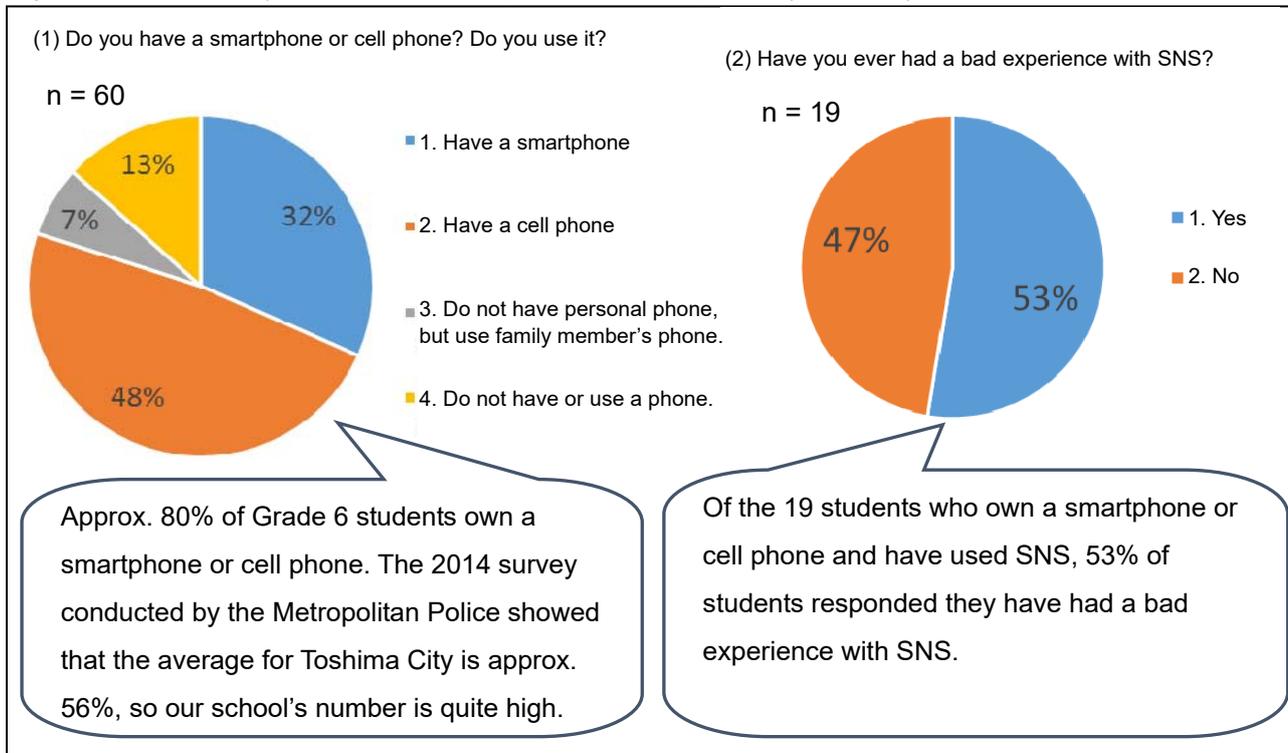
	SY2016	SY2017
No. of suspected cases and cases of bullying	7	14
No. of resolved cases	7	12
Cases requiring ongoing guidance	0	2

There were seven cases during the last school year, and all cases were resolved. This school year, 12 out of 14 cases were resolved (including two cases of bullying with violent behavior), but two cases have not been resolved. (All cases of bullying with violent behavior have been resolved.)

(4) Emotional injuries from SNS (Source: “Survey on smartphone and cell phone use”)

Regarding emotional injuries, trouble caused by SNS has been gaining attention. At our school in SY2016 and SY2017, there were cases among the older grades in which bullying and trouble of SNS images occurred because of smartphone use. The students involved were given guidance immediately, but we suspect similar trouble could occur in the future if the issue is not addressed.

Fig. 3-15 Grade 6 survey related to use of cell phones and smartphones (June 2017)



## 2. Injuries outside school

### (1) Number of bicycle accidents involving students in school district

In the past three years, there have been three traffic accidents within the school district that involved Ikebukuro Daiichi Elementary School students. All accidents occurred while the student was riding a bicycle.

Table 3-2 Situation of accidents in past three years (Source: "Toshima City Board of Education report data")

	SY2015	SY2016	SY2017 (up to November)
No. of cases	3	0	0
Situation	Accident with automobile (2) Accident with other bicycle (1)	—	—

### (2) Hiyari close call accidents

While there have been few accidents, we have surveyed all-grade students in July 2017 on hiyari close call traffic accidents, etc. that they have experienced since April of the new 2017 school year. Approx. 60% of the students have experienced close calls.

[331 surveys distributed, 324 responses received (Response rate 98%)]

Fig. 3-16 Rate of hiyari close calls traffic accidents (N=324) July 2017

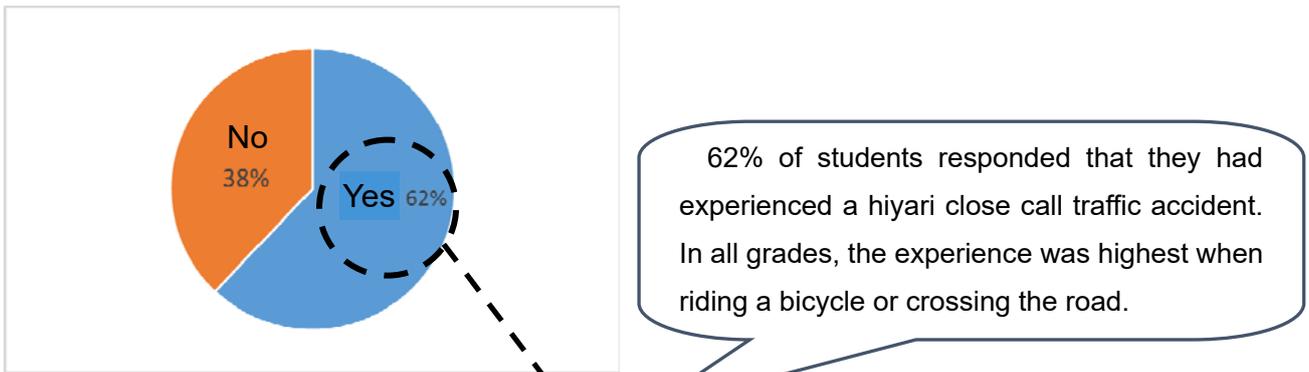
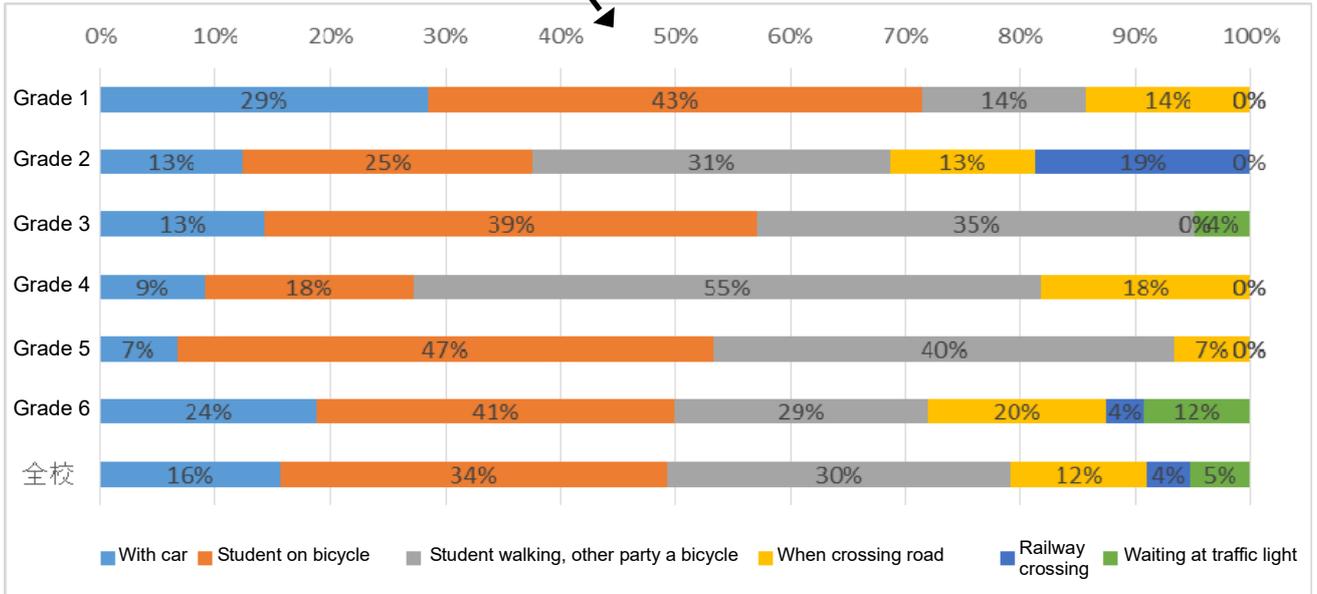
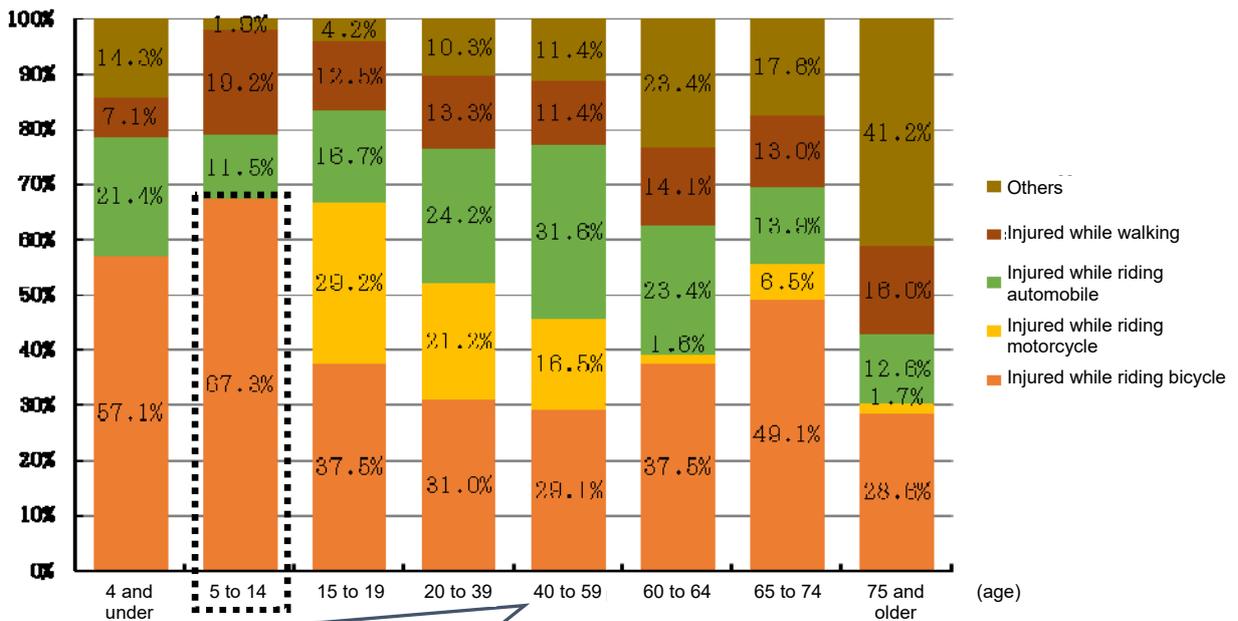


Fig. 3-17 When did it happen? (N=137) July 2017



(3) Emergency transport for traffic accidents (Toshima City)

Fig. 3-18 Situation of traffic accidents by age group (Emergency transport data) (FY2015)



The rate of accidents involving children riding bicycles is high, and is almost 70% for children ages 5 to 14.

## Chapter 4 Setting prevention measures based on situation of injury occurrence

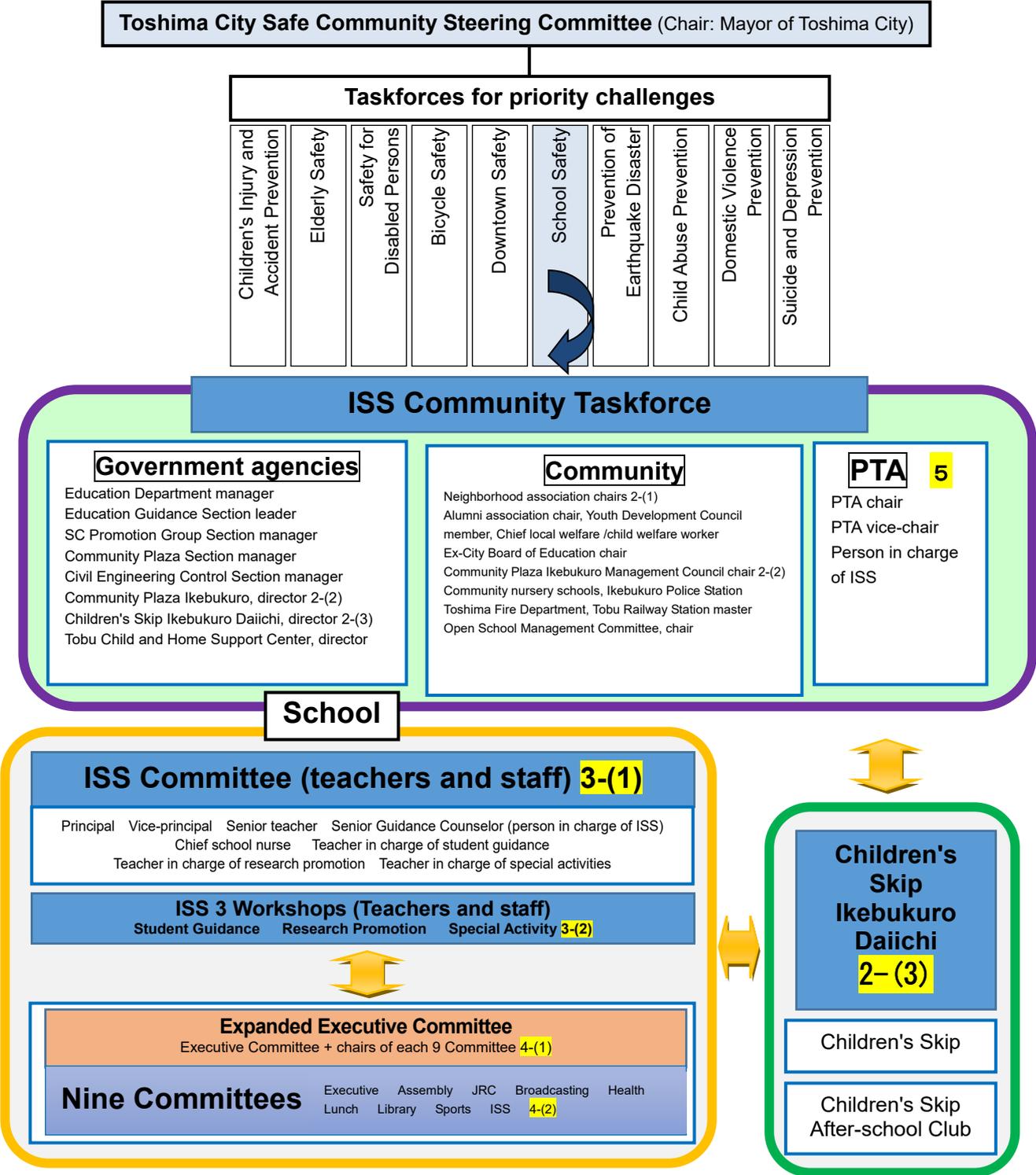
Taking the situation of injury occurrence into consideration, prevention targets are set based on the situation of injuries inside and outside the school, and prevention activities are conducted.

Situation of injury occurrence		Prevention target
Inside school	<ul style="list-style-type: none"> <li>○Of all the injuries, including minor injuries, those occurring during PE class and on the playground during recess are high. SY2016 60.4% (Fig. 3-6)</li> <li>○Many injuries during "PE class" occur on the playground, but injuries also occur in the gym. SY2016 playground 196 cases gym 95 cases (Fig. 3-6)</li> <li>○"Scrapes" from falling, and contusions from weight and collision are high. SY2016 42.4% (Fig. 3-9)</li> <li>○There are incidents of bullying that could cause emotional injuries. SY2016 7 cases (Table 3-1) SY2017 14 cases (as of July)</li> <li>○Rate of smartphone and cell phone ownership is high. SY2017 80% (Fig. 3-15)</li> <li>○Many students have had bad experiences with SNS. SY2017 53% (Fig. 3-15)</li> </ul>	<ul style="list-style-type: none"> <li>Injuries on playground during recess</li> <li>Injuries on playground or in gym during PE class</li> <li>Bullying that can cause emotional injuries</li> <li>Trouble from SNS</li> </ul>
Outside school	<ul style="list-style-type: none"> <li>○There are major routes with heavy traffic and narrow alleys with poor visibility in the school district. (Fig. 1-1)</li> <li>○There have been 3 traffic accidents involving Ikebukuro Daiichi Elementary School students on bicycles in the school district within the past two years. (Table 3-2)</li> <li>○62% of all students have experienced hiyari close call traffic accidents. Most were incidents occurred while riding a bicycle or crossing the street. (Fig. 3-16, 3-17)</li> <li>○Looking at the situation of traffic accidents in all of Toshima City, the rate of bicycle accidents involving children ages 5 to 14 is high at 67.3%. (Fig. 3-18)</li> <li>○ There are six railway crossings in the school district. (Fig. 1-1)</li> </ul>	<ul style="list-style-type: none"> <li>Traffic accidents while walking or riding bicycle</li> <li>Accidents at railways or crossings</li> </ul>

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

1. Organization for promoting International Safe School

Ikebukuro Daiichi Elementary School is a member of the Toshima City Safe Community Steering Committee's School Safety Taskforce and Community Safety Taskforce, and participates in improving safety based on partnership and collaboration. We have a Community Taskforce consisting of members of the PTA, each neighborhood association, youth development and welfare workers, and the community, and an ISS Committee consisting of teachers and staff. The Student Council conducts its activities with support from these organizations.



## 2. Community Taskforce

The Community Taskforce that promotes the Safe School program is chaired by a representative from Neighborhood Association chairs, and includes members of neighborhood associations and alumni association, welfare/child welfare workers, Youth Development Council, community plazas, Children's Skip, Tobu Child and Home Support Center, community nursery schools, PTA board, open school management members, Ikebukuro Police Station, Toshima Fire Department, Tobu Railways, Toshima City Board of Education, and the Toshima City government. Basically, the committee meets once a semester to report on school and community activities, and share information and exchange information on challenges the community faces.



[Community Taskforce meeting]

	Date	Details
FY2016	June 29	ISS Community Taskforce kickoff meeting, election of chair, sharing of information on ISS activities
	November 7	Detailed plans for community support of "ISS initiative", Future plans for ISS activities
FY2017	February 6	Programs in neighborhood associations, Summary of SY2016 activities and discussions for SY2017
	June 12	Activity report of ISS preliminary evaluation, Sharing of information on ISS activities
	November 6	Discussion of schedule for on-site evaluation, discussion on submission of on-site evaluation application and activity report

### (1) Neighborhood association programs

The neighborhood associations from Kami-Ikebukuro Shinonome, Kami-Ikebukuro, Kami-Ikebukuro 3-chome, Kami-Ikebukuro Ike-hachi-cho, Ikebukuro Higashi-Ichi neighborhoods support Ikebukuro Daiichi Elementary School's ISS activities.

Year	Month	Details of main activities
FY2016	October	"ISS banners" installed in each neighborhood
	November	Map training of Ikebukuro Daiichi Elementary School Relief Center
	December	"ISS vests" distributed to each neighborhood association
FY2017	January	Greeting program started by Kami-Ikebukuro Shinonome neighborhood association
	June	Report on ISS preliminary evaluation activities
	July	Participation in Ikebukuro Jr. High School after-school patrols



[Greeting program by Kami-Ikebukuro Shinonome neighborhood association]

### (2) "Community Plaza Kami-Ikebukuro" programs and exchanges with our school

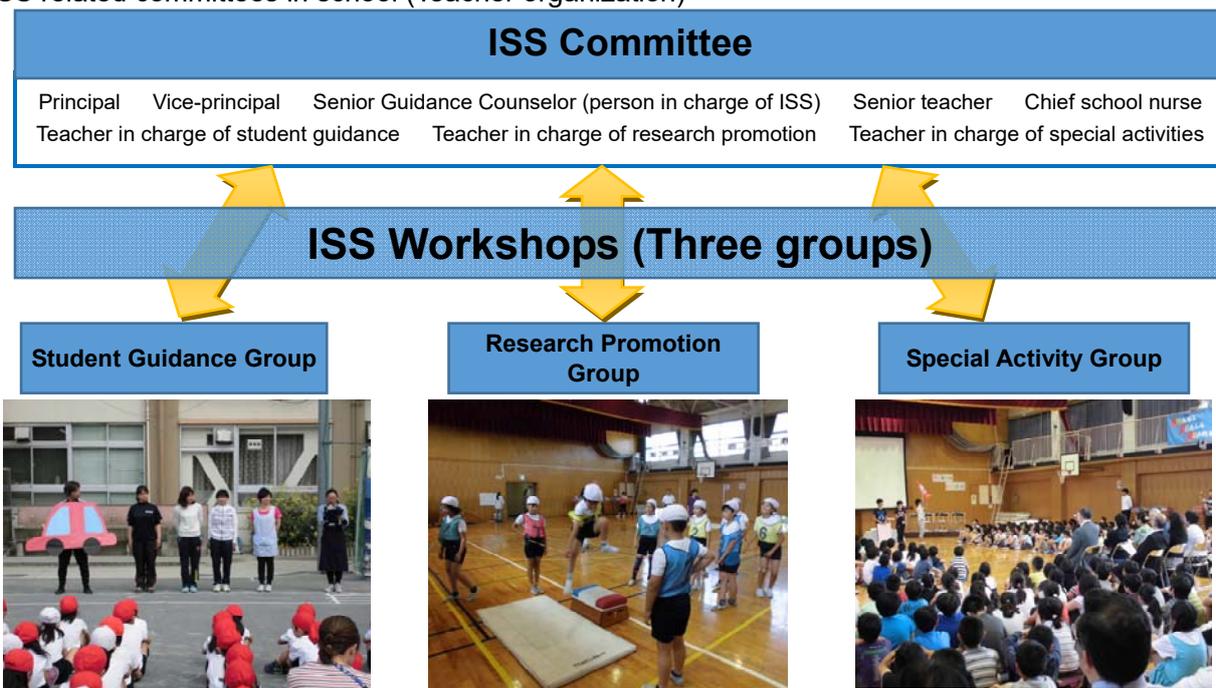
The community plazas are facilities that can be used by anyone from infants to seniors. Provided in Elementary school districts, these centers function as a base for the local community, and provide a venue for people of all generations from infants to seniors to interact. "Community Plaza Kami-Ikebukuro" located in the Ikebukuro Daiichi Elementary School District utilizes the features of the community to organize and hold various projects and events such as the "Plaza Festival" and "Senior Gathers". Children from Ikebukuro Daiichi Elementary School use the plaza to play and study after school and on holidays, and to participate in various exchanges.



[Community Plaza Kami-Ikebukuro]



### 3. ISS related committees in school (Teacher organization)



#### (1) ISS Committee

The ISS Committee is comprised of administration members, the Senior Guidance Counselor (ISS chair), Senior teacher, Chief school nurse, and representatives of each working group. This committee challenges on projects, and plans, liaises and adjusts promotion of programs.

#### (2) ISS Working Groups

##### 1. Student Guidance Group

- This group analyzes and observes data collected at the school infirmary, and releases information. The committee works to establish a common understanding of challenges at the evening meeting on lifestyle guidance.
- The school environment and facilities are periodically inspected to promote improvements to the environment.
- Traffic safety classes are held in cooperation with the Ikebukuro Police Station to ensure the safety of new Grade 1 students on their commute to and from school. Bicycle safety classes, including bicycle inspections, are carried out in cooperation with the PTA to increase awards on traffic safety. Programs to increase use of bicycle helmets are also carried out.
- The committee conducts periodic surveys on bullying and school life, and works to understand the situation of bullying among students and school life, and design measures. We also work by receiving information from the parents and prepare community safety map as a measure against suspicious persons.

##### 2. Research Promotion Group

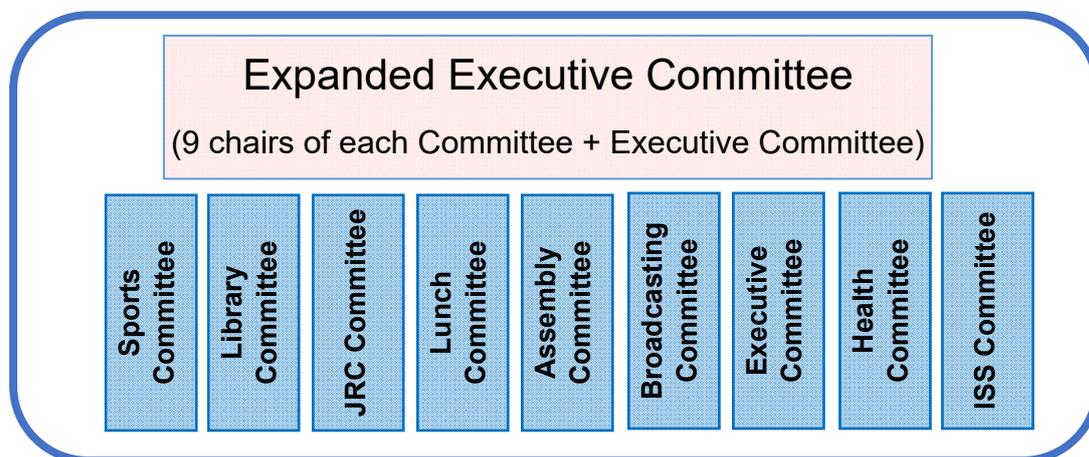
- The school's research theme has been set as ""Modifying" instruction to increase motor functions and increase safety". The teachers aim to improve PE classes, and modify teaching methods to ensure safety, and improve the student's strength and agility.
- Data on injury collected by the Student Guidance Group and information from surveys on ISS, etc., is summarized in graphs and tables so it can be used quickly to prepare presentations and complete applications.

##### 3. Special Activity Group

- This group uses injury data to increase the students' awareness of safety and security, and to support student-led activities.
- Each Committee lists issues for activities that have a purpose. (See 4. Student Council)
- Each grade holds discussions on daily safety and security, and conducts actual activities. The Kashiwa Group (cross-age group) activities are led by the higher classes. The group reinforces discussions held by each grade, and applies them to student-led programs.

- Exchanges with "Community Plaza Kami-Ikebukuro" are promoted. Exchanges are held with Ikebukuro Jr. High School and Ikebukuro Honmachi Elementary School in the same Jr. High School block, as well as other ISS Designated Schools outside of Toshima City. Various activities focusing on ISS are also held at various events.
- The "ISS initiative" activities are recorded and posted along the "3A Road". Posters regarding ISS in the school are managed so that the information is easy to read and understand by all. A newsletter is also published.

#### 4. Student Council



##### (1) Expanded Executive Committee

This committee includes members of the Executive Committee (Grades 4, 5, 6), and chairs from each committee. Meetings are held five times a year to discuss various problems related to school life. Activities are held to find resolutions and to further improve school life. For the "ISS initiative", each committee reports on their ISS activities, and discusses methods to safely participate in the Game Shop during Student Council activities (Ike-Ichi Festival), and various campaigns are planned. The teachers in charge of each committee also participate, making this an important committee through which the students' and teachers' thoughts can be confirmed, and actions can be promoted in the same direction.



##### (2) Nine Committees

Each committee holds their regular activities, and participates in the "ISS initiative".

ISS	Once a month, the committee awards the "Greeting Master" and "Sparkly Word Master", based on information provided on the greeting card. The committee patrols the hallways during lunch to confirm and remind students to walk properly in the halls.	
Health	This committee summarizes injury information in table, including place and grade. This is posted along the "3A Road" and presented at the school-wide Morning Assembly. Injuries have been reduced by promoting information on injury hazard spots.	

Executive	Campaigns are held each year so that students can lead a safe school life. This school year, the campaign focuses on using words that make others feel happy. The committee discussed methods to make this activity a regular activity.	
Broadcasting	Every morning, the committee announces the results of the water quality inspection conducted by the Health Committee, and the situation of injuries on the previous day. The committee works with the Health Committee to convey correct information so that students know that the tap water is safe to drink.	
Assembly	This committee makes sure that the students line up safely and thinks of rules and tools so that there are no injuries at the Student Assemblies where all students gather. The committee thinks of safe and fun activities to that strong friendships are developed throughout the school.	
Lunch	This committee uses broadcasts and committee preparations to teach safe serving and cleaning methods so students do not get injured. By avoiding injury during lunch, the students can savor and enjoy their lunch.	
JRC	This committee holds "fund-raising" campaigns and collects PET "bottle" caps. These activities foster compassion, and allow the students to lead a safe school life. The committee also takes care of plants, and strives to create a pleasant environment.	
Library	This committee prepares a corner of books related to ISS so that the students can open and read them. They help create the library, and organize and arrange the books so that the students can find the book they are looking for easily.	
Sports	The Sports committee keeps the gym storage area clean and orderly, and prepares posters showing the correct way to use PE equipment. They also think of the Sports Assembly program so that students exercise daily and build up physical strength to avoid injury.	

## 5. PTA

The PTA Executive Committee members approved at the PTA Annual meeting, along with the chair and vice chair, participate in the ISS Community Taskforce. An ISS Committee is set in the PTA organization. This Committee representative participates in the ISS Community Taskforce. Activities coordinated with the community and school are planned and enforced. Previous programs include preparing an ISS traffic safety map and distributing it to all parents, preparing an ISS key-holder and distributing it to all households, and ISS activities within the PTA. Parents in the Outdoor Committee organize a bicycle safety class, and participate in seminars organized by the City, etc. During Traffic Safety Campaigns, the parents are encouraged to participate in flag-waiving activities, etc.



**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.

1. Toshima City Ikebukuro Daiichi Elementary School policy

(1) School management policy

Tokyo Municipal Education Vision & Tokyo Municipal Educational Policy Guidelines

Toshima City Education Vision 2015 & Toshima City Educational Guidelines 2017  
[Target image of children]  
Toshima Children, opening the future while heading toward their dreams  
Use, Refine, Build

Toshima City Ikebukuro Daiichi Elementary School management policy  
**"Praise, Recognize, and Listen"**

1. All educational activities will be based on the spirit of respect for people, and will strive to promote instruction that enhances awareness of human rights, and fosters the will and ability to eliminate discrimination and prejudice.
2. With the basic concept of "Everyone values everyone", we will strive to understand the situation of bullying, violent behavior, and truancy, and to provide suitable instruction as we aim to create a school free of bullying, violent behavior, and truancy.
3. Students' academic skills will be improved while fostering the ability to independently pursue and resolve challenges, to find joy in learning, and to find satisfaction in exchanging thoughts.
4. We will strive to understand and consider each student and students requiring special support, and provide appropriate instruction for each student.
5. Students who can naturally greet people will be fostered with the slogan "Greeting each other with smiles to make everyone happy".
6. Students will be encouraged to exercise and play outdoors, and to aim for good health and higher physical strength.
7. As we aim for ISS Certification, we will aim for greater safety and security in the school with the cooperation of the community and PTA. To promote health and increase physical fitness, we will modify instruction in PE classes, etc. We will encourage group play among the students, will carry out safety inspections, and maintain and improve facility and equipment. We will strive to create an environment where students can learn safely.
8. Exchanges and cooperative education will be promoted with Ikebukuro Jr. High and Ikebukuro Honmachi Elementary School, and understanding will be strengthened through school research.
9. Cooperation between the school, parents, and community will be increased while placing importance on interactions with the community. We will strive to create a school that can respond to trust and expectations. We will also appropriately manage and systematically enforce the school budget.
10. The teachers and staff shall be aware of their position and responsibilities as educators. As a member of a functioning organization, the teachers and staff shall work together as "Team Ike Ichi Sho" to manage school grades and classes.

(2) Student Council activity slogan and symbol mark

In April 2016, the Student ISS Committee was organized as a student council activity to lead the ISS initiatives. In May, the students proposed making a symbol mark to symbolize the student's spontaneous and fun activities. Designs were collected from all classes. The Student ISS Committee reviewed the collected design, and selected a symbol mark. Suggestions for names were collected from the students in June. <I-Heart chan> was selected.

In July, the Student ISS Committee proposed calling for a target and slogan for ISS activities. Slogans were collected from all classes. "Ikebukuro Daiichi ES: Anzen (Safe), Anshin (Secure), and Afureru (Overflowing with) Smiles" (called 3A for short) was selected. This slogan and mascot are used during student-led activities. They have been designed on banners for use in school and outside school.



### (3) PTA Policy for Creating Safe School (from June 2016)

The PTA board and PTA ISS Committee cooperate with the school to achieve "A safe and secure school we are proud of in the community", and call to parents to understand and participate in the Safe School program.

- School commute guidance and flag-waving program during Spring and Fall Traffic Safety Campaign
- Preparation and use of key-holder to promote ISS Activities, and promotion of student mimamori watching activities
- Organization of PTA "Bicycle safety class, bicycle safety inspection"
- Preparation of PTA "ISS Traffic Safety Map"



[Investigation for creating map conducted during Toshima Saturday Open School]

## 2. Toshima City Policies

### (1) Toshima City Education Guidelines - 2017 Challenging the Peak of "Education City Toshima" (SY2017)

#### [excerpt from Priority Policy III Creating a safe and secure school (1) Promotion of International Safe School]

Based on the "Safe Community" connect being promoted by Toshima City, we aim to create safe and secure schools in all municipal Elementary and jr. high schools. Programs have been started in aim to acquire international designation in jr. high school blocks. The activities of four Elementary schools that were designated by last year have been expanded throughout the city. In SY2017, Ikebukuro Daiichi Elementary School and Ikebukuro Jr. High School are cooperating with various agencies in the community in hopes of achieving designation.

- Ikebukuro Daiichi Elementary School and Ikebukuro Jr. High School will take part in preliminary evaluation and main evaluation conducted by the International Safe School designation committee members, and hold a designation ceremony.
- "ISS Supporters" are periodically sent to designated schools. We aim to establish coordination between the school, parents, and community so that we may create International Safe Schools that matches the situation of the community.
- The four designated Elementary schools position the achievements of each school as part of the Elementary school and jr. high school integrated education program. This will be disseminated through each jr. high school block, to promote creation of safe and secure schools at all schools.
- Data on injuries at inside and outside schools and traffic accidents will be collected and analyzed for the eight jr. high school blocks in the city. Programs to prevent injuries and accidents will be developed.

(2) Policy on school safety within Safe Communities (SY2010)

The School Safety Taskforce (Community Taskforce) in the Toshima City Safe Community Steering Council will study basic measures and promote Safe School activities.

Prevention target	Challenge	Measures
Injuries in school (Playground injuries during recess) (Injuries during class)	Development of students' ability to avoid danger	Student-led Safe Community Council programs
	Improvement and strengthening of school's instruction system	Preparation of safety education curriculum
	Prevention of bullying	Promotion of emotional education
Injuries outside school (Traffic accidents involving bicycles)	Improvement of traffic safety awareness	Holding of bicycle safety classes
		Mimamori watching activities by parents and communities

3. Tokyo Metropolitan Board of Education Policy

(1) "Safety Education Program" (SY2017)

The Board of Education has prepared practical material that is used at each school to promote safety education. The program aims to develop the ability to predict and avoid crimes, accidents, and disasters, etc., and to develop the capacity and ability to contribute to the safety of others and society.



(2) "Comprehensive measures to prevent bullying [Secondary] Volume 1 & 2" (SY2017)

The Tokyo Municipal Board of Education Taskforce for Bullying Problems deliberated for two years and prepared this material. The school programs given in the "Comprehensive measures for preventing bullying [Secondary] Volume 1" have been enacted based on opinions received from Tokyo citizens. "Volume 2" gives examples of "classes about bullying" and examples of in-school seminars. Both Volumes 1 and 2 are distributed to all teachers at all municipal schools, and used in school classes.



(3) "Human Rights Education Program" (SY2017)

This is a guideline on human rights education intended for kindergarten and school employees. The guidelines cover how to conduct human rights education, prepare a general plan for human rights education, prepare an annual curriculum, examples of implementation and instruction for each type of school, and reference material on human rights education. These guidelines are used at each school.



4. "Secondary Plan for Promoting School Safety" enacted by Ministry of Education, Culture, Sports, Science and Technology (March 2017)

The Ministry of Education issued the "Secondary Plan for Promoting School Safety" in March 2017, which indicates the ideal state as:

- All students shall aim to develop the capacity and skills related safety.
- In regard to accidents involving pupils and students, etc., while under school supervision, we shall aim to completely eliminate fatal deaths. In regard to the injury and illness rate, we shall aim primarily to reduce accidents that result in disability or serious injury.

Policy targets are set to achieve these ideal states, and the national government, school founders, and schools, etc., will promote measures for school safety.

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

This section gives an overall picture of the long-term and sustainable programs for an International Safe School.

Programs inside the School and the programs outside the School are summarized by targeted party including students, teachers, parents, and community. "1-1, 1-2 ..." indicates the corresponding Item numbers.

The table below shows activities of students, teachers, parents, and community conducted inside school and outside school in an overlapping manner.

1. Development of students' ability to predict & avoid risks	2. School's educational guidance system
3. Development of good human relations	4. Improvement of traffic safety awareness
5. Preventive measures against high risks	6. Improvement of the environment

		All students				Grade 1	Teachers and staff			Parents			Community				
Inside school	Inside school building	1-1	1-2	1-3	1-4		1-1	1-2	1-4	1-2	1-7	1-2	1-7				
		1-5	1-7	1-8	1-9		1-5	1-7	3-4	3-5	3-7	3-4	3-7	3-8			
		1-10	1-11	1-12	1-13		2-1	2-2	2-3	3-8		4-2	4-5	4-11			
		2-3					2-4	2-5	2-6	4-2	4-5	4-11					
		3-1	3-2	3-3	3-4		2-7			5-1	5-2	5-3					
		3-5	3-6	3-7	3-8	3-10		3-1	3-4	3-5							
		4-2	4-5	4-11	4-15		3-7	3-8									
		4-16					4-2	4-5	4-11								
		5-1	5-2	5-3			5-1										
		6-1	6-2	6-3			6-1	6-2	6-3								
	Outside school building (playground)	1-2	1-3	1-4	1-8		1-2	1-4		1-2		1-2		1-2			
		1-11	1-13				2-1	2-2	2-3	3-4	3-7	3-8	3-4	3-7	3-8		
		2-3					2-4	2-5	2-6	4-1	4-11		4-1	4-11			
		3-1	3-2	3-3	3-4		2-7			5-1	5-2	5-3					
		3-7	3-8	3-10			3-1	3-4	3-7								
		4-1	4-11	4-15			3-8										
		5-1	5-2	5-3			4-1	4-11									
		6-1	6-2	6-4			5-1										
							6-1	6-2	6-4								
Outside school	School route	1-6	1-8		4-7		1-6			1-6			1-6				
		2-3			4-8		2-1	2-3	2-4	3-4			3-4				
		3-1	3-2	3-4	4-13		3-1	3-4		4-1	4-2	4-3	4-1	4-2			
		4-1	4-2	4-3	4-4	4-14	4-1	4-2	4-4	4-10	4-11		4-10	4-11			
		4-6	4-9	4-10	4-11	5-4	4-11			5-1							
		4-12	4-15	4-16			5-1										
		5-1	5-5														
	School district	1-6	1-8		4-7		1-6			1-6			1-6				
		2-3			4-8		2-1	2-3	2-4	3-4			3-4	3-9			
		3-1	3-2	3-4	3-9	4-13	3-1	3-4	3-9	4-1	4-2	4-3	4-1	4-2			
		4-1	4-2	4-3	4-4	4-14	4-1	4-2	4-4	4-10	4-11		4-10	4-11			
		4-9	4-10	4-11	4-12		4-11			5-1	5-2	5-3					
		4-15	4-16				5-1										
		5-1	5-2	5-3	5-5												

## 1. Development of students' ability to predict & avoid risks

### 1-1. School patrols and preparation of school safety map by ISS Committee students [NEW]

①	Students, teachers and staff x inside school building
②	The Student ISS Committee members take turns patrolling the school every day, and look for actions, such as running, that could result in injury. When they find a school friend doing this action, they attach a sticker to the "Hiyari Close Call Map". The monthly results are announced at the school-wide morning assembly.
③	Students, teachers, and staff



### 1-2. Student-led ISS Assembly [NEW]

①	All students, teachers and staff, parents, community x inside/outside school building
②	Once a semester the Executive Committee organizes an assembly where programs that all committees have or are currently holding in for a safe school life were presented. This assembly helps increase awareness so that the entire school can lead a safe and secure life.
③	Students, teachers and staff, parents



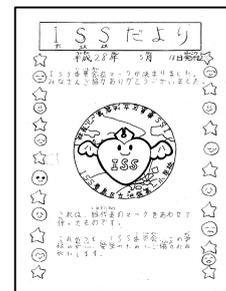
### 1-3 Disclosure of injury data by Health Committee students [NEW]

①	Students x inside/outside school building
②	Students that are injured attach a sticker on the school map posted outside of the School Infirmary. The data, color-coded for each grade, is collected and shows the state of injury occurrence. The data is collected every month, and the number of injuries each month is disclosed on a board.
③	Students, teachers, and staff



### 1-4. Publication of newsletter from each committee [NEW]

①	Students, teachers and staff x inside/outside school building
②	Details of each committee's activities and ISS initiatives in the school are published on an irregular base as a newsletter and distributed to all grades and all teachers and staff.
③	Students, teachers, and staff



### 1-5. "Keep right" signs by ISS Committee students [NEW]

①	Students, teachers and staff x inside school building
②	Every day, the committee students call out to students to travel along the right side. "Keep Right" ISS signs are posted and "I-Heart chan pylons" are set in the hallways to increase awareness.
③	Students, teachers, and staff



### 1-6 Safety class

①	Students, teachers and staff, parents, community x school route, school district
②	Police officers or information education specialists are invited to speak at the annual Open School. Guidance on preventing delinquent behavior or avoiding crime is given.
③	Students, teachers and staff, related agencies (Police, specialists, etc.)



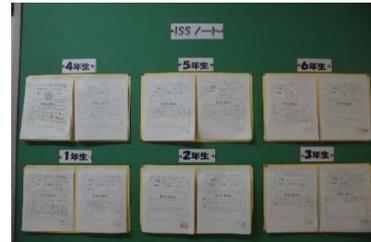
### 1-7. 3A Road (History of ISS Initiatives) [NEW]

①	All students, teachers and staff, parents, community, school users x inside school building
②	A hallway named the "3A Road" shows the programs that the school, parents, and community are implementing for International Safe School. Photo displays give a real-time glance at activities. This 3A road Helps to increase the students' awareness of safety.
③	Students, teachers, and staff



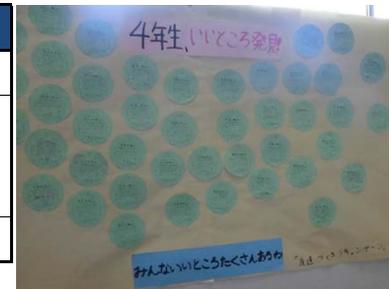
### 1-8. Use of ISS Notebook [NEW]

①	Students x inside/outside school building, school district
②	The students use their ISS Notebook to reflect on ISS activities, including monthly evacuation drills, safety instruction days, and safety education. Awareness of safety is increased by filling this ISS Notebook up with information on mostly activities.
③	Students



### 1-9. Programs by Executive Committee

①	Students x inside school building
②	Once a year, the Executive Committee organizes a campaign so that the students can lead a safe and fun school life. Last year's campaign focused on "Energetic greetings - Making friends with whom you can have honest talks." All students increased their relations with friends, and presented cards that indicated good points they found about their friends. This was a heartwarming program.
③	Students, teachers, and staff



### 1-10 Broadcasting Committee program [NEW]

①	Students x inside school building
②	Every morning, the Broadcasting Committee reports on the "No. of people injured yesterday", investigated by the Health Committee, and the results of the daily water quality inspection. This program increases the students' awareness of injuries and safety.
③	Students, teachers, and staff



### 1-11. Sports Committee program

①	Students x inside/outside school building
②	The Sports Committee prepares posters showing how to keep the gym storage area clean and orderly, and showing the correct way to use PE equipment for raising safety awareness. They also think of the Sports Morning Assembly held six times a year and the Sports Assembly held for each grade once a year in hopes of making exercise a regular activity.
③	Students, teachers, and staff



### 1-12. Lunch Committee program [NEW]

①	Students x inside school building
②	Once a year, the Committee gives a presentation at the Student Assembly on the safe methods for serving lunch and cleaning up, so that all students can enjoy a safe lunch time. The committee reviews actual incidents of dangerous service and cleanup, and sends reminders out to the classes on an irregular base.
③	Students, teachers, and staff



### 1-13. Assembly Committee program

①	Students x inside/outside school building
②	A Student Assembly is held once a month. The committee introduced new games and activities for the vertically-divided groups, increasing the enjoyment of coming to school and relations between different grades. The committee carefully plans, prepares, practices, conducts, and reflects on the assembly, and thinks for rules and methods of lining up, etc. so that the assembly is fun for all grades.
③	Students, teachers, and staff



## 2. School's educational guidance system

### 2-1. Preparation of safety lesson curriculum for regular "subjects", etc. [NEW]

①	Teachers and staff x inside/outside school building, school route, school district
②	The head teachers of each subject and the head teachers of each grade select contents of the lessons that focus on safety in each subject, and formulate an annual safety lesson curriculum. "Safety awareness has been raised through lessons related to ISS initiatives. "
③	Students, teachers and staff, parents, related agencies

### 2-2. Sharing of weekly injury occurrence data (Evening meeting on lifestyle guidance)

①	Teachers and staff x inside/outside school building
②	Every Friday, the head teacher of school guidance leads a meeting for teachers to exchange information on incidents of student injuries and problems related to school guidance. Teachers discuss preventive measures based on the information received from the school nurse, and utilize them in actual classroom guidance and in Student Council activities.
③	Teachers and staff

### 2-3. Health and safety instruction day [NEW]

①	Students, teachers and staff x inside/outside school building, school route, school district
②	Once a month, class teachers give classes on traffic rules to be observed outside school. At the school-wide Morning Assembly in April and June, teachers explain and demonstrate how to commute along the school route and road, and how to ride bicycles safely. The "Children's Safety Textbook" on safety is distributed to all students. The students use the book to learn about traffic rules, rules for going out to play, and how to stay safe in the home. The students review what they have learned in their ISS Notebook.
③	Students, teachers, and staff

### 2-4. Emergency lifesaving training class

①	Teachers and staff x inside/outside school building, school route, school district
②	Every year before swimming classes start, the teachers visit the Fire Station and take an emergency lifesaving training class.
③	Related agencies



### 2-5. Safety inspection

①	Teachers and staff x inside/outside school building
②	Every month, all teachers and staff inspect the safety of all equipment and facilities inside and outside school buildings. Persons in charge complete the safety checklist and work on identifying hazardous spots as early as possible. The checklists are submitted to the person in charge of safety inspection of School Guidance Section, and are confirmed by Vice-principal and Principal.
③	Teachers and staff

### 2-6. Seminar on swimming accidents and allergy accidents

①	Teachers and staff x inside/outside school building
②	Once a year, the teachers attend a seminar to confirm the accident response flow in case of a cardiac arrest during swimming or an allergic reaction during lunch, etc.
③	Teachers and staff, related agencies



### 2-7. School research "Modifying instruction to increase motor functions and increase safety" [NEW]

①	Teachers and staff x inside/outside school building
②	We think that the high rate of student injury may be related to the student's physical power, and especially, their strength and agility. Three research sessions were held this year to study methods to increase motor functions and to safe exercise, and to improve classes.
③	Teachers and staff



## 3. Development of good human relations

### 3-1. Special Support & Bullying Prevention Committee

①	Students, teachers and staff x inside/outside school building, school route, school district
②	Once a month, a meeting is held to discuss the situation of students' life and learning. When any bullying or suspected bullying is found, a special meeting is held with all parties concerned, and organizational measures are taken for early resolution.
③	Teachers and staff, related agencies

### 3-2. Emotional support by school infirmary room and counselors

①	Students x inside/outside school, school route, school district
②	The number of visits each student makes to the school infirmary is recorded. Students who visit frequently are given emotional support in cooperation with the class teacher, and school counselor, etc. All Grade 5 students, who are entering puberty, have a personal interview with the school counselor.
③	Teachers and staff, school counselor

### 3-3. Cross-age group (Kashiwa Group) activities

①	Students x inside/outside school building
②	Vertically-divided groups with students from each grade hold activities. All students are assigned to a group, which is led by Grade 6 students who plan activities such as playing and having lunch together once a semester. Students also stay in these groups for school-wide field trips and student assembly activities (Ike-Ichi Festival).
③	Students, teachers, and staff



### 3-4. Open moral education class for the community

①	Students, teachers and staff, parents x inside/outside school building
②	The moral education classes of all grades are opened to the community once every year to promote emotional education based on joint cooperation of home, school, and community. In SY2016, the class focused on "Hopes and Courage, Effort and Strong Will".
③	Teachers and staff, parents



3-5. School-wide reading time	
①	Students, teachers and staff, parents x inside school building
②	Six times a year, parents volunteering in the library, teachers and staff, hold read-aloud sessions during the morning reading time. By listening to stories, the children share the world of the story and develop a rich vocabulary. They also develop warm human relations.
③	Students, teachers and staff, parents



3-6. Read-aloud sessions by Library Committee students	
①	Students x inside school building
②	During the Reading Week held each semester, members of the Library Committee visit the classrooms and library during the morning reading time and read books. Through these sessions, the students share the feelings of both the person reading and the person listening, and develop warm human relations.
③	Students, teachers, and staff



3-7. Fundraising and Postcard of Love Campaigns by JRC Committee students	
①	Students, teachers and staff, parents x inside/outside school building
②	Each year, the JRC Committee members conduct fundraising activities (green feather, red feather, UNICEF) to help people in need and children around the world. In addition to the school's students, they call out to members of the community passing by the main gate, and to parents attending the Toshima Saturday Open School. ※JRC = Junior Red Cross
③	Students, teachers, and staff



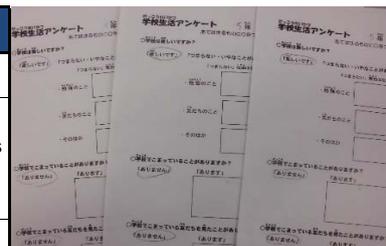
3-8. Good Morning Group	
①	Students, teachers and staff, parents, community x inside/outside school building
②	Aiming to create a school where everyone can exchange greetings, students stand at the school entrance and hallways every morning, and greet the other students. Grade 6 students participate throughout the year, and Grade 2 to 5 students take turns each month. Through this activity, the students making the greeting and being greeted share feelings, and can build a warm human relation.
③	Students, teachers, and staff



3-9. Exchanges with "Community Plaza Kami-Ikebukuro" [NEW]	
①	Students, teachers and staff, community x school district
②	As part of their "Explore the Community" class, the Grade 2 students visit the "Community Plaza Kami-Ikebukuro". They are given a tour by the staff, and play games with seniors in the community, etc. 17/ Students, teachers and staff, community
③	Students, teachers and staff, community



3-10. Early discovery of bullying through school life survey and factual investigation of bullying [NEW]	
①	Students x inside/outside school building
②	All students participate in a School Life Survey held six times a year (May, July, September, November, January, March), and in a factual investigation on bullying that is held once a semester (June, November, February), so that we may understand the facts, and act quickly to discover and resolve any bullying that is found.
③	Students, teachers, and staff



## 4. Improvement of traffic safety awareness

### 4-1. Bicycle safety class with cooperation of school, parents, and community

①	Students, teachers and staff, parents, community x Outside school, school route, school district
②	A bicycle safety class is held once a year to increase awareness of traffic safety, and prevent accidents involving bicycles. This class is included in the curriculum, and is sponsored by the Traffic Safety Association, PTA, and school.
③	School, parents, community, related agencies



### 4-2. Display of bicycle helmet use [NEW]

①	Students, teachers and staff, parents, community x Inside school building, school route, school district
②	Changes in helmet ownership and use since the survey on helmet use was started are posted along the "3A Road" (item 1-7 on p. 24), so that the students can constantly check the numbers.
③	Teachers and staff



### 4-3. Parent pick-up drill and parent-child school route inspection

①	Students and parents x School route, school district
②	Once a year, parents practice picking up their children from school when a major disaster occurs. One the way home from this pick-up drill, the parents and students look for hazards, and check the actual situation of the school route and school district.
③	Students, parents



### 4-4. Health and safety instruction day [Repost] [NEW]

①	Students, teachers and staff x school route, school district
②	Once a month, class teachers give classes on traffic rules to be observed outside school. At the school-wide Morning Assembly in April and June, teachers explain and demonstrate how to commute along the school route and road, and how to ride bicycles safely. The "Children's Safety Textbook" on safety is distributed to all students. The students use the book to learn about traffic rules, rules for going out to play, and how to stay safe in the home. The students review what they have learned in their ISS Notebook.
③	Students, teachers, and staff

### 4-5. 3A Road (History of ISS Initiatives) [Repost: see item 1-7 3A Road (History of ISS initiatives) on p. 24] [NEW]

①	All students, teachers and staff, parents, community, school users x inside school building
②	A hallway named the "3A Road" shows the programs that the school, parents, and community are implementing for International Safe School. Photo displays give a real-time glance at activities. This 3A road Helps to increase the students' awareness of safety.
③	Students, teachers, and staff

### 4-6. Ensuring safety during school commute by traffic guides (seniors)

①	Students x School route
②	Two guides provide safety guidance along the school route to prevent traffic accidents, incidents, and disasters when the students are commuting to and from school. The guides are periodically invited to the School-wide Morning Assembly to talk about matters they have noticed.
③	Traffic guides, teachers, and staff, parents



4-7. Traffic safety class for Grade 1	
①	Grade 1 students x School route, school district
②	Every April, police officers teach new Grade 1 students how to cross the pedestrian crossing, and walk along the school route, etc., so they can commute to school safely. The students also meet families who host "Children's 110 Safety Homes" in the area.
③	Teachers and staff, traffic guides, superintendent, related agencies



4-8. Group commuting for new Grade 1 students (one month from April)	
①	Grade 1 students x School route, school district
②	For one month after starting Grade 1, the Grade 1 students walk in groups formed by destination from school, and are accompanied by a teacher and superintendent. Traffic Guides stand along major roads, and safely guide the students across the road.
③	Teachers and staff, superintendents, Traffic Guides



4-9. Cooperation with Tobu Tojo Line stationmasters [NEW]	
①	Students x School route, school district
②	Once a year, the Tobu Tojo Line employees give lessons to Grade 2 students about railways, using railway models and safety devices.
③	Teachers and staff, related agencies



4-10. Parent ISS Patrols [NEW]	
①	Students, parents, community x School routes, school district
②	Members of the community and parents regularly use an ISS key-holder, and keep an eye on safety along school routes and in the community.
③	Parents



4-11. Publication of "'Ike-Ichi-Sho Aiming for Safe School" Gazette [NEW]	
①	Community, parents, students, teachers and staff x Inside/outside school building, school route, school district
②	The Community Taskforce publishes a gazette introducing initiatives for International Safe School Designation. Information on the Student Council's active programs, and words of support from the parents and community are included so that the gazette can be enjoyed by a wide range of ages.
③	Teachers and staff, parents, community

4-12. Preparation of community safety map	
①	Students x School routes, school district
②	As part of their integrated studies, the Grade 5 students check for hazardous spots along the school route and around the school. Parents cooperate by actually investigating the hazardous spots. A safety map is prepared based on the information they have learned, and is presented to the new Grade 1 students in the following spring.
③	Students, teachers and staff, parents



#### 4-13. Lectures by traffic guides for Grade 1 students

①	Grade 1 students, traffic guides x School route, school district
②	Every April, the traffic guides give a talk about traffic safety to the new Grade 1 students. This is an opportunity for the students to learn the traffic guide's names and faces.
③	Traffic guides, teachers and staff



#### 4-14. Pedestrian simulator experience [NEW]

①	Grade 1 students x School route, school district
②	Once a year, the Grade 1 students participate in a Pedestrian Simulator Class". Their ability to guard themselves is enhanced by experiencing what it is like to cross the road, and the dangerous of preconceptions.
③	Teachers and staff, related agencies



#### 4-15 自転車シミュレーター体験 [NEW]

①	Grade 3 students x School route, school district
②	Once a year, the Grade 3 students participate in a bicycle riding simulation class using a simulator. They learn about the precautions for riding a bicycle, potential hazards, and increase their ability to protect themselves.
③	Teachers and staff, related agencies



#### 4-16. Traffic safety slogans

①	Students x Inside/outside school building, school route, school district
②	Twice a year, the students write slogans calling for traffic safety to be used at the Spring and Autumn Traffic Safety Campaigns. All of the slogans collected are displayed to increase awareness of traffic safety.
③	Students, teachers, and staff



### 5. Preventive measures against high risks

#### 5-1. Evacuation drills in preparation for large earthquakes

①	Students, teachers and staff, parents x Inside/outside school building, school route, school district
②	Having experienced the 3.11 Great East Japan Earthquake, six times a year the school conducts an evacuation drill assuming a major earthquake. Drills are scheduled so that students can experience various situations throughout the annual program.
③	Teachers and staff, superintendent



#### 5-2. Survey regarding cell phones and "smartphones" [NEW]

①	Students, parents x Inside/outside school building, school district
②	Once or twice a year, all students and parents are surveyed so that we can understand the actual state of cell phone and smartphone ownership, and family rules, etc. We have learned that the number of students who own a "smartphone" increases as their grade advances. Some students use email and LINE apps until late at night. The school will continue this survey so that we can continue to understand the students' current situation.
③	Teachers and staff

#### 5-3. Creation of Ike-Ichi-Sho Rules

①	Students, parents x Inside/outside school building, school district
②	"Ike-Ichi-Sho SNS Rules" were prepared under close communication with parents, and distributed to all families. Students and parents took this opportunity to discuss the dangers of the Internet society at home.
③	Teachers and staff

**5-4. Group commuting for new Grade 1 students (one month from April) [Repost]**

①	Grade 1 students x School route
②	For one month after starting Grade 1, the Grade 1 students walk in groups formed by destination from school, and are accompanied by a teacher and superintendent. Traffic Guides stand along major roads, and safely guide the students across the road.
③	Teachers and staff, superintendents, Traffic Guides



**5-5. Cooperation with Tobu Tojo Line stationmasters [Repost] [NEW]**

①	Students x School route, school district
②	Once a year, the Tobu Tojo Line employees give lessons to Grade 2 students about railways, using railway models and safety devices.
③	Teachers and staff, related agencies



**6. Improvement of the environment**

**6-1. Inspections of facilities inside and outside school building**

①	Students, teachers and staff x Inside/outside school building
②	Every month, all teachers and staff inspect the safety of all equipment and facilities inside and outside school buildings. Persons in charge complete the safety checklist and work on identifying hazardous spots as early as possible.
③	Students, teachers, and staff

**6-2. Improvement of environment after safety inspection**

①	Students, teachers and staff x Inside/outside school building
②	Problem points found during the monthly safety inspection by teachers and staff are inspected by the administration. The custodian or external contractor makes necessary repairs.
③	Students, teachers and staff, superintendent, related agencies



**6-3. Renovation of toilets [NEW]**

①	Students, teachers and staff x Inside school building
②	During the last school year, the toilets near the first floor stairs were renovated. Students' apprehension of using the toilet was eliminated. By keeping the toilets clean, the students learn to use public items carefully. This initiative has also helped to calm the students' emotions.
③	Students, teachers and staff, superintendent, related agencies



**6-4. Cleaning of green mats under horizontal bars, monkey bars, and jungle gym [NEW]**

①	Students, teachers and staff x Outside school building
②	The daily survey of injuries showed that sand accumulated on the green mats caused the children to slip and be injured. Every morning, the custodian and superintendent sweep the sand so that the students do not slip and fall.
③	Students, teachers and staff, superintendent, related agencies



**Indicator 4: There are implementing programs that target high-risk groups and environment.**

A variety of programs are held throughout the year to address situations that the students may face. These include evacuation drills that simulate various disasters. We also conduct programs to address bullying, which can cause emotional injuries and even threaten life, and to address SNS trouble, which is currently a serious cause of bullying. Students also learn about railway and railway crossing accidents, which is a serious threat in our school district. Grade 1 students learn how to safely commute to and from school.

**1. Measures for various disasters**

**(1) Evacuation drills (2-1 on page 25, 5-1 on page 30)**

Once a month throughout the year, all students participate in evacuation drills that assume earthquakes, emergency situations, fires, and entry of suspicious persons. The students repeatedly practice the basic actions they must take when a disaster occurs.



[Evacuation drill for earthquake or fire]



[Drills against entry of suspicious person (played by teacher)]

**Annual Plan for Evacuation Drills Total 11 drills per year**

Date/Time	Purpose	Simulated situation	Evacuation place
April 13, 11:20	Basic skills for evacuation, how to evacuate to the playground	Fire in adjacent lot during classes (East side of school)	Playground
May 26, 14:25	Ensure accurate pick-up by parents. (Pick-up drill)	Earthquake during class Warning declaration, Pick-up by parents	Classroom Gym
June 9, 14:25	Safe commute home in a group. (Commute home in groups by district)	Earthquake during class, and concern for after-shocks	Classroom Gym
July 3, 10:50	How to evacuate if a suspicious person enters the school grounds. Cooperation with police.	Evacuation if suspicious person enters the school grounds	Classroom Gym
Sept. 1, 10:50	How to evacuate if Early Earthquake Warning is issued.	Earthquake during class Simulating earthquake with disaster prevention warning	Playground
Oct. 18, 9:45	Safe evacuation to shelter off school grounds.	Fire in adjacent lot during classes Secondary evacuation	Playground→ Secondary shelter
Nov. 17, 10:35	How to evacuate if Early Earthquake Warning is issued.	Earthquake during class Simulating earthquake with disaster prevention warning	Classroom Playground
Dec. 13, 8:25	How to evacuate if Early Earthquake Warning is issued during commute to school.	Earthquake immediately after leaving home for school	Playground
Jan. 18, 9:25	How to evacuate when school administration is absent.	Fire in school during class	Playground
Feb. 19, 10:30	Evacuation system for recess hours, voluntary evacuation, how to use fire extinguisher	Fire in adjacent lot during recess No warning	Playground
March 13, 10:30	Evacuation system for recess hours, voluntary evacuation	Earthquake during recess No warning	Playground

## (2) Parent pick-up drill (4-3 on page 28)

Once a year, parents practice how to pick up their children in an emergency such as when a warning is declared.

## 2. Programs for preventing bullying

### (1) Bullying Prevention Taskforce (3-1 on page 26)

At Ikebukuro Daiichi Elementary School, the administration, special support coordinator, senior teacher, guidance counselor, head grade teachers, and class teachers hold a Bullying Prevention Taskforce meeting once a month to prevent “bullying”, which is an emotional injury. Discussions are held based on a common understanding on how to instruct the bully, provide care for the student being bullied, and respond to the parents. After the incident is bullying is resolved, the situation of the students is monitored carefully to prevent recurrence.



### (2) Early discovery and early resolution of bullying with School Life Survey and factual investigation on bullying (3-10 on page 27)

All students participate in a School Life Survey held six times a year (May, July, September, November, January, March), and in a factual investigation on bullying that is held once a semester (June, November, February), so that we may understand the facts. If even the slightest mention of bullying is found in the surveys or investigations, the head teacher talks to the children involved, and an emergency Bullying Prevention Taskforce meeting is held to achieve quick discovery and resolution. There are cases when even through the incident has been resolved, the bullying continues and further guidance is required. Thus, we constantly monitor the students' situation.

## 3. Ike-Ichi-Sho rules for cell phones and smartphones (5-2, 5-3 on page 30)

In SY2016 and SY2017, there were incidents of bullying and trouble with SNS images among the upper grade students using smartphones. The students involved were supervised immediately, but similar trouble could occur in the future. In June 2017, students and parents participated in a “Survey on cell phone and smartphones”. The results gave us an understanding of cell phone and smartphone ownership, and the students' situation, and will be used to supervise the students in the future.

The students reviewed the previously prepared “Ike-Ichi-Sho rules for cell phones and smartphones” (see right) to establish a common understanding on correct usage methods. These rules were also distributed to the parents, who were especially asked to apply filters.

携帯電話・スマートフォンを使っているみなさんへ ルールを守って携帯電話・スマートフォンを上手に使おう 平成28年1月9日 豊島区立池袋第一小学校
【上手に使うために】
1. 健康・安全を考えて使おう ○歩行中・勉強中・食事中は電話やメール、通信ゲームをやめよう。 ○長時間に渡って使うのはやめよう。目の視力などのことを考えよう。 ○夜9時以降は携帯電話やスマートフォン、通信ゲーム機器を使うのはやめよう。 ○寝るときなどは電源を切ろう。
2. プライバシーを守ろう ○自分の電話番号やメールをむやみに教えない。 ○自分や友達の名前・写真・電話番号・メールアドレスなど教えたり、ネットにのせたりしない。 ○知らない人からのメールや書き込みには、絶対に返事をしない。
3. 友達(友情を)を守り、大切にしよう ○自分や友達が言われて嫌なことの書き込みはしない。 ○むやみにグループを作ったり、仲間はずれにしたりしない。 ○友達とは直接話をしていこう。
4. ルールを守ろう ○携帯電話・スマートフォン・通信ゲーム機器の使い方について親と相談してルールを作り、守っていこう。 ○おかしいな、変だなと思ったらかならず、親に見せよう、相談しよう。 ○必要のないサイトには絶対にアクセスしない。
【保護者へお願い】
◎安全を考えて親子で使い方の相談をし、ルールを作り、守らせましょう ○保護者はお子様の携帯電話・スマートフォン・通信ゲーム機器の使用について親子でルールを作り、ルールを守って、安全に使わせましょう。 ○保護者はルールを守らなかったら厳正に対応しましょう。 ○保護者は、子どもを有害なサイトから守るためにフィルタリングを付けましょう。 ○携帯電話・スマートフォン・通信ゲーム機器の使い方による危険性を考え、お子様を守ることを常に考えておいてください。

“Ike-Ichi-Sho SNS rules” distributed to students and parents

**4. Prevention of railway and railway crossing accidents program (4-9 on page 29, 5-5 on page 31)**

The school district is adjacent to the Tobu Tojo Line and JR Saikyo Line, and there are six railway crossings near the school. The students living in the school district do not cross the railway crossings when commuting to school. As a rule, students living outside the school district use underground roads, etc., instead of the railway crossings. However, students often use the railway crossings during their daily life, such as after school and on holidays.

Between April 2015 and March 2016, there were more than 8,000 accidents in which the Tobu Tojo Line train had to stop. Of these, 15 cases involved people. There were no accidents within our school district last year, but we must consider that our school district is in a special environment with six railway crossings.

On the “Safety Education Day”, held every May on Toshima Saturday Open School, employees from the Tobu Railway and JR East Japan visit the school and give a “Railway Safety Class” to Grade 2 students. The stationmaster of the Tobu Tojo Line Kita-Ikebukuro Station participates as a member of the ISS Community Taskforce, and contributes to increasing the student’s awareness of safety when using the train system.



[Railway crossing in front of Kita-Ikebukuro Station with high volume of traffic]

**5. Programs for new Grade 1 students (4-7, 4-8 on page 29, 4-13, 4-14 on page 30, 5-4 on page 31)**

Soon after starting school, police officers from the Ikebukuro Police Department visit the school and teach the new Grade 1 students who to walk along the road during their commute to and from school. For the first month after starting school, the students walk home in groups so they can learn their school route and commute safely while observing traffic rules. The groups are formed by destination from school, and are accompanied by a teacher and traffic guide.

On the “Safety Education Day”, held every May on Toshima Saturday Open School, the students participate in a “Pedestrian Simulator Class” organized with the cooperation of the Tokyo Metropolitan Government Office for Youth Affairs and Public Safety, Traffic Safety Section. The Grade 1 students actually experience how to read the traffic signals and use the pedestrian crossing safely.



[Grade 1 students commuting home]



[Grade 1 students using pedestrian simulator]

## Indicator 5: All programs are implemented based on evidence.

### 1. Analysis of causes that led to challenge

Situation of injuries																	
	<p>Fig. 5-1 Time and place of injury occurrence (SY2016) [reprint Fig.3-6 on page 6]</p> <p style="margin-left: 20px;">Looking at the overall situation of injuries, including minor injuries, most injuries occur during PE class accounting for 24% of all injuries. This is followed by injuries during long recess (20-minute recess).</p>																
	<p>The rate of injuries requiring hospital treatment (3.94%) is higher than the Toshima City municipal Elementary school average (3.03%). Of the 14 incidents in SY2016, 11 incidents occurred during recess.</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Fig. 5-2 Comparison of 2-year average [reprint Fig. 3-11 on page 8]</p> </div> <div style="width: 45%;"> <p>Fig. 5-3 Time zone of injuries requiring hospital treatment SY2016 [reprint Fig. 3-12 on page 8]</p> </div> </div>																
Injuries in school	<p>Every year, there are cases of bullying, which can cause emotional injury. Based on the School Life Survey and factual investigation of injuries, the classroom teacher, etc., talks to the students involved and takes measures.</p> <p style="text-align: right; margin-right: 20px;">Table 5-1 Situation of bullying occurrence [reprint Table 3-1 on page 9]</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1eef6;"> <th style="width: 30%;"></th> <th style="width: 15%;">SY2015</th> <th style="width: 15%;">SY2016</th> <th style="width: 15%;">As of July SY2017</th> </tr> </thead> <tbody> <tr style="background-color: #e1eef6;"> <td>No. of suspected cases and cases of bullying</td> <td>11</td> <td>7</td> <td>14</td> </tr> <tr style="background-color: #fce4d6;"> <td>No. of resolved cases</td> <td>11</td> <td>7</td> <td>12</td> </tr> <tr style="background-color: #fff2cc;"> <td>Cases requiring ongoing guidance</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table>		SY2015	SY2016	As of July SY2017	No. of suspected cases and cases of bullying	11	7	14	No. of resolved cases	11	7	12	Cases requiring ongoing guidance	0	0	2
	SY2015	SY2016	As of July SY2017														
No. of suspected cases and cases of bullying	11	7	14														
No. of resolved cases	11	7	12														
Cases requiring ongoing guidance	0	0	2														
	<p>Fig. 5-4 Grade 6 survey related to use of cell phones and smartphones (June 2017) [reprint Fig. 3-15 on page 10]</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>(1) Do you have a smartphone or cell phone? Do you use it?</p> <p style="text-align: center;">n = 60</p> <ul style="list-style-type: none"> <li><span style="color: blue;">■</span> 1. Have a smartphone</li> <li><span style="color: orange;">■</span> 2. Have a cell phone</li> <li><span style="color: grey;">■</span> 3. Do not have personal phone, but use family member's phone.</li> <li><span style="color: yellow;">■</span> 4. Do not have or use a phone.</li> </ul> </div> <div style="width: 45%;"> <p>(2) Have you ever had a bad experience with SNS?</p> <p style="text-align: center;">n = 19</p> <ul style="list-style-type: none"> <li><span style="color: blue;">■</span> 1. Yes</li> <li><span style="color: orange;">■</span> 2. No</li> </ul> </div> </div>																

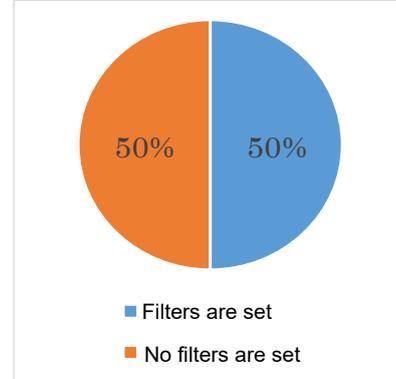
Approx. 80% of Grade 6 students own a smartphone or cell phone. The 2014 survey conducted by the Metropolitan Police showed that the average for Toshima City is approx. 56%, so our school's number is quite high. 53% of students responded they have had a bad experience with SNS (Twitter or LINE, etc.). There was one incident involving SNS each in SY2016 and SY2017.

Fig. 5-5 Parent survey on cell phones and smartphones

1. Do you have family rules for using cell phones or smartphones?



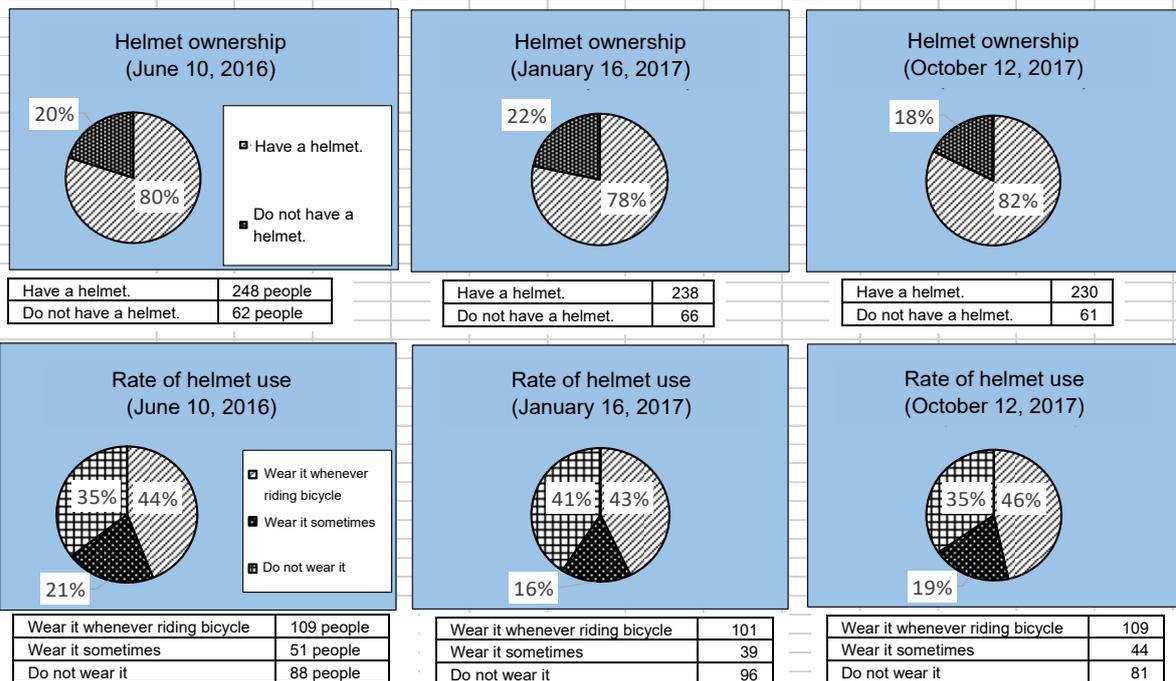
2. Do you have filters set on your child's cell phone or smartphone?



In June 2017, we surveyed the parents about use of cell phones and smart phones. About half of the parents responded that they "Have family rules" and "Filters are set". In other words, about half of the families are allowing their children to use cell phones or smartphones without rules or filters. We predict that there will be more trouble due to SNS, etc., in the future.

Fig. 5-6 Changes in helmet ownership and use rate (June 2016 to October 2017)

Injuries outside school



In the two years from SY2016, there have been three bicycle accidents in the school district. 67.3% of children ages 5 to 14 transported by ambulance for traffic accidents in Toshima City were injured while riding a bicycle. The rate of helmet use is low among upper grades, and usage does not increase. There are six railway crossings in the area, posing a risk of serious accidents.

Prevention target	Challenge and direction	Measures
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Injuries in school	Injuries on playground during recess	1. Development of students' ability to predict & avoid risks, and improvement of physical fitness	Subject: Students (1) Discussions for ISS activities by each Committee (2) School patrols and preparation of Hi-yari Close Call Point Map by students (3) Student-led ISS Assembly
	Injuries on playground and in gym during PE class	2. School's educational guidance system	Subject: Teachers (4) Program for research in school (5) Preparation of ISS activity curriculum for regular subjects, etc. (6) Safety inspections inside and outside school building
	Bullying that can cause emotional injuries	3. Prevention of bullying	Subject: Students and teachers (7) Measures based on survey of bullying (8) Emotional support from School Infirmary and counselors (9) Improvement of special support education (10) Greeting campaign (11) Cross-age group activities
	Trouble from SNS	4. Programs to prevent SNS trouble	Subject: Students, teachers (12) Measures based on cell phone and smartphone survey (13) Safety Class (middle/upper grade students)
Injuries outside school	Traffic accidents involving bicycles  Accidents at railway or railway crossing	5. Enhancement of awareness of traffic safety	Subject: Students, teachers, parents, community (14) Traffic safety classes and traffic safety guidance (15) Preparation of safety map (16) Mimamori watching activities by parents and community (17) Investigation on bicycle helmet use (18) Cooperation with Tobu Railway

## 2. Four challenges and 18 central measures



(1) Discussions by each Committee for ISS activities

In addition to their regular activities, each Committee discussed the ISS program. ISS activities were planned and carried out based on their discussions.

	Details of discussions	Results of activity, and challenges
ISS	The members discussed previous activities, and studied issues from the information received from the inspectors who came to evaluate the school. The Committee picked up walking in the hallway as a challenge. They decided to introduce the activity to the lower grades with easy-to-understand pictures, to install pylons in the center of the hall, and verify whether students walking on the right increased.	The pictures were introduced at the Student Assembly, and students thought about walking in the hallway. The pylons in the center of the hall were effective for the lower grades. Pylons were set in front of the lower grades' classrooms, and signs were displayed at corners in the hallway.
Executive	The Committee designed a campaign to greet each other with "Thank you" and "That's great", etc., so that the school will be brighter and all the students will smile. The Committee made modifications and set rules for school-wide games held at schools vents.	Cross-age group interactions and school-wide games were planned for the assembly to welcome Grade 1 students and the Ike-Ichi Festival. Safety rules were set and promoted so that all students could safely enjoy the events. The Committee is planning to hold their campaign in November.
Sports	The Committee thought about sports events to hold at the Sports Assembly, as well as activities that could be easily enjoyed during recess. At the long jump rope assembly, the committee created the "Ike-Ichi Tower" so that the results of all classes could be seen in a glance, and to enhance the desire to do better. The Committee also cleans and organizes the gym storage area, so that PE classes can be conducted safely.	The Committee was able to call for regular exercises, but since there were few assemblies, they were not able to make them regular. Many students exercise only when there was an assembly, so how to increase enthusiasm is a future challenge. By keeping the gym storage area clean and orderly on a daily basis, it has become easier to keep the area clean.
Health	The Committee wanted the entire school to understand the results of the injury surveys instead of just looking at the numbers posted on the wall, so they thought of various methods. As a result, they decided to announce the previous month's injury investigation results at the monthly school-wide morning assembly.	The Committee was able to convey the results to at the school-wide morning assembly, but content was limited because they only had a little time. It was difficult to maintain an awareness of prevention. Understanding the trends of injuries in each grade from the results of the injury investigation is a future challenge.

Assembly	The Committee discussed how to incorporate ISS activities into the assemblies. The students decided to modify how students line up and set rules for assemblies that call for ISS activities, and to think of and implement methods of acting safely.	The Committee was able to promote awareness of safety among all students by thinking of ways for all students to line up safely and by applying rules, and calling for safety in the Assembly Committee newsletter.
Lunch	The Committee discussed ways to convey lunch-time preparation and clean up actions they thought were dangers. At the Student Assemblies, the Committee put on a skit about serving lunch and held a quiz so that all students would realize that this was a familiar problem and would think about safe preparation and cleanup activities.	Using skits and quizzes, the Committee was able to convey their findings in a fun and easy-to-understand manner. There was only limited time for assemblies, so they were only able to introduce safe preparation and cleanup methods. They will continue to call out to grades and plan a campaign.
Library	The Committee discussed how to approach ISS activities. They decided to create an ISS Corner featuring books about ISS activities in the library, and to read books about ISS activities to the lower grades.	Before creating the ISS Corner, the students visited the library at Ikebukuro Honmachi Elementary School, and interviewed the librarian. The Committee is planning to create an ISS program that will garner more interest from the lower grades, and hold read-aloud time for these younger students.
Broadcasting	The report on the morning water quality inspection was raised as a contact with the Broadcasting Committee's ISS activities. This was developed into an activity to call for safety using over broadcasts. The Committee decided to announce the number of injuries on the previous day during the morning broadcast.	The Committee changed their broadcast and started the program from the day after their discussions. However, even when the broadcast is on, students tend to ignore it. The Committee must think of ways to leave an impression on the listeners.
JRC	The Committee thought about the relation of JRC activities and ISS activities. They decided to foster compassion through fund-raising activities, and to organize a relaxing environment for the school through activities to increase greenery.	The compassion resulting from fund-raising activities and activities to increase greenery is not visible, but we hope to foster all students' hearts and create a relaxing environment by continuing these activities.

(2) School patrols and preparation of Hiyari Close Call Point Map by students

The ISS Committee members wear ISS vests and patrol the school building. They call for students to walk on the right of hallway, etc. The results are patrols are summarized in a Hiyari Close Call Point Map, and posted on each floor each month. The Health Committee investigates where injuries occurred in the school building, the student's grade, and what type of injury occurred frequently. The Committee discusses improvements that could be made, and works to create a safe environment.



ISS Sign  
(Posted at hallway corners in the school building)



Results and safety reminders are posted at a visible place on each floor.

"Keep right" signs and I-Heart chan pylons  
(Setup in hallways outside lower grade classrooms)



More students remembered to keep right after seeing I-Heart chan pylon, and number of collisions in the hallways and stairs has dropped.

ISS Committee members wear ISS vest and take turns patrolling.



### (3) Student-led ISS Assembly

The Student ISS Committee leads a Student Assembly (ISS Assembly) where reports are presented on the situation of injuries, the ISS programs proposed by each Committee, and each grade's ISS programs, etc.



At the preliminary evaluation, the ISS Committee members explained about the ISS symbol mark and Hiyari Close Call Points that are displayed at the "3A Road", which was named by the entire school.



All Committees give easy-to-understand presentations on the current and future projects within their allocated time. At the end, all students sing the school's 70th anniversary song and ISS Song "With Wonderful Smiles".



The ISS Slogan "Ikebukuro Daiichi ES: Anzen (Safe), Anshin (Secure), and Afureru (Overflowing with) Smiles" is always everyone's motto.

(4) Program for research in school (Improvements to PE classes)

1. Concept of research

<p style="text-align: center;"><b>[Demands from society]</b></p> <ul style="list-style-type: none"> <li>◇Toshima City has acquired International Safe Community Designation, promoted by WHO, and is working to create safe and secure communities.</li> <li>◇We recognize that there are many hazards in the environment around students. It is necessary to develop the ability to predict and avoid hazards, and to develop the capacity and ability to contribute to the creation of a safe and secure environment.</li> </ul>	<p style="text-align: center;"><b>[Situation of students]</b></p> <ul style="list-style-type: none"> <li>◇There are many injuries caused from falling and collision during recess.</li> <li>◇There are many instances in PE class where students cannot withstand their own body weight.</li> <li>◇Physical strength and motor function performance investigations show that items related “physical strength”, “timing”, and “quickness” are lower than average.</li> </ul>
<p><b>[Ikebukuro Daiichi Elementary School’s educational targets]</b> Raising children who are strong and can respect each other’s lives and human rights</p> <p>○Learning by applying      ◎Promotion of health      ○Solid dreams      ○Kindness as global citizens</p>	
<p><b>[Educational targets for PE class]</b></p> <p>Through suitable exercise and an understanding of health and safety, which encompasses the heart and body as an integrated unit, we aim to develop a foundation of ability and performance to enjoy exercise for life, to maintain and promote health, improve physical strength, and foster an attitude for a fun and bright daily life.</p>	
<p><b>[Research theme]</b></p> <p><b>Modifying instruction to increase motor functions and increase safety</b></p>	
<p><b>[Research hypothesis]</b></p> <p>Motor functions can be increased by continuously incorporating exercises to increase physical strength, motor skills, and agility. Furthermore, the quality and amount of exercise is secured by improving physical activities. This should lead to students who exercise daily, and to injury prevention and hazard avoidance.</p>	
<p><b>[Ideal student image]</b></p> <p><b>Students who know their own body’s movements, and can exercise while being safe</b></p>	

2. Progress of research

• Direction of research

Based on the results of the physical test conducted by Tokyo (SY2016), we established the hypothesis that increasing “physical strength”, “motor skills”, and “agility” will lead to prevention and reduction of injuries.

• Research perspectives were set as follow:

- Perspective 1    Methods to increase motor functions
- Perspective 2    Safety we want students to learn
- Perspective 3    Safety considerations teachers must make

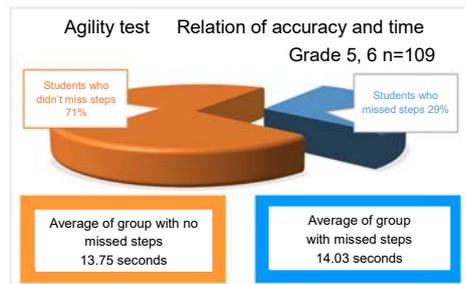
• SY2017 PE class and related programs

Grade play sessions in gym [from April]

Once a week during long recess, Grade Play sessions are held in the gym.

Analysis of sports test + measurement of agility [May, June]

In addition to the regular sports test, a course to measure agility was prepared, and all grades were measured. For the Grade 5 and 6 students, the average time of students who completed the course without missing a step was faster. This shows that accuracy and quickness are contradictory.



Dynamic warm-up exercises and UP time [from April]

oWarm-up exercises with dynamic elements have been planned and implemented for all grades.

8 × 2	<b>Shoulder squeeze</b>	Count 1, 2: front 3,4: back 5,6: front 7,8: back
8 × 4	<b>Elbow rotation</b>	Count 1,2: front 3,4: front 5,6: front 7,8: front Count 2.2: back 3:4 back 5,6: back 7,8: back
8 × 4	<b>Rotary touch</b>	Count 1,2: right 3, 4: left 5, 6: right 7,9: left
8 × 4	<b>Hip joint rotation</b>	Count 1, 2, 3, 4: right 5, 6, 7, 8: left Count 2.2.3.4: right. 5.6.7.8: left ...
8 × 4	<b>Swing</b>	Count 1,2: front 3,4: front 5,6: front 7,8: front ... Count 3.2: back 3:4 back 5,6: back 7,8: back
8 × 6	<b>Thigh Achilles tendon</b>	Count 1,2,3,4: right 5,6,7,8: right ... Count 4.2.3.4: left. 5.6.7.8: left
8 × 4	<b>Jump</b>	Jump on each beat
8 × 4	<b>Open/close jump</b>	1: open 2: close 3: open 4: close ...
8 × 4	<b>Radian</b>	1,2: right 3,4: left 5,6: right 7,8: left
8 × 4	<b>Twist</b>	1: right hand 2: left hand 3: right hand 4: left hand ...
8 × 2	<b>Foot touch</b>	1: right outside 2: left outside 3: right outside 4: left outside
8 × 4	<b>Deep breaths</b>	Large

oWhen the warm-up exercises are finished, students participate in exercise play that includes body strength building elements for about one minute.

• PE research classes [from July]

July: Grade 4 High jump

September: Grade 5 Apparatus gymnastics, exercises to build physical strength (coordinated group gymnastics)



[Practicing to land during skill improvement time]  
September: Teacher training (coordinated group exercise)



[Practicing how to assist a handstand]  
October: Grade 1 Exercise play using sports apparatus and equipment



[Teachers practicing coordinated group exercise (cactus)]



[Learning how to roll (rolling pencils)]

(5) Preparation of ISS activity curriculum for regular subjects, etc.

We have prepared an annual curriculum for safety education and safety education in regular subjects for all grades. Instruction plans are also summarized for classes in each grade.

Table 5-2 SY2017 Safety Education Curriculum and Annual Education Plan

[Grade is indicated in parentheses. Items with no indication apply to all grades.]

		4月	5月	6月	7月	8、9月		
各学年 共通	I 生活	日常	安全な登下校の仕方を身に付ける 校内での安全な歩行の仕方を身に付ける ・安全な廊下歩行	体力づくりの大切さを考える 通信機器の正しい使い方 ・不審電話への対応の仕方(1,2) ・インターネットや携帯電話、SNSのルールについて(3~6)	雨の日の過ごし方を考える ・安全な廊下歩行	不審者被害にあわないようにしよう ・不審者対応の避難訓練	校内での安全な歩行の仕方を身に付ける 通信機器の正しい使い方 ・不審電話への対応の仕方 ・インターネットや携帯電話、SNSのルールについて	
		定期	学校のきまりを身に付ける 道具の正しい使い方 いじめは絶対にいけない	学校のきまり 道具の正しい使い方 いじめは悲惨	暴力行為の危険さを知ろう	夏休みの生活の約束 ・健康な生活 ・安全な場所と遊び方 ・「いかのおすし」の確認 暴力行為は悲惨	いじめをなくそう 災害や危険から身を守る	
		特設 (教科等)	「学校のきまりや約束」(1) 「学校探検」(1,2)	「安全教育デー」(土曜公開)	プールの決まり	着衣泳(中高)	「セーフティ教室」 「まちたんけん」(2)	
	II 交通	日常	安全な登下校の仕方を身に付ける ・通学路の歩き方 ・道路の歩き方	安全な横断の仕方を身に付ける ・信号のある道路、ない道路の渡り方	自転車の安全な乗り方を身に付ける ・安全点検の仕方 ・安全な乗り方 決まりや信号を守って安全に登校(雨の日の登下校)	暑い日の交通安全 夏休みの生活の約束	登下校時の災害から身を守る 安全な登下校 快適な自転車の乗り方を考えよう	
		定期	春の交通安全運動 通学路の確認		通学路の確認		秋の交通安全運動	
		特設 (教科等)		「安全教育デー」(土曜公開)				
	III 災害	日常	地震や災害時の行動 ・避難経路の確認 ・「おかしも」の約束			大雨等の風水害時の行動 ・水遊びの危険	地震や災害時の行動 ・避難経路の確認 ・「おかしも」の約束	
		定期	授業中の近隣出火の訓練	引取避難訓練 災害時の下校	安全な集団下校の訓練		緊急地震速報が発令されたときの避難の仕方	
		特設 (教科等)	「豊島消防署見学」(4)	「安全教育デー」(土曜公開)				
			10月	11月	12月	1月	2月	3月
			地域の安全を考える ・「いかのおすし」の確認 ・遊びに行くときの約束 運動の仕方を身に付けよう いじめを追放しよう	乗り物の正しい安全な乗り方を身に付けよう	冬休みの生活の約束 ・健康な生活 ・安全な場所と遊び方など	安全のための施設を知る ・危険な場所を知る ・家の中の安全	校内で起きた事故について考える	春休みの生活の約束
				暴力行為をなくそう	暴力行為を追放しよう	みんなと仲良くしよう 「地域安全マップ作成」(5)	みんな笑顔で仲良くしよう 「地域安全マップ作成」(5)	
		天気の良い日の歩き方	乗り物の正しい安全な乗り方を身に付けよう ・電車やバスの乗り降りの仕方 ・車中での安全とマナー 安全で快適な交通安全 ・踏切の渡り方	夕暮れ時の交通安全	寒さに負けないで登校	安全についてみんなで考えよう	安全を振り返ろう	
			「交通機関のマナーについて」(2)					
		授業中近隣出火の訓練・二次避難	休憩時の避難訓練 ・落下物に注意 ・身近で安全な場所への避難	登校時の避難訓練 ・放送の指示をよく聞く	授業中の出火訓練(給食室) ・ハンカチで口と鼻を覆う	休憩時の近隣出火訓練 総合防災訓練 ・遊びを止めて放送を聞く	休憩時の地震訓練 ・遊びを止めて安全に避難	
		「雲と天気の変化」(5)	「流れる水の動き」(5) 「けがの防止」(5) 「大地のつくりと変化」(6)			「自然災害から人々を守る」(5)		

・ Grade 2 exchanges with Community Plaza “Kami-Ikebukuro”

The students hold exchanges with the Community Plaza, a place where they often used for studying and playing. They tour the facility, which is a Safe Community base, and ask the staff questions. The students play games with seniors using the plaza, and hold inter-generation exchanges and activities with members of the community.



・ Grade 5 “Community Safety Map Creation” program

Parents and members of the community cooperate with the Grade 5 students as they actually walk around familiar areas such as their school route and school district investigating places where crimes and traffic accidents could occur easily. The students summarize their findings in the community safety map. In April, when the students enter Grade 6, they present their map to the new Grade 1 students to teach them about safety.

1	Grade 5 class “Integrated study time”
2	Subject name [Making a community safety map] (10 class hours)
3	ISS goal Prevent traffic accidents, increase awareness of safety, and learn about the actual state of safety within the community.
4	<p>Main learning activities</p> <p>(1) Think about “safe” and “hazardous” places, and learn about the community safety map.</p> <p>(2) Prepare a plan to create a community safety map.</p> <p>(3)(4) Actually tour the community, and conduct fieldwork and interviews.</p> <p>(5)(6)(7)(8) Create a community safety map based on the investigation results.</p> <p>(9)(10) Present and discuss findings on the community, based on the community safety map, and hold mutual exchanges.</p> <p>☆ Present situation of community to the new Grade 1 students. (April)</p>

• Learning with visiting lecturers

In SY2017, the May Toshima Saturday Open School was designated as the “Safety Education Day”. Classes were held in cooperation with experts, companies in expert fields, public groups, and universities. We will continue to position these lectures within the ISS Annual Curriculum, and hold similar learning sessions once every school year.

(1) Grade, subject “class name”, etc. (2) Outside lecturer (3) ISS aim (4) Main learning activities	
1	Grade 1 Pedestrian simulator
2	Tokyo Metropolitan Government Office for Youth Affairs and Public Safety, Traffic Safety Section
3	Learn how to cross the street more safely
4	Groups of students used the pedestrian simulator to watch images and learn how to cross the street. The students thought about how to act in situations that might be dangerous, and practice with the simulator.
	
1	Grade 2 Railway transportation safety class
2	Tobu Railway, JR East Japan
3	Learn how to cross railway crossing safely
4	The students learned how to safely cross the railway crossing, and how to respond if they are faced with a hazardous situation, etc. Actual railway equipment was used for practice.
	
1	Grade 3 Bicycle simulator
2	Tokyo Metropolitan Government Office for Youth Affairs and Public Safety, Traffic Safety Section
3	Learn how to ride bicycles safely
4	Each student watches images on the simulator to learn where to look and what to pay attention to when riding a bicycle.
	
1	Grade 4 Social Studies “Police Officer’s Work and Community Cooperation”
2	Ikebukuro Police Station
3	Learn about the work that police perform
4	The students learn that police don’t just solve crimes, but also many other jobs such as patrolling the neighborhood and training police dogs.
	

1	Grades 5, 6	Disaster learning program "First aid"	
2	Japan Red Cross Tokyo Branch, Youth and Volunteer Section		
3	Learn how to provide simple first aid with nearby items		
4	The Students learn and practice how to stop bleeding from head or limbs, how to use items nearby when bandages, etc., are not available.		

• Open moral education class for the community

Moral education class has been set as a time for students to think about and feel the importance of making a continuous effort and praising their friends' efforts during studies, sports, and daily school life. Every year, the school discloses the open moral education class program details to the community and parents, and utilizes this session as a time to increase understanding.

Table 5-3 SY2016 Open moral education class for the community program

Grade	Program details (Primary theme/material name, etc.)	Item
Grade 1	Be courageous "Owl Moon"	Hope and courage Effort and strong will
Grade 2	Obeying promises and rules "Determination"	Hope and courage Effort and strong will
Grade 3	Following through on decisions to the end "Dreams aren't what you see, they are what you achieve" "You can do it"	Hope and courage Effort and strong will
Grade 4	Having dreams "Olympics for Students not good at Sports"	Hope and courage Effort and strong will
Grade 5	Working toward goals "Captain"	Hope and courage Effort and strong will
Grade 6	Refining yourself "Together with Helen - Anne Sullivan" "What are you going to do Ken?"	Hope and courage Effort and strong will

(6) Safety inspections inside and outside the school building

Once a month on the health and safety instruction day, all teaches perform a safety inspection of their assigned place to prevent student injuries and accidents inside and outside of the school building. For the gym, middle roof, roof, and playground used frequently by the students, the teachers split up into three groups and perform a monthly group check of hazardous places. We are able to check areas with many eyes by alternating the assigned inspection area each month. The administration, custodian, and office chief check the "Safety Inspection Record Card", and make repairs, etc.





→ 生活指導

記入カード ( 校庭 )

月	異常箇所	状態	点検
5月	白いワ	上の方が鋭くはかれています。 (サムナーフの補強がとれています。)	
	緑のネット	中央、辺りもボロボロになっています。	

(7) Measures based on factual survey of bullying (School Life Survey)

Six times a year, all students participate in a survey of bullying. The guidance counselor organizes the survey results. In addition, the school counselor interviews all Grade 5 students during first semester. If any suspected bullying or cases of bullying are found through the survey or interviews, the class head teacher and grade head teacher confirm the facts, and provide immediate supervision and guidance. If there is an incident of bullying, regardless of the severity, it is raised at the monthly “Support Team for Prevention of Bullying and Violent Actions” meeting, and reported at the evening meeting on lifestyle guidance. These allow all teachers and staff to establish a common understanding, and organizational measures to be taken.

Data tabulated and handled each semester is reported to Tokyo Municipal Board of Education and the Toshima City Board of Education.

Table 5-4 Situation of bullying (excerpt from July 2017 School Life Survey)

	Situation	Response	
1	Someone said mean things Student's displays were damaged	Because the other child was known, they were asked why they said mean things, and given supervision. Regarding the display, all students were told to cooperate so that similar incidents do not occur.	Observing progress
2	Student's displays were damaged	Students were interviewed to find the reason, and individual supervision was given.	Resolved
3	Student was teased.	Students were interviewed to find the reason, and individual supervision was given. The student being teased was behaving in a way that could easily be misinterpreted, so the student was told to be mindful of actions.	Observing progress

(8) Emotional support by School Infirmary and school counselors

For students who frequently visit the infirmary room, the teachers make an effort to create an environment where students can talk safely and freely. The school nurse makes an effort to understand the student's feelings, comprehend the situation, and work with the administration, class teachers, school counselors (SC), guidance supervisors, parents, and when necessary, with the special support teaching coordinators and relevant agencies. If there is an “infirmary student” (student who studies in the infirmary rather than the classroom because of bullying), an effort is made to create a pleasant atmosphere so that the student can gain emotional stability and return to the classroom. Interviews are held between the SC and student, and between the SC and parent to identify why the student is having a hard time adjusting, and to find solutions. If the student cannot adjust to school, the school collaborates with experts such as SSW (Social School Workers) and educational centers to find a solution.



The SC interviews each of the Grade 5 students during first semester to increase understanding of the students, to detect bullying at an early stage, and to enhance relations with the SC. If the SC identifies that the student has a problem, case work is promoted with the administration, class teacher, guidance counselor, and special support education coordinator, and class teacher for special needs classes.

(9) Improvement of special support education



Students requiring special educational support are assisted by their class teacher, SC, and the special support education coordinator. These teachers share information on learning and communication, and work to understand the difficulties the student faces. The coordinator coordinates with the parents and related agencies, and uses development tests, etc., to share information on the student's situation and instruction methods suiting the student with the school. If the student requires instruction in the Special Support Class (Tanpopo Class), the visiting instructors, special support class specialists, and head teacher collaborate and stay in close contact. In

addition to individual instruction in the special support classroom, the teachers discuss considerations that should be made in the student's class and effective instruction methods. A coordinated individual teaching plan and school life support sheet are prepared to help the student lead an energetic and fun school life.

A clinical developmental psychologist is dispatched to the school ten times a year. We have this specialist to visit all grades through the year and support the difficulties that the students and class teachers face, and to give concrete advice to the teachers. The entire school works together to prevent students who require special support from being subject to "bullying", which can cause emotional injuries, and lead a safe school life.

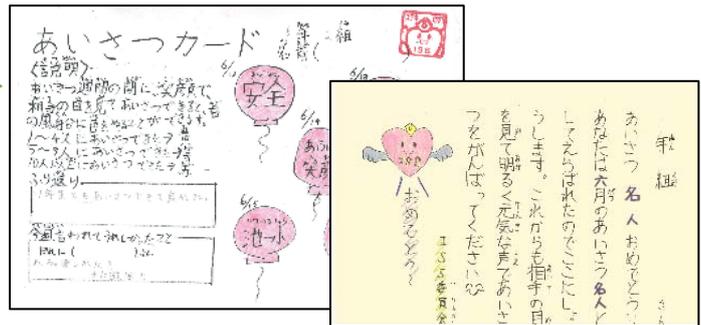
(10) Greeting campaign



[Good Morning Patrol]

Our "Good Morning Patrol" conducts a greeting campaign with the slogan "Greeting each other with smiles to make everyone happy" in with the belief that greetings foster warm relationships. Students wearing "Good Morning Patrol" badges stand at the school gate every morning. The Grade 6 students participate year-round, and the Grade 2 to Grade 5 students take turns by month. The ISS Committee suggested a monthly greeting week, and promoted activities so that everyone can greet people properly wherever they are. Based on information provided on the greeting card, a "Greeting Master" and "Sparky Word Master" is selected from the class and awarded.

In SY2016, Expanded Executive Committee proposed a "Greeting Campaign". The current ISS Committee has continued this campaign. The students aim to become "Greeting Masters", and make an effort to greet everyone.



(11) Cross-age group activities

All students (grades 1 to 6) are divided into 14 groups of different ages to form "Kashiwa Groups", which meet to foster rich and warm relationships between the students. Once a semester, the group plays and eats lunch together. All Grade 6 students lead the groups and discuss the activities beforehand to decide games and rules, etc., so that even the lower grade students can enjoy the event.



[Playing in Kashiwa Groups]

The students stay in their Kashiwa Group during the walk rally on the school-wide field trip and during the student assembly activities (Ike-Ichi Festival). Each student has a role that matches their grade, and develops responsibility as a member of the group.



(12) Measures based on cell phone and smartphone survey

The results of the survey are posted in the monthly ISS Newsletter. In addition, the students are reminded that cell phones and smartphones can hurt the other party, can hurt their friend’s feelings, and cause irreparable damage. Families are asked to decide rules and apply filters. There was one incident of SNS related trouble each in the last and current school years. The school explained to parents that both incidents involved students who did not have family rules or filters on their phones, and asked for help to prevent recurrence. The students are also repeatedly instructed on safety.

(13) Safety class (middle, upper grades)

As explained above, our school has had incidents of SNS related trouble. For the past few years, safety classes for the middle and upper grade students have included issues on Internet and SNS trouble. We have invited lecturers to visit and talk to the students. Last year, a phone company gave an “Internet Safety Class”. This year, we have invited a lecturer from the Tokyo Municipal Board of Education, Guidance Department Planning section to give the “Parent and Child Information Morals Class” at the Toshima Saturday Open School.



(14) Bicycle safety class and traffic safety instruction

At our school, the PTA organizes a bicycle safety class each year in cooperation with the Ikebukuro Police Station, Traffic Safety Association, and bicycle shops. Officers from the Ikebukuro Police Station give talks on the latest situation of traffic accidents and on how to ride bicycles correctly. After the lecture, all students ride bicycles along a prepared course, and receive advice on their riding. The PTA urges parents to purchase bicycle helmets at this time. If a student brings his or her own bicycle, the bicycle shop performs a careful safety inspection.



[Safety instruction by teacher]  
 At the morning assembly on Health and Safety Instruction Day in April and June, the teachers demonstrate “how to safely commute to and from school”, and “how to safely ride a bicycle”.

(15) Preparation of safety map

1. "Community safety map" showing information on suspicious people and hazardous spots

The school prepares the "Community safety map" based on information of suspicious persons and survey of hazardous spots received from parents. The map is distributed at parent meetings, and used for mimamori watching activities along the school route.

夕方 地下道手前の道で、大声で周囲の人に因縁をつけて絡む年配の男性を数回見かけた。(5年生)

不審者ではないが、不自然な行動をとるカップルに風紀の乱れを感じる (3年生)

通年 暗くなると物騒 (6年生)

見知らぬ男性に手をふられる (2年生)

1630 前後、持ち物のキャラクターなどについて男性に声をかけられた。(2年生)

街頭が少なく、暗い。(3年生)  
道が狭く、非常に見通しが悪い。(4年生)

公園内を横切って通学している児童がいる。(3年生)  
遊んでいるだけなのに笑い声だけでマンションのベランダから裸の中年男性にしかられる。(1年生)

お茶上がれ地蔵の前で自転車に乗った男性に声をかけられ、後をつけられた (3年生)

通年 路上生活らしき男性を見かける (4年生)

通年 (日中) 夏なのにダウンコートの男性がうろうろしている。(1年生)

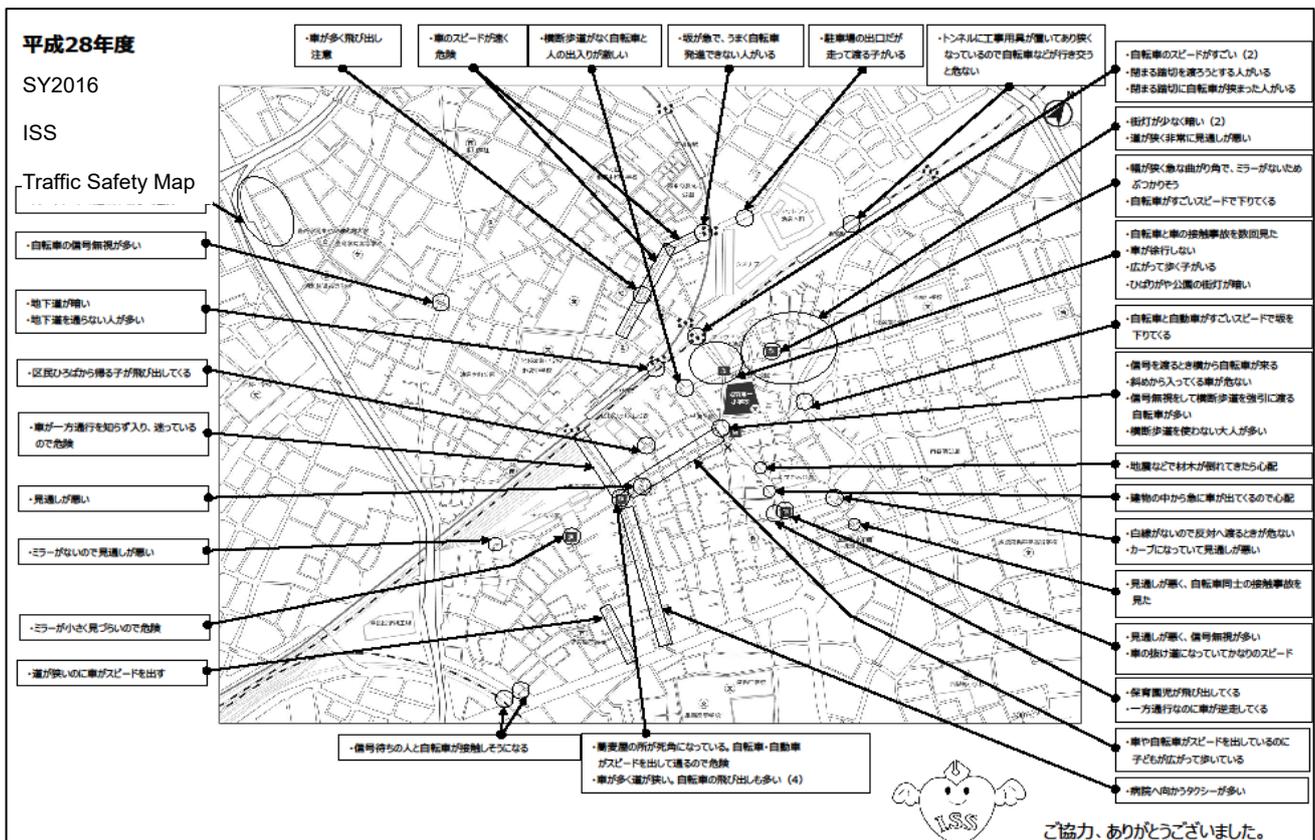
通年 (日中) 路上や神社で缶酎ハイの缶をもった若い男性をよく見かける。(1年生)

不審者対応は  
ついて**いかない**  
知らない車に**のらない**  
**おお**声で助けを**呼ぶ**  
**すぐ**知らせる!!  
**いかに**おすし!!

2. PTA "ISS Traffic safety map"

The PTA ISS Committee set up a "Safety Map Preparation Corner" next to the parent reception desk at the Toshima Saturday Open School. Parents visiting the school were asked to indicate points they thought were a concern in terms of traffic safety. The received information was organized by the PTA ISS Committee and compiled into the "ISS Traffic Safety Map, which was distributed to all homes.





[SY2016 ISS Traffic Safety Map prepared by PTA ISS Committee]

(16) Mimamori watching activities by parents and community

The PTA ISS Committee created ISS key-holders for patrols. Parents and people associated with Ikebukuro Daiichi Elementary School attach this key-holder to their bag, etc., and actually walk around and patrol the community. The school, parents, and entire community watch over the Ikebukuro Daiichi Elementary School.

Community mimamori watching system and safety activities off the school grounds are provided by the Kami-Ikebukuro Shinonome neighborhood association. Twice a week, the members stand along the school and greet the students. Community members associated with Ikebukuro Daiichi Elementary School also participate in the after-school patrol activities conducted by Ikebukuro Jr. High School, which is also aiming to acquire ISS Designation this year. Together we work to watch over the community.



(17) Investigation of bicycle helmet use

On Health and Safety Instruction Day, the school life guidance section gives talks on riding bicycles safely and wearing helmets, and call for students to ride their bicycles safely. To promote awareness of helmet use, each class has graphs showing the number of students with bicycles, and the number of students who wear helmets. This information is also posted at the “3A Road” in front of the faulty room so that parents can also see and understand the situation. These graphs are prepared by the ISS Committee students.



(18) Cooperation with Tobu Railway

We cooperate with Tobu Railway to give a safety talk about railways to the Grade 2 students. Images of Kita-Ikebukuro Station, the school’s closest station, are used to increase students’ awareness within their daily lives. They learn about the proper actions to take when faced with potential hazards at railway crossings or the station platform. The students also learn about railway safety using real train equipment and devices at the trial corner.



Press the button if you think it's dangerous!



Various tools inform you of hazards.

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

**1. Records of injuries occurring inside school**

The data collected by the School Infirmary, and the responses from the Life Review Survey are collected and analyzed by the School Life Guidance Section.

1	Records of injuries occurring inside school	Injuries including minor injuries (School Infirmary data)	The School Infirmary collects information on injuries and accidents with the “School Infirmary Visit Card (injuries)”, and tabulates the results.	Analyzed monthly
		Injuries requiring hospital treatment (Disaster Mutual Aid payment data)	The records submitted to the Japan Sport Council to request payment of disaster medical care expenses for student injury occurring during school supervision are also submitted to the City.	Analyzed once a year
2	Factual survey on bullying School Life Survey	No. of incidents of bullying	All students are surveyed on whether they have ever been bullied, or whether their friends are being bullied.	Analyzed every other month

**(1) Collection of data on injuries, including minor injuries (School Infirmary data)**

池袋第一小学校 保健室入室記録(けが)				
ひにち	いまのじかん	クラス	男女	なまえ
/	:	—	おとこ・おんな	
けがのしゅるい	なんのじかんに そうなったか(○をつける)		けがをしたのは、 どうなったから?(○をつける)	どன்றりゆうか? くわしくかいてください
	①どうこうちゆう ②じゆぎようまえ		①ころんだ・つまずいた	
	③じゆぎようちゆう(きょうかほ?)		②(ボールなどが)(ひじなどが)あたった	
	④たいいく ⑤クラブ		③つくえなどにぶつた・ぶつかった	
けがの ところ	⑥ぎようじ ⑦ちふんやすみ		④人にぶつかった	
	⑧なかやすみ ⑨きゆうしよくまえ		⑤(ゆかなど)つよくついた	
	⑩きゆうしよく ⑪そうじ		⑥おちた ⑦はさんだ	
	⑫ひるやすみ ⑬かえりのかい		⑧ひねった ⑨きった	
どこで (ばしよ)	⑭げこうちゆう ⑮ほうかご		⑩たたかれた ⑪けられた	しよち
	⑯そのほか【 】		⑫目に入った ⑬ささった	
			⑭そのほか【 】	

The injured student, Health Committee student, or school nurse fills in the “School Infirmary Visit Records (injuries)” with entries including “type of injury”, “body part injured”, “time of injury”, “place of occurrence”, “and “treatment”. This data records the situation of the injury, and encourages students to think about injury prevention.

After the card is entered and the student has been treated, a color sticker (coded for grade) is put on the monthly “Injury Map”.



Table 6-1 Weekly injury report (excerpt)

July 10 to July 17, 2017				Total No. of cases: 23 cases				Accumulated No.: 363 cases (from April 6)	
No.	Date	Day	Grade	Class	Gender	Time	Name of injury	Place	Cause
1	July 10	Monday	Grade 2	Class 1	Male	Regular class	Bruise	Special classroom	Hit R's teeth when standing up after falling off chair.
2	July 10	Monday	Grade 2	Class 2	Female	Lunch recess	Stab	Classroom	Stabbed by thumbtack used on display.
3	July 10	Monday	Grade 4	Class 1	Female	PE class	Sprain	Gym	Was sitting in a row during PE class, and twisted left ankle when standing up.
4	July 10	Monday	Grade 4	Class 2	Female	PE class	Scrape	Gym	Scratched an itchy place, and it started bleeding.
5	July 10	Monday	Grade 4	Class 2	Female	Lunch hour	Bruise	Classroom	When standing up after looking for tube of glue on floor, hit head on TV.
6	July 10	Monday	Grade 4	Class 2	Female	Cleaning time	Bruise	Classroom	Was squatting down to look for something. Hit head on corner of TV when standing up.
7	July 10	Monday	Grade 6	Class 1	Male	Regular class	Bruise	Special classroom	Hit corner of desk in Workshop room.
8	July 10	Monday	Grade 6	Class 2	Female	Regular class	Bruise	Special classroom	When getting trumpet and case down from shelf in Music Room, case hit left temple. Scraped upper arm with fitting on case.
9	July 11	Tuesday	Grade 1	Class 2	Female	Recess	Scrape	Playground	Scraped hand on monkey bars.
10	July 11	Tuesday	Grade 4	Class 2	Male	School event	Scrape	Classroom	During evacuation drill, fell when moving to side of classroom that suspicious person could not see.
11	July 11	Tuesday	Grade 4	Class 2	Female	PE class	Bruise	Playground	When done with parallel bars, was stepped on by other student.
12	July 11	Tuesday	Grade 4	Class 2	Male	Lunch recess	Scrape	School route	Had a fight and fell.
13	July 11	Tuesday	Grade 6	Class 1	Male	Before class	Bruise	Special classroom	Got caught on the School Infirmary door.
14	July 12	Wednesday	Grade 4	Class 1	Female	Lunch recess	Scrape	Playground	Fell when playing tag while holding hands.
15	July 12	Wednesday	Grade 6	Class 1	Male	On way home	Bruise	Hallway stairs	When going down the stairs, a person behind the boy collided and fell, and cause student to pump into fireproof door and hurt left knee.
16	July 13	Thursday	Grade 3	Class 1	Female	Lunch hour	Insect sting	Others	Stung by insect.
17	July 13	Thursday	Grade 3	Class 1	Male	Lunch recess	Bruise	Hallway stairs	Was scratching forehead while entering classroom. Door closed, and pinched fingers between forehead and door.
18	July 13	Thursday	Grade 6	Class 1	Male	Lunch recess	Others	Classroom	Got caught between desks, and developed blood blister.
19	July 14	Friday	Grade 1	Class 1	Female	Recess	Scrape	Classroom	Was scratched by X.
20	July 14	Friday	Grade 3	Class 2	Male	Recess	Bruise	Classroom	Other child was playing nearby, and their hand hit the injured student's hand.
21	July 14	Friday	Grade 4	Class 2	Male	Lunch hour	Scrape	Others	Was coming out of the toilet; collided with edge of door when someone entering opened the door.
22	July 14	Friday	Grade 4	Class 2	Female	On way home	Scrape	School route	Was running on way to school and fell.
23	July 14	Friday	Grade 4	Class 2	Female	On way home	Bruise	Hallway stairs	Fell when going up the stairs; scraped shin.

(2) Injuries that required hospital treatment (Source: Toshima City's original injury surveillance)

All injuries and accidents requiring occurring during school administration and requiring hospital treatment are recorded regardless of whether they were eligible for Disaster Mutual Aid payment or emergency treatment fees.

Table 6-2 Excerpt from Toshima City original injury surveillance data (SY2016) \* Nine out of 20 cases

No.	Grade	Gender	Date		Time	Place	Situation	Cause
1	Grade 1	Male	Apr. 10, 2017	Mon.	10:13	Roof	PE class	Fell while playing Green Light Red Light, other student running from side collided into head.
2	Grade 3	Male	May 27, 2017	Wed.	14:45	Hallway	After school	Was jumping to touch classroom sign above entrance. Hit hooks for hanging gym clothes.
3	Grade 2	Male	May 9, 2017	Tues.	10:15	Playground	PE class	Was "IT" during tag. Fell onto color pylon stomach first. Fell on grown and hit face.
4	Grade 4	Male	May 11, 2017	Thu.	13:36	Playground	Noon recess	Fell backwards when playing with ball. Landed on and hurt hand.
5	Grade 6	Male	May 30, 2017	Tues.	13:30	Roof	Noon recess	Fell forward while playing tag. Hit and injured left knee.
6	Grade 4	Female	June 16, 2017	Fri.	10:42	Playground	Long recess	Was playing on monkey bars. Hand slipped, and hit head and back on ground.
7	Grade 5	Male	June 26, 2017	Mon.	15:25	Stairs	Commute home	Was running down the stairs when tripped by another student. Fell face down, down the stairs.
8	Grade 3	Female	June 29, 2017	Thu.	10:42	Hallway	Long recess	Was entering classroom from hallway. Caught hand when door was slammed shut from classroom side.
9	Grade 6	Male	July 7, 2017	Fri.	13:22	Class	Noon recess	Got poked in the eye when playing Niramekko game with other student.

Table 6-3 Record format for injury requiring hospital treatment

Recorded data	(1) Attributes of injured person (gender, grade, age) (2) When (3) Where (4) What activity (5) Arbitrariness (6) Involvement of others (7) Cause (8) Name of injury/sickness (9) Injured/affected part of the body (10) Examination results
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Surveillance of injuries occurring while under the supervision of school (For Elementary/Junior high schools)

Victim	(1) Gender 1 Male 2 Female (2) Grade (3) Age (Date of birth yy/mm/dd: )
Time	(1) Date (yy/mm/dd) (2) Day (3) Time AM or PM (hh/mm)
Place	Inside school Inside school building: 1. Classroom 2.Science room 3. Gymnasium / outdoor sports field 4. Auditorium 5. Hallway 6. Entrance/exit 7. Stairway 8. Others Outside school building: 9. Playground 10. Sports/play facility 11. Pool 12. Ditch 13. Others Outside school 14. Road 15. Sports field 16. Mountain 17. Forest 18. Sea 19. Lake 20. River 21. Others
Situation	<u>During class lesson based on curriculum</u> Regular subjects (subjects), Moral, Independent activities, Integrated study: 1. Physical education (Health & PE) 2. Other subjects Special activity: 3. Class (homeroom) activity 4. Student Council activity 5. Extracurricular club activities 6. Ceremonial events 7. Art & cultural events 8 Health/safety & sports events 9. School excursion & Group overnight trip 10. Working & volunteer events 11. Others <u>During extracurricular instruction based on school education program</u> 12. Extracurricular clubs activity 13. Camping school 14. Seaside school 15. Swimming lesson 16. Student guidance 17. Guidance counseling 18. Others 19. Recess hours 20. Lunch & noon recess 21. Particular time after school day starts 22. Particular time after school day ends 23. Others <u>While commuting to school via predetermined route or a route equivalent to it</u> 24. On the way to school 25. On the way from school 26 Others (Means of commuting to school: 1. On-foot 2. Bus 3. Railway 4. Bicycle 5. Motorized bicycle 6. Motorbike 7. Others )
Arbitrariness	1. Unforeseeable accident 2. Self-injury 3. Violence/fighting 4. Others ( ) 5. Unknown
Involvement of others	1. Independent accident 2. Other student involved 3. Teacher/staff member involved 4. Others ( ) 5. Unknown
Mechanism of injury	1. Traffic accidents <u>Other party:</u> 1. Automobile 2. Motorbike 3. Bicycle 4. Pedestrian 5. Others <u>Person him/herself:</u> 1. Automobile 2. Motorbike 3. Bicycle 4. Pedestrian 5. Others 2. Collision Other person: 1 Person 2 Object / Initiated collision 1 Yes 2 No 3. Compression (Pinched, stepped on) By what: 1 Person 2 Object 4. Tumble (Fell, tripped) 5. Fall From height of: m / From where 6. Scratched or was scratched 7. Cut or lacerated By what 8. Stabbed or stung By what 9. Bite or was bitten 10. Burn By what 11. Almost drowned 12. Poisoning By what 13. Others 14. Unknown

Name of injury	Injured body part
1 Bone fracture	
2 Sprain	
3 Bone dislocation	
4 Contusion/bruise	
5 Ligament injury	
6 Contused wound	
7 Cut	
8 Sting	
9 Split wound	
10 Lacerated wound	
11 Scratched wound	
12 Burn	
13 Tooth fracture	
14 Poisoning	
15 Near-drowning	
16 Accidental ingestion	
17 Others	

Enter code corresponding to injured body part.

Injured body part		
Whole body	Torso	Arms/legs
0 Part of the body	7 Breast	Upper limb
	8 Abdomen	11 Shoulder/upper arm
Head/ neck	9 Pelvis/urogenital system	12 Elbow/ forearm
1 Brain injury	10 Back/buttocks	13 Wrist/hand/finger
<u>Other than brain injury</u>		<u>Lower limb</u>
2 Head		14 Hip joint
3 Face		15 Thigh
4 Eye		16 Knee
5 Teeth		17 Lower leg/ foot joint
6 Neck		18 Foot/toe
Others ( )		

Diagnosis results	1 No treatment required 2 Treatment completed on the same day 3 Regular hospital visit required 4 Hospitalization required 5 Others ( )
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Table 6-4 "School Life Survey" response sheet

### (3) Factual investigation of bullying

The students participate in the "School Life Survey" (6 times a year) every other month, and the "factual survey of bullying" (3 times a year) at the end of the semester so that we can examine the situation of bullying. The survey has been designed so that the students can easily write their feelings.

In addition, the Grade 3 and higher grades participate in the "Hyper Q-U" survey twice a year. This survey aims to improve school life and friendships. Students requiring special support are interviewed carefully so that all teachers and staff have a common understanding of situations.

がっこうせいけつ 学校生活アンケート 年 組 ( )  
あてはまるものに○をつけましょう。

○学校は楽しいですか？

「楽しいです」 「つまらない・いやなことがあります。」  
「つまらない」理由はなんですか・・・

・勉強のこと

・友だちのこと

・その他

○学校でこまっていることがありますか？

「ありません」 「あります」

○学校でこまっている友だちを見たことがありますか？

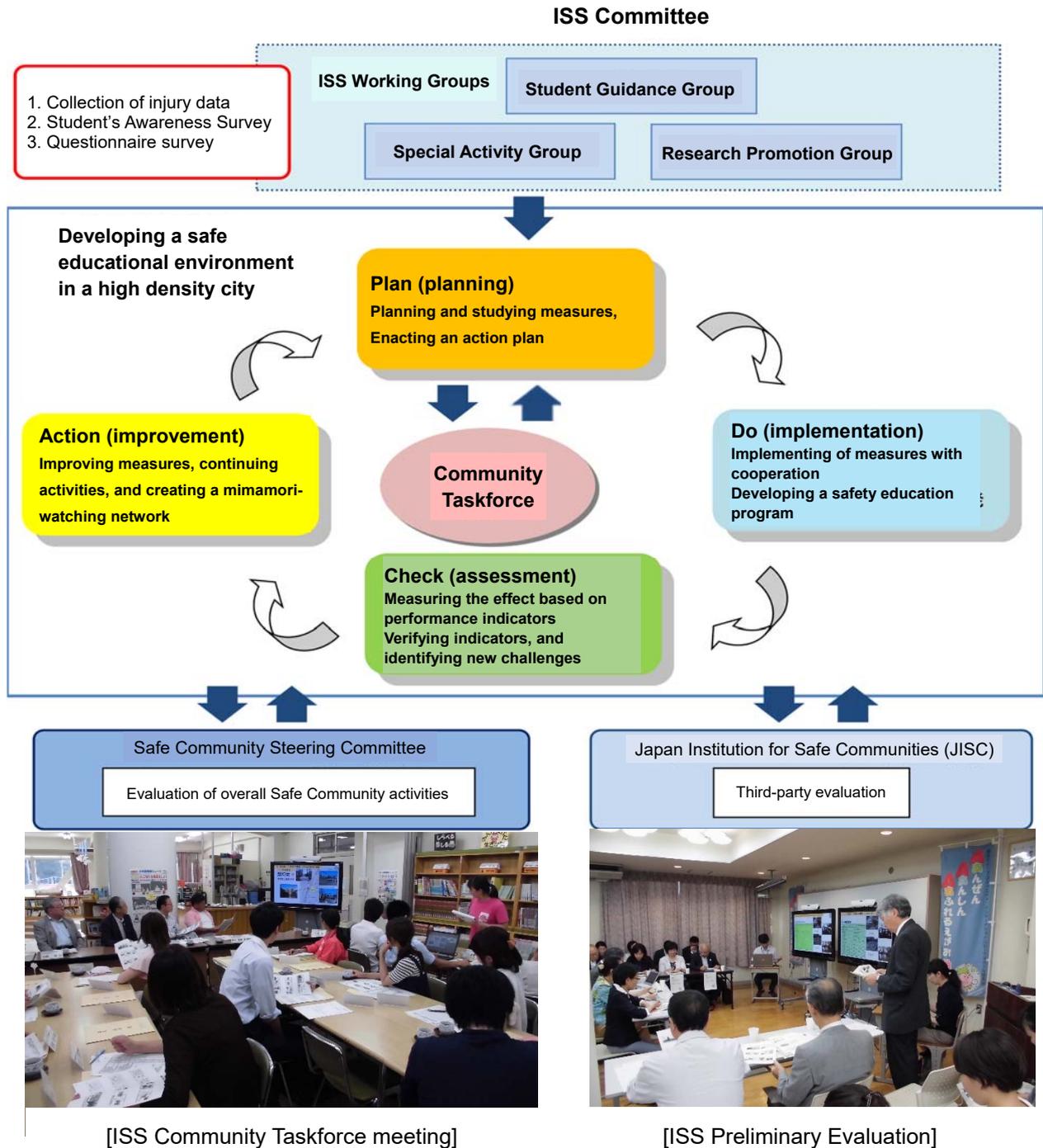
「ありません」 「あります」

～いじめ・暴力行為ゼロをめざして～

**Indicator 7: Evaluation measures to assess school policies, programs, processes and the effects of change are implemented**

1. Managing progress of programs

The progress of the entire program is managed by the Community Taskforce using the data collected and measures planned by the Curriculum Working Group. The effect is evaluated and the program improved based on the performance indicators.



In June 2017, a preliminary evaluation was conducted by Prof. Pai Lu, deputy director of the Asia Certifying Center, Dr. Yoko Shiraishi, director of JISC, and Hisahito Imai, secretariat of JISC.

## 2. Performance indicators for priority challenges

1. Confirmation procedures  
2. Confirmation target

Priority challenge and direction	Short-/mid-term performance indicators	Long-term performance indicators
<b>1. Development of students' ability to predict &amp; avoid risks, and improvement of physical fitness</b>		
(1) Discussions for ISS activities by each Committee (2) School patrols and preparation of Hiyari Close Call Point Map by students (3) Student-led ISS Assembly	Indicator 1: Occurrence of injuries, and understanding of cause 1. Investigation of hiyari close call points (daily) P. 39 2. All students Indicator 2: Changes in awareness and actions for prevention 1. ISS Notebook (utilize for each program) P. 24 2. All students	Indicator 10: No. of injuries occurring in school 1. School Infirmary data 2. All students 1. Toshima City's original injury surveillance data 2. All students
<b>2. School's educational guidance system</b>		
(4) Program for research in school (5) Preparation of ISS activity curriculum for regular subjects, etc. (6) Safety inspections inside and outside school building	Indicator 3: Awareness and implementation of safety 1. ISS Notebook (Utilized for each ISS class) P. 43 to 45 2. All students 1. Safety inspection table (monthly) P. 45 2. Teachers and staff	Indicator 11: No. of injuries occurring during PE class 1. School Infirmary data 2. All students 1. Toshima City's original injury surveillance data 2. All students Indicator 12: Improvement of physical strength and skills 1. Tokyo Municipal physical strength test data 2. All students
<b>3. Prevention of bullying</b>		
(7) Measures based on survey of bullying (8) Emotional support from School Infirmary and counselors (9) Improvement of special support education (10) Greeting campaign (11) Cross-age group activities	Indicator 4: No. of incidents of bullying 1. School Life Survey, factual survey of bullying P. 9 2. All students Indicator 5: Situation of greetings 1. School evaluation (1 to 2 times a year) 2. Teachers and staff, parents	
<b>4. Programs to prevent SNS trouble</b>		
(12) Measures based on cell phone and smartphone survey (13) Safety Class (middle/upper grade students)	Indicator 6: Thoroughness of SNS usage methods and rules, rate of filter use 1. SNS Survey (twice a year) P. 10 2. All students and parents	
<b>5. Enhancement of awareness of traffic safety</b>		
(14) Traffic safety classes and traffic safety guidance (15) Preparation of safety map (16) Mimamori watching activities by parents and community (17) Investigation of bicycle helmet use (18) Cooperation with Tobu Railway	Indicator 7: Rate of bicycle helmet use 1. Survey on helmet use (twice a year) P. 51 2. All students Indicator 8: Implementation of traffic rules 1. ISS Notebook 2. All students Indicator 9: Community and school route traffic safety 1. Survey on hiyari close call experiences (once a year) 2. Students 1. Preparation of safety map (once a year) 2. Parents 1. School evaluation (once or twice a year) 2. Teachers and staff, parents	Indicator 13 Rate of bicycle accidents outside school grounds 1. Traffic report statistics (every year) 2. Students

### 3. Evaluation methods and future programs

#### [Short-/mid-term performance indicators]

Indicator	○Evaluation method ◇Future programs
1	<p>○Injury-causing actions and hiyari close calls in each floor's hallway are indicated on a map, and clearly show whether the number of incidents has increased or decreased.</p> <p>○Injury data is indicated on a map to show places with a high frequency and the increase/decrease of incidents by grade.</p> <p>◇Each student will review the evaluation, and work to improve awareness so they can predict and avoid dangers.</p>
2	<p>○After a Student Council activity, such as the ISS Assembly, each student reviews what they have written and evaluates changes in their thinking.</p> <p>◇To ensure each student can review their findings with a high awareness, we will work to set clear targets for the students' activities.</p>
3	<p>○After classes and programs, the students write their reviews, and evaluate their changes.</p> <p>◇The teachers and staff will check for hazards inside and outside the school building during their monthly safety inspection. Actions will be taken to improve the school environment.</p>
4	<p>○Changes in the students' behavior is investigated and evaluated with the School Life Survey held six times a year, and the factual survey of bullying held three times a year.</p> <p>○All students and the parents will each participate in a yearly SNS Survey. Changes will be investigated and evaluated.</p> <p>◇We will have each student think about changes identified through the various surveys, and make an effort to create a school and society free of bullying.</p>
5	<p>○A school evaluation survey is held twice a year for teachers and staff, and once a year for parents. Changes regarding situation are evaluated.</p> <p>◇The students will work on taking the initiative to greet people so that they can deepen a relation of trust.</p>
6	<p>○Changes in the students' behavior is investigated and evaluated with the SNS Survey (student/parent) results.</p> <p>◇Regarding changes identified from the survey, we will carefully watch each student, and strive for thorough supervision.</p>
7	<p>○Twice a year, a survey on bicycle riding and helmet ownership/usage is conducted, and changes in bicycle use are evaluated.</p> <p>◇The teachers and parents will work together to promote educational activities to ensure traffic safety for the students.</p>
8	<p>○After classes on traffic safety, the students write reviews and evaluate changes in their thinking.</p> <p>◇We will review previous safety education, and will improve the details and methods of the classes.</p>
9	<p>○Once a year, the students check for hiyari close call incidents along the school route and community, and evaluate the changes.</p> <p>○Awareness of safety in the community and along the school route, and the safety of the school route is investigated and verified once a year.</p> <p>○A school evaluation survey is held twice a year for teachers and staff, and once a year for parents. Changes in the students' awareness of traffic rules are evaluated.</p> <p>◇Instruction methods will be improved to increase students' interest and familiarity of matters along the school route on a daily basis.</p>

#### [Long-term performance indicators]

10	<p>○The number, rate, and situation of injuries occurring in the school are shown in tables and graphs. The general characteristics and chronological changes are analyzed and evaluated throughout the year.</p> <p>◇In hopes of reducing injuries as much as possible, we will have each student review how they walk in the hallway and stairs, and will repeatedly work to ensure they walk correctly.</p>
11	<p>○The number, rate, and situation of injuries in during PE class are shown in tables and graphs. The general characteristics and chronological changes are analyzed and evaluated throughout the year.</p> <p>○◇Our school's original "Ike-Ichi Dynamic Exercises" will be designed and continuously implemented so that we can make a chronological comparison of injuries occurring during PE class.</p>
12	<p>○The physical strength of our students is compared against data of all Elementary students and Tokyo, and verified.</p> <p>◇We will continue to research and improve the curriculum for "PE Class", and will devise methods so that even city children can increase their physical strength.</p>
13	<p>○The number, rate, and situation of traffic accidents involving bicycles is analyzed, and used for to analyze and evaluate what is taught daily.</p> <p>◇Even in the past few years, there have been several incidents of traffic accidents involving bicycles. We must convey why traffic accidents occur to the students and remind them to act calmly during daily life.</p>

#### 4. Actual examples used for evaluation

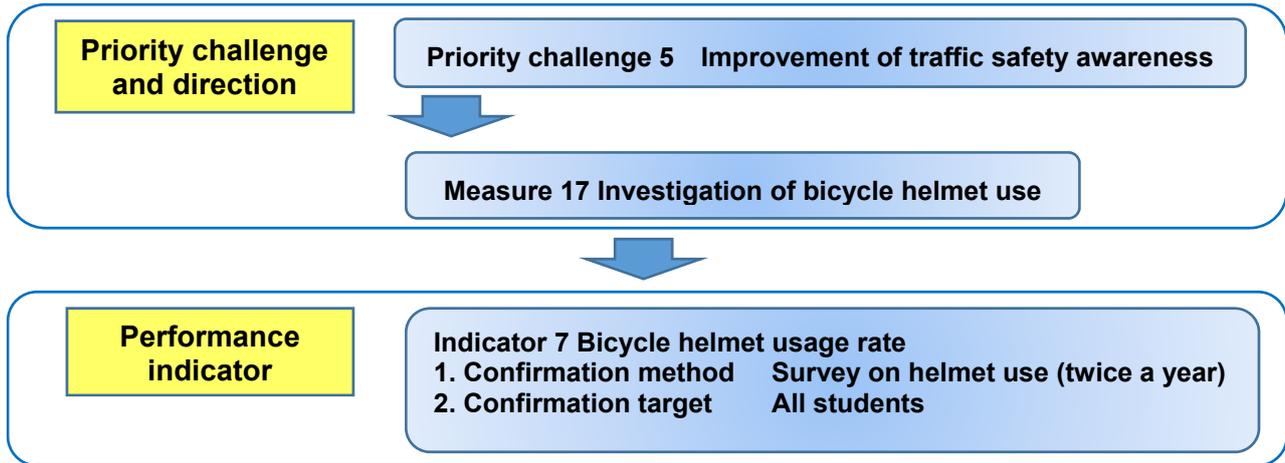
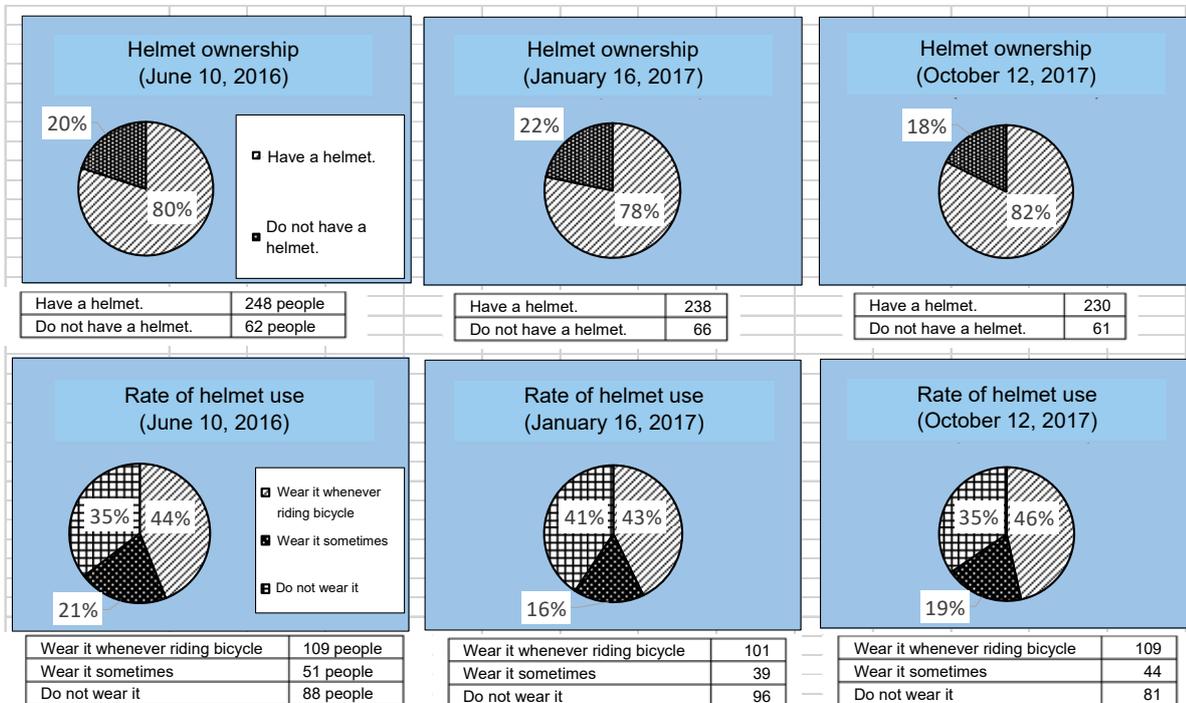


Fig. 7-1. Bicycle helmet ownership rate/usage rate (Survey on helmet use June 2016, January and October 2017)

[reprint Fig. 5-6 on page 36]



#### Evaluation method and improvements

**Evaluation method:** Twice a year, a survey on bicycle riding and helmet ownership/usage is conducted, and changes in bicycle use are evaluated.

**Future actions:** The teachers and parents will work tighter to promote educational activities to ensure traffic safety for the students.

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

**1. Participation in national networks**

2016.	May 18	ISS Declaration Assembly [Venue: Ikebukuro Daiichi ES]	Examiners from the ISS Certifying Center visited our school	
	June 10	Visited the preliminary evaluation of Toshima Municipal Gyoko Elementary School and Toshima Municipal Ikebukuro Honmachi Elementary School		
	July 13	Visited the preliminary evaluation of Saitama Municipal Jionji Elementary School		
	July 29.	Visited the Matsubara Municipal Chuo Elementary School, Nunose Elementary School, and Matsubara Daisan Jr. High School (collaborating elementary and jr. high schools) in Osaka		
	October 7	Visited the on-site evaluation of Atsugi Municipal Shimizu Elementary School in Kanagawa Prefecture		
	November 17	Visited the on-site evaluation of Toshima Municipal Gyoko Elementary School and Toshima Municipal Ikebukuro Honmachi Elementary School		
	November 17	Held exchanges with Ikebukuro Jr. High School [Venue: Ikebukuro Daiichi ES]		
	December 22	School ISS Activity Study Session	Teacher: Certified ISS examiner	
	2017	February 8	Student exchange with Toshima Municipal Ikebukuro Jr. High School [Venue: Ikebukuro Daiichi ES]	
		February 9	Visited designation ceremony for Toshima Municipal Gyoko Elementary School and Toshima Municipal Ikebukuro Honmachi Elementary School	
		February 20	Student Exchange with Toshima Municipal Ikebukuro Honmachi Elementary School and Gyoko Elementary School [Venue: Ikebukuro Honmachi Elementary School]	
		April 13	Examiners from the ISS Certifying Center visited our school and had lunch with Student ISS Committee members	
		June 1	Student Library Committee visited Toshima Municipal Ikebukuro Honmachi Elementary School Learning Information Center	
		June 23	Visited preliminary evaluation of Toshima Municipal Ikebukuro Jr. High School	
From July 4 July 26		Participated in after-school patrols organized by Toshima Municipal Ikebukuro Jr. High School Visited Chichibu Municipal Minami Elementary School and Chichibu Daini Jr. High School (collaborating elementary and jr. high schools) in Saitama Prefecture		
October 31	Visited onsite evaluation of Atsugi Municipal Tsumada Elementary School in Kanagawa Prefecture			
November 8	Participated in Toshima City Safe Community re-designation evaluation [Venue: Community Plaza Kami-Ikebukuro]			
November 10	Student Exchange with Toshima Municipal Ikebukuro Honmachi Elementary School [Venue: Ikebukuro Honmachi Elementary School]			

**Visits to Safe Schools**

We visited schools that have been designated as ISS schools, and learned about their activities.



Chichibu Municipal Daini Jr. High School and Minami Elementary School in Saitama Prefecture



Atsugi Municipal Shimizu Elementary School in Kanagawa Prefecture



Matsubara Municipal Daisan School District in Osaka

**Exchanges with Toshima Municipal Ikebukuro Jr. High School and Ikebukuro Honmachi Elementary School**

Exchanges were held the students and Student Councils of Ikebukuro Jr. High School, which is also aiming for ISS Designation, as well as with Ikebukuro Honmachi Elementary School, which is a collaborating school that has already received designation as an ISS school. The students exchanged information, and hope they can work together to hold lively activities.



Exchange with Toshima Municipal Ikebukuro Jr. High School



Exchange with Toshima Municipal Ikebukuro Honmachi Elementary School and Gyoko Elementary School



Visiting the Toshima Municipal Honmachi Elementary School Learning Information Center

### 1. Current problem points

- (1) There are still many students who cannot predict and avoid danger, and who are injuries for a variety of reasons.
- (2) By improving the PE class, we were able to learn new instruction methods, but this did not necessarily increase the students' physical strength.
- (3) Incidents of bullying, which can cause motional injuries, were not eliminated, and there are still incidents that are being handled.
- (4) Various programs for traffic safety have been implemented, but the student bicycle helmet usage rate has not increased much. Awareness of traffic safety has not increased.

### 2. Mid-/long-term goals

- (1) We will hold exchanges between students and Student Councils at the Ikebukuro Honmachi Elementary School and Ikebukuro Jr. High School, which are located in the same jr. high school block. These exchanges will give students an opportunity to share their activities related to ISS programs.
- (2) Based on the causes of student injury and the results of the Tokyo Metropolitan physical strength test, we must improve PE classes to increase the student's motor skills and physical strength. We will work to improve the students' physical strength and foster the ability to predict and avoid danger.
- (3) We will actively promote prevention measures based on evidential data, and will conduct investigations and interviews so that we may understand the actual situation of the students. We hope to reduce the number of injuries and bullying incidents in the school so that students can lead a calm school life.
- (4) We will work to increase traffic safety awareness, and will work to reduce incidents of injury and accidents off school grounds. In particular, we will promote the use of bicycle helmets to reduce the number of injuries and accidents occurring while riding a bicycle.
- (5) The parents, school, and community will work together to expand the student mimamori-watching network. We will also cooperate and coordinate with the parents and community in the Ikebukuro Jr. High School block to protect the children. ISS key-holders will be distributed to the members of the community to create a network of all adults in the community to watch over the students.

### 3. Future development

- (1) We will continue to promote the student-led International Safe School program based on proposals made by the Student ISS Committee, and with cooperation of the Expanded Executive Council students.
- (2) The teachers involved will change each year due to transfers, etc. However, we will apply the school and teacher's organizational abilities to continue continuous analysis and evaluation of various data and surveys, etc., related to the body and mind. We will hold periodic meetings to exchange information with the staff of Children's Skip Ikebukuro Daiichi, and will work to share a common understanding of ISS initiatives.
- (3) We will continue persistent promotional activities to increase bicycle helmet usage rates.
- (4) The parents and school will cooperate to expand the student mimamori-watching activities. We will also strengthen cooperation with the community, neighborhood associations, and "Community Plaza Kami-Ikebukuro", a Safe Community base, and will promote the International Safe School initiatives through heartwarming exchanges between the students and plaza users, etc.
- (5) We will further strengthen our coordination with Ikebukuro Jr. High School, which is aiming for ISS Designation, and Ikebukuro Honmachi Elementary School, which was designated last year. We will continue participating in national and international networks, and will actively promote exchanges with ISS Designated Schools.