

Application for Re-designation of International Safe School

**Application to become a member of
International Safe Schools Network**

Let's make a **safer and more secure**
Hananoki school



Hananoki elementary school, Chichibu city

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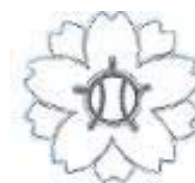
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Chapter 1 Overview of Hananoki Elementary School

1 School name, badge, and educational goals

Chichibu City is located in northwestern Saitama prefecture, about 90 minutes from central Tokyo. Our school is located in central Chichibu city. The school was established at its present location on February 3, 1935 as the Hananoki branch of the Chichibu Municipal Omiya Jinjo Elementary School. On April 1, 1955 it was renamed to the current Chichibu City Hananoki Elementary School. The school has been an early pioneer in starting PTA activities, school graduation trips, seaside school camps, outdoors school camps, and school meals. We have received numerous awards, including excellence in school environmental hygiene, and have taken part in commissioned studies. We celebrated our 80th anniversary in school year 2017, and have graduated 13,370 students.

The education philosophy of Hananoki Elementary School centers on the motto 'Respect time; Keep things clean; Greet properly', aiming to achieve "a school that is safe, secure, abundant with compassion, and trusted by parents and the community". Our school's education goal is to nurture (1) children who are enthusiastic about learning, (2) children who are considerate, and (3) children who are strong in mind and body.



Hananoki school badge

2 Faculty and number of children enrolled / number of classes

Table 1-1 Total children and total classes

As of May 1, 2018 Units: People

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Special needs classes	Total
Number of children	45	63	43	62	50	58	12	333
Number of classes	2	2	2	2	2	2	2	14

The school initially had 1,426 children when it opened, and this number increased to 1,841 by 1954. Currently, the number of children has dropped by about 50 from ten years ago, and we believe this number will continue to decline. The number of classes started from 25 at the time the school opened and at one point increased to 36 classes. At present, two classes operate in parallel at each grade level.

Table 1-2 Number of faculty and staff

As of May 1, 2018 Units: People

Principal	1	Part-time teacher	2
Vice Principal	1	School assistant	3
Senior teacher	1	Special support assistant	2
Teacher (academic affairs)	4	Librarian teacher assistant	1
Teacher (homeroom)	14	Administration staff	1
School nurse	1	Food service staff	1
Head of administration	1	School janitor	2
ALT*	1	ALT coordinator	1

*ALT・・・Assistant Language Teacher

3 The environment around Hananoki Elementary School

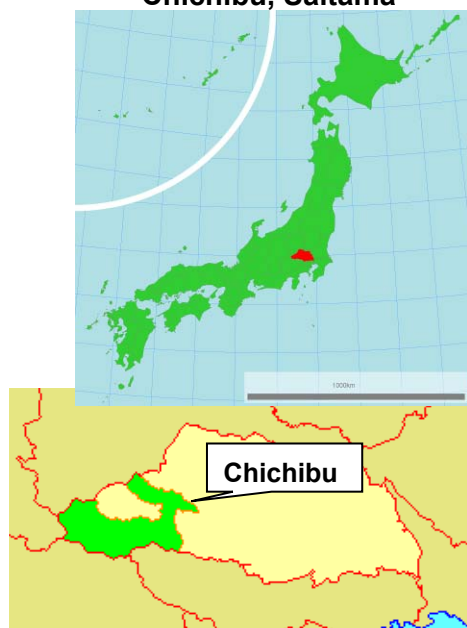
Chichibu City, which has flourished in silk since ancient times, was one of the earliest bodies to enforce municipality in the prefecture, becoming a city in 1950. It was merged with Yoshida-machi, Otaki-mura, and Arakawa-mura in 2005. There are currently a total of 21 pre-high school establishments, with 13 elementary schools and 8 junior high schools, as well as 3 public kindergartens.

The school is located about 1 km to the west from Ohanabatake station on the Chichibu railway and Seibu-Chichibu station on the Seibu railway, and the school district includes the central area of the city, close to a shopping district and tourist attractions where throngs of sightseers can be seen. The neighborhood associations in the school district own four of the six festival cars and decorative floats used in the famous Chichibu Yomatsuri night festival. This festival was registered as a UNESCO intangible cultural heritages event in December 2016. Just a stone's throw away from the shopping street is a residential area with a quiet atmosphere. The area includes a nursery school, kindergarten, junior high school, senior high school, vocational schools, and the city library. These collectively form an educational zone.

The Arakawa River runs through the school district and along its left bank, although a large open space has been established, homes and daily human traffic remain scarce. There is a high volume of traffic on the prefectural road, which runs longitudinally from National Highway 140 to the recently maintained road along the left bank of the Arakawa River. The area surrounding the school is an old residential area, and the roads near the school tend to be narrow and used by many cars as shortcuts. Although school and green belt zones were established with this in mind, concern over traffic accidents remains high.

During the tourist season, the increased number of unfamiliar cars and tourists prompts concerns over crime prevention as well as traffic accidents.

Chichibu, Saitama



Chichibu City area

577.83 km²

Chichibu population

65,365 persons

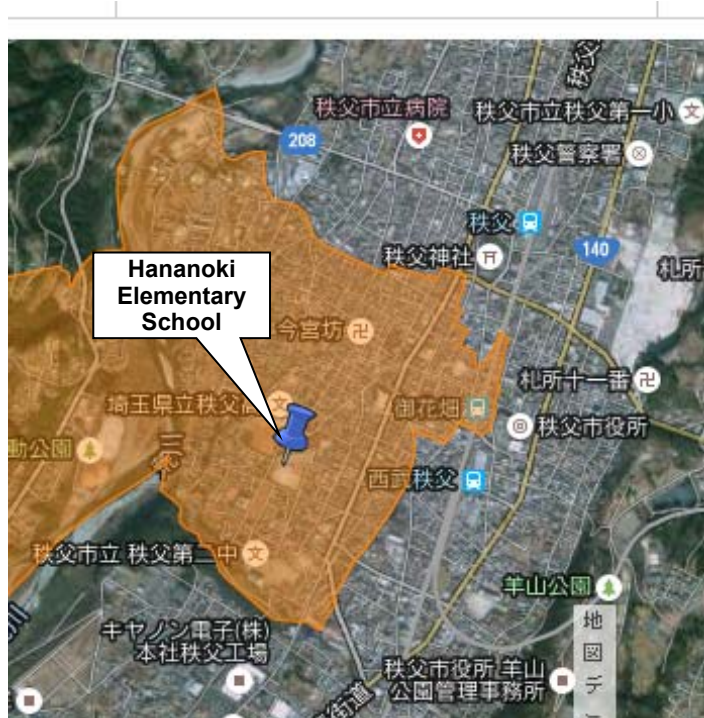
Male: 30,960 persons

Female: 32,405 persons

No. households in Chichibu

26,363

(As of April 1, 2018)



4 School life

(1) School timetable and unique school events

普通日課	月	火	水	木	金	特別日課
8:20	朝読書	朝会・集会	朝読書 算トレタイム	朝読書	すくすく タイム	8:20
8:30	健康観察 朝の会	健康観察 朝の会	健康観察 朝の会	健康観察 朝の会	健康観察 朝の会	8:30
8:40	1校時	1校時	1校時	1校時	1校時	9:10
9:25 35						9:20
9:40	2校時	2校時	2校時	2校時	2校時	10:00
10:25 40	花小タイム					10:15
10:45	3校時	3校時	3校時	3校時	3校時	10:20
11:30 40						11:00
11:45	4校時	4校時	4校時	4校時	4校時	11:10
12:30	給 食					11:50
13:20	ロング休み たてわり班遊び (月1回)	掃 除				12:40
13:35 50		昼 休 み				12:55
13:55	5校時	5校時	5校時	5校時	5校時	13:05 :10
14:40	(帰りの会)					13:50
14:50	6校時 (第1・3週)	6校時	6校時	クラブ・委	6校時	14:10
15:35	帰りの会					◇下校 平日 4 13:50
16:00	下校時刻4時	下校時刻4時	下校時刻4時	下校時刻4時	下校時刻4時	特日 4 13:10 特日 3 11:30
	職員会議 集会・研修		職員集会 生徒指導委 員会			
	週 行 事					
	朝読書 一斉下校 (月1回) 第2・4・5週 5時間 職員会議 校内研修	全校朝会 ISS集会 音楽集会 1年5時間	朝読書 算トレタイム (月1回) 職員集会 生徒指導委員会 1~3年5時間	朝読書 委員会(月1回) 1~4年5時間 クラブ(委員会以外) 1~3年5時間	すくすく タイム 1・2年5時間	

[Entrance Ceremony]



6th grade "Doremi Tai" and current children sing a welcoming song during the ceremony

[80th Anniversary Commemoration Event]



Since our 20th anniversary, we have held an event every 10 years.

[Hanasho Kabuki Club]



Children perform at the Chichibu Yomatsuri and other community events

[Hanasho Chorus Performance]



The chorus, with children from Grade 3 and higher, performs at various events.

[Time Capsule Sealing Ceremony]



6th graders seal a time capsule, and promise to meet again when they are 20.

[Thank You Assembly for Hanasho Supporters]



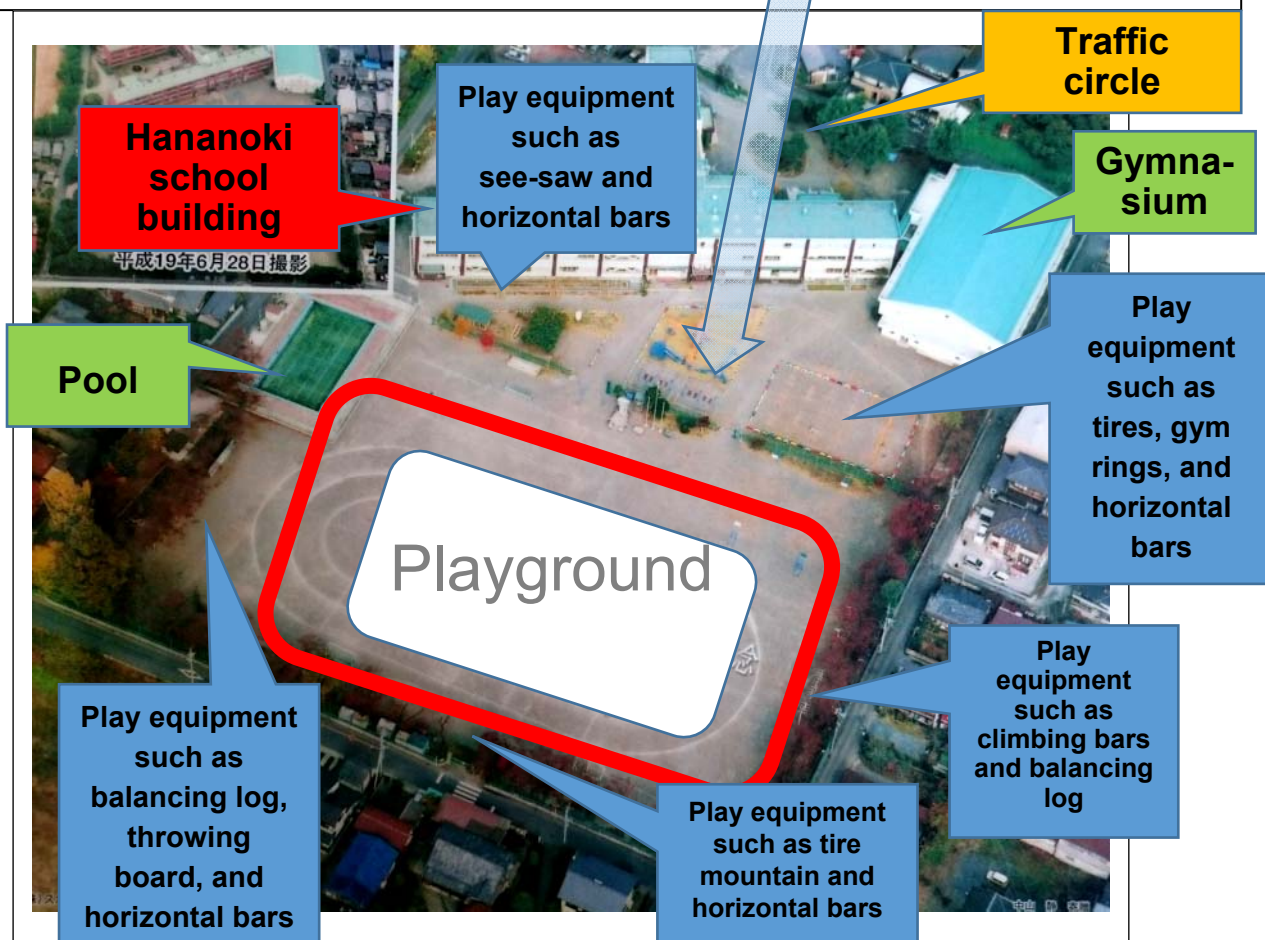
Children express their gratitude to Hanasho Supporters (school supporters in community).

(2) Playground and unique playground equipment

Hanasho Tower (Play equipment used in the Hananoki Elementary School playground)



Aerial picture of Hananoki Elementary School (Shot in 2011) (Virtually unchanged to date.)



Balancing log: Playground equipment made of a walk-on log to improve balance.

Tire mountain: Multiple tires amassed to form a '△' shape on the playground to climb from the bottom up.

Chapter 2 Chronology of efforts under the International Safe School initiative

1 Background to efforts

A school is an institution that aims to provide learning activities that encourage the healthy growth of children and help children to reach their potential, and establishing a safe and secure environment has to be the basic pillar of such efforts. At our school, we perform safety education for children each year based on the overall plan for safety education within the school. Moreover, ensuring the safety of children is very much part of the school routine, with school safety inspections implemented both regularly and in special cases by the faculty and standing guards offering guidance on the way to school. Nevertheless, a survey of children being treated by the school nurse revealed that major causes of injury are tripping and bumping into objects. Teaching children how to ride a bike or cross the street properly by following the rules is another issue that needs to be addressed. Meanwhile, with some of the injuries requiring hospital treatment, the resulting absence from school or enforced early departure inevitably disrupts school life for the injured students.

Our school's management policy is 'to promote education that fosters a "zest for living", and create a safe and secure school,' which coincided with many of the points included in the principles and methods of the Chichibu City Safe Community activities. For this reason, we decided to participate in the initiatives for creating safe and secure schools under the International Safe School Program. In 2015, our school was designated together with the Daini Municipal Junior High School and Minami Elementary School located in the same school district.

2 Efforts to date

* Refer to previous application for details on activities prior to designation ceremony.

Table 2-1

Numbers in [] refer to programs explained from page 31.

School year	Overall efforts		Core children efforts	
2015	December	ISS Designation Ceremony	December	ISS Designation Ceremony
	January	Life Skill Research class (Grade 2, Class 1) [1-4] Human Rights class (Grade 4) [1-3]	January	School Lunch gratitude session (School Lunch Committee) [3-2]
	February	Life Skill Research class (Grade 2, Class 2) [1-4] Participation in ISS Summit Formation of new school commute groups	February	Nikopin Assembly (Committee for Animals and Plants) Eliminate harmful words campaign (Representative Committee) Story telling (Library Committee) Hanasho Safe Clean Activities (Grade 6) [1-7] Nikopin Assembly (Representative Committee)
	March	School Health Committee Visit by Kumamoto Prefecture Board of Education Safe Community International Certification sign installed Fence between south and east gates fixed		
2016	April	ISS Research Promotion Committee established ISS School Research Organization created ISS School Seminar: Year-round [2-1] Safety inspection (5th of each month): Year-round [4-1] Group leader and vice leader meeting	April	ISS Committee started (Once a month, year-round) Sectional groups started (Morning play session) [3-1] Greeting campaign (Representative Committee: year-round)

		(Once a month: year-round) [2-3] Evacuation drills Lowering drills [7-2] School commute instruction by faculty and staff (Once a month) [5-6] Leaving school at the same time in groups (once month, as needed: year-round) [5-4] Human rights talks (Morning assembly) [1-3]		
	May	Traffic Safety classes [5-1, 5-2] Bicycle inspection (PTA) [5-8] Sectional group field trip [5-3] Sectional group field trip safety instruction (PTA) Water rescue training (Faculty and staff) [2-1] School commute instruction session (PTA) Weeding activity with Hanasho Supporters [3-6] (Held twice a month in May to September) Handover to parents drill [7-3]	May	Student Council ISS Slogan announcement [3-2] Monthly ISS Meeting of all committees (Year-round) ISS Song Committee choreography instruction [3-2] ISS song at music assembly (Year-round) [3-2] In-school exploration (Grades 1, 2) Sectional group field trip, group activities [3-4] Story telling (Library Committee: year-round) Collection of aluminum cans and plastic bottle caps by Welfare Committee (Two days a month: year-round) Preparation of school safety map (Grade 3) [1-8]
	June	Human rights class [1-3] Ame Yakushi patrol (PTA) [6-2]	June	
	July	Chichibu municipal employee disaster drills	July	ISS Committee “How to spend summer vacation” Preparation on how to spend summer vacation by Representative Committee (End of semester: three times a year)
	August	Community safety patrol (PTA) [6-2] Parent-child volunteer work (PTA)	September	Collection of reflection cards by Representative Committee Participation in community senior citizen clubs (Chorus group, kabuki)
	September	Evacuation drills [7-2] Sports day safety patrol (PTA) [6-2]		
	November	Education Day safety patrol (PTA) [6-2] Open School for Morals Class (All grades) [3-5] Arts Appreciation Meeting Marathon safety mimamori patrol (PTA) Smartphone safety class (PTA) [1-9] Substance abuse prevention class (Grade 6)	November	Challenge Assembly (sectional groups) [3-1, 5-9]
	January	Evacuation drill, fire extinguisher usage drill [7-2]	December	ISS Committee campaign
	February	Human rights video viewing session (PTA) School Health Committee (PTA) Pruning trees on the playground [4-3]	January	Mogu-Mogu campaign (School Lunch Committee)
			February	School Lunch gratitude session (School Lunch Committee) [3-2] Hanasho Safe Clean campaign [1-7] Rabbit petting and contact experience (Committee for Animals and Plants) Preparation of safe map (Grade 3) [1-8]
	March	Formation of new school commute groups Thank You Assembly for Hanasho Supporters	March	
2017	April	ISS Research Promotion Committee established ISS School Research Organization created ISS School Seminar: Year-round [2-1] Safety inspection (5th of each month): Year-round [4-1] Evacuation drills Lowering drills [7-2] School commute instruction by faculty and staff (Once a month) [5-6] Leaving school at the same time in groups (Once a month, as needed: year-round) [5-4]	April	ISS Committee started (Once a month, year-round) Sectional groups started (Monthly play session) [3-1] Group leader and vice leader meeting (Once a month: year-round) [2-3] Happy Greeting Campaign by Representative Committee (Every Tuesday: year-round)

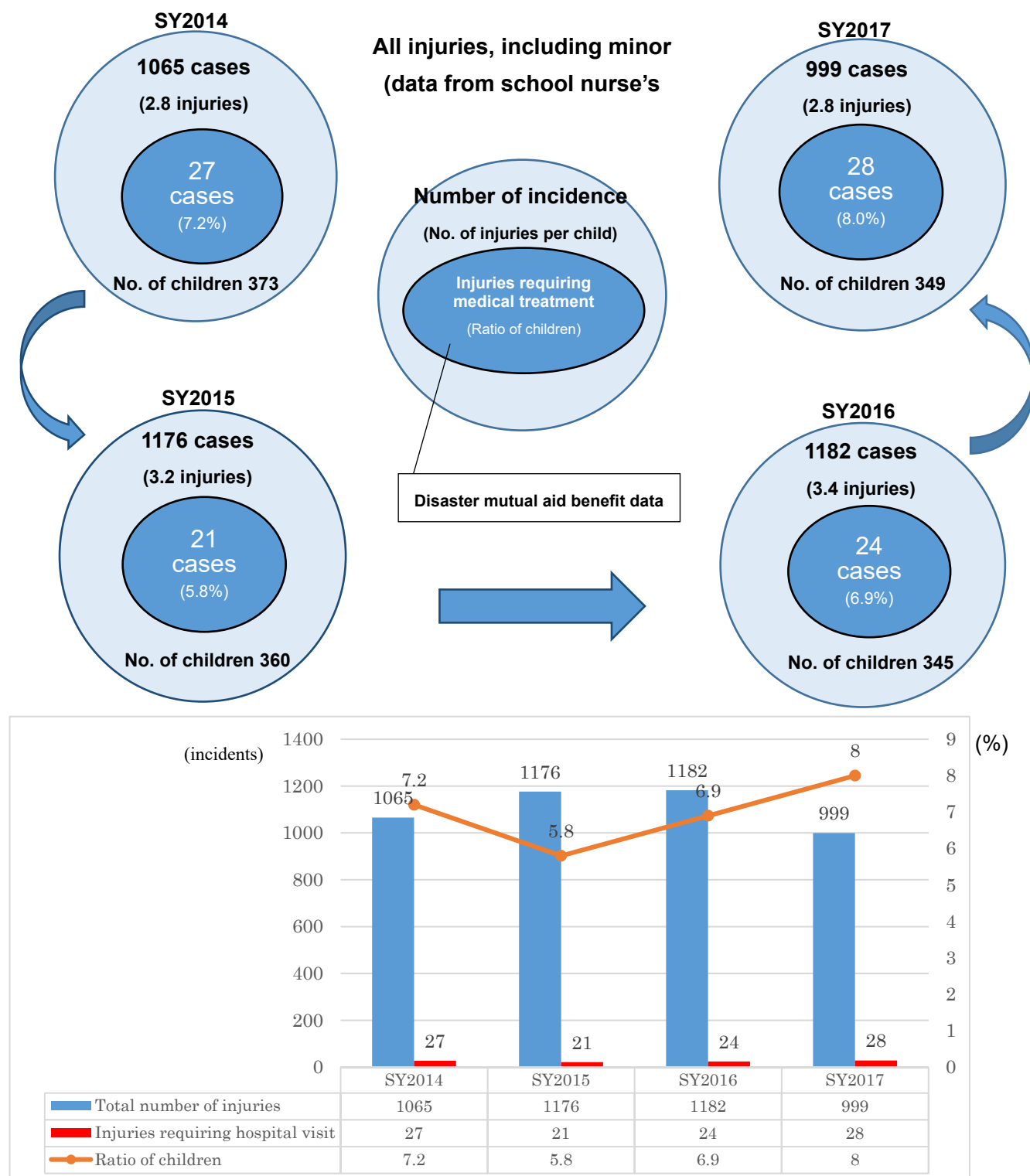
May	Traffic safety class [5-1, 5-2] Bicycle inspection (PTA) [5-8] Sectional group field trip [5-3] Sectional group field trip safety instruction (PTA) CPR course (Faculty and staff) [2-1] Weeding activity with Hanasho Supporters [3-6] (Held twice a month in May to September) Handover to parents drill [7-3]	May	Student Council ISS Slogan announcement [3-2] ISS Song Committee choreography instruction [3-2] Monthly ISS Meeting of all committees (Year-round) [3-2] ISS song at music assembly (Year-round) [3-2] Music Committee (Year-round) In-school exploration (Grades 1, 2) Sectional group field trip, group activities [3-4] Collection of aluminum cans by Welfare Committee (Two days a month: year-round) Hanasho tower patrol by Exercise Committee (Year-round) Greeting campaign by Representative Committee (Year-round)
June	Visit and guidance by Dr. Ishii from ISS Ame Yakushi patrol (PTA) [6-2] Human rights class (Grade 4) [1-3]	June	Preparation of school safety map (Grade 3) [1-8] Preparation of traffic safety slogans (Grade 4) [5-7] ISS Committee "How to spend summer vacation" (End of semester: three times a year)
July	Math class seminar (Grade 1, Class 1) [2-4] Hanasho Fort disassembly [4-5] Substance abuse prevention class (Grade 6)	July	
August	Community safety patrol (PTA) [6-2] Parent-child volunteer work (PTA) School Health Committee (PTA)		
September	Evacuation drills [7-2] Sports day safety patrol (PTA) [6-2]	September	Collection of reflection cards by Representative Committee Participation in community senior citizen clubs (Chorus group, kabuki) Fuwa Fuwa Words Program (Representative Committee) to March [3-7] ISS Quiz "Zero Lost Belongings" (Broadcasting Committee) to March [1-2] Story telling (Library Committee) to March
October	Field trip to Saitama Prefecture Disaster Prevention Learning Center (Grade 4) Presentation of school's ISS Program at Kanto Block Research Assembly (PTA)	October	
November	In-school lesson studies (Grade 4, Class 2) [2-4] Prefecture "General learning time" lessons studies (Grade 5, Class 2) [1-4] Open School for Morals Class (All grades) [3-5] School 80th Anniversary commemoration event [1-11] Marathon safety mimamori patrol (PTA)	November	Challenge Assembly (sectional groups) [3-1, 5-9] Happy Letter, Happy News program (Welfare Committee) [3-8] Community cleanup activity (Grade 5) [1-4] Preparation of Hananoki bookmark [1-11] Presentation of sign language chorus (Chorus Group)
December	Home Economics lesson studies (Grade 5, Class 1) [1-4]		
January	Evacuation drill, fire extinguisher usage drill [7-2] Class on taxes [Grade 6]	January	Lunch gratitude session (School Lunch Committee) [3-2] Mogu-Mogu campaign (School Lunch Committee)
February	Smartphone safety class (PTA) [1-9] Visit and guidance by Dr. Ishii from ISS Bus trip Tour of Sona-Area Tokyo (PTA) Formation of new school commute groups Pruning trees on the playground [4-3]	February	Rabbit petting and contact experience (Committee for Animals and Plants) Reading month, presentation of ISS leaves (Library Committee) Storytelling on how to prevent colds (Health Committee) Hanasho Safe Clean campaign [1-7] Preparation of community safety map (Grade 6) [1-8]
March	Thank You Assembly for Hanasho Supporters [3-2] Preparation of ISS Hananoki File [1-11] Repairs to seesaw [4-6] Repairs to corridor [4-2] Repairs to pool side	March	

Chapter 3 Situation of Injuries

1 Injuries at school

When an injury occurred at school, the injured child recorded the detail of the situation after the school nurse treated it, and the data were collected. For severe injuries requiring hospital visits, data was collected as data for disaster mutual aid benefits (a system where benefits are payable to the guardian when students under guidance of the school are injured severely and require hospital visits). There were 999 cases of injuries at our school in the 2017 school year, of which 28 required visiting the hospital.

Fig. 3-1 Injuries occurring at school, and injuries requiring hospital visit (SY2014 to SY2017)



(1) Occurrence of injuries, including minor cases (data from school nurse's office)

Fig. 3-2 Trends in total events requiring treatment (From April 2015 to March 2018)

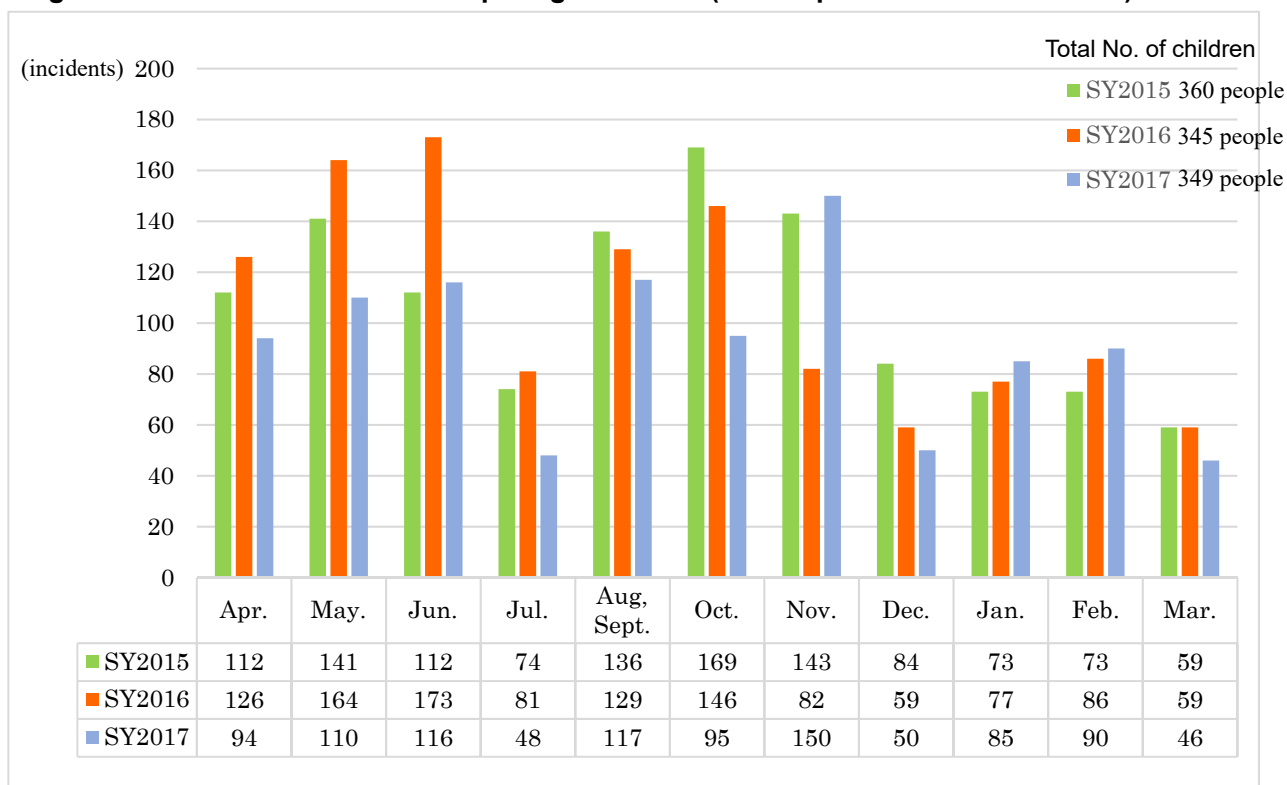


Fig. 3-3 Transition of annual number of injuries treated per day

(From April 2015 to March 2018)

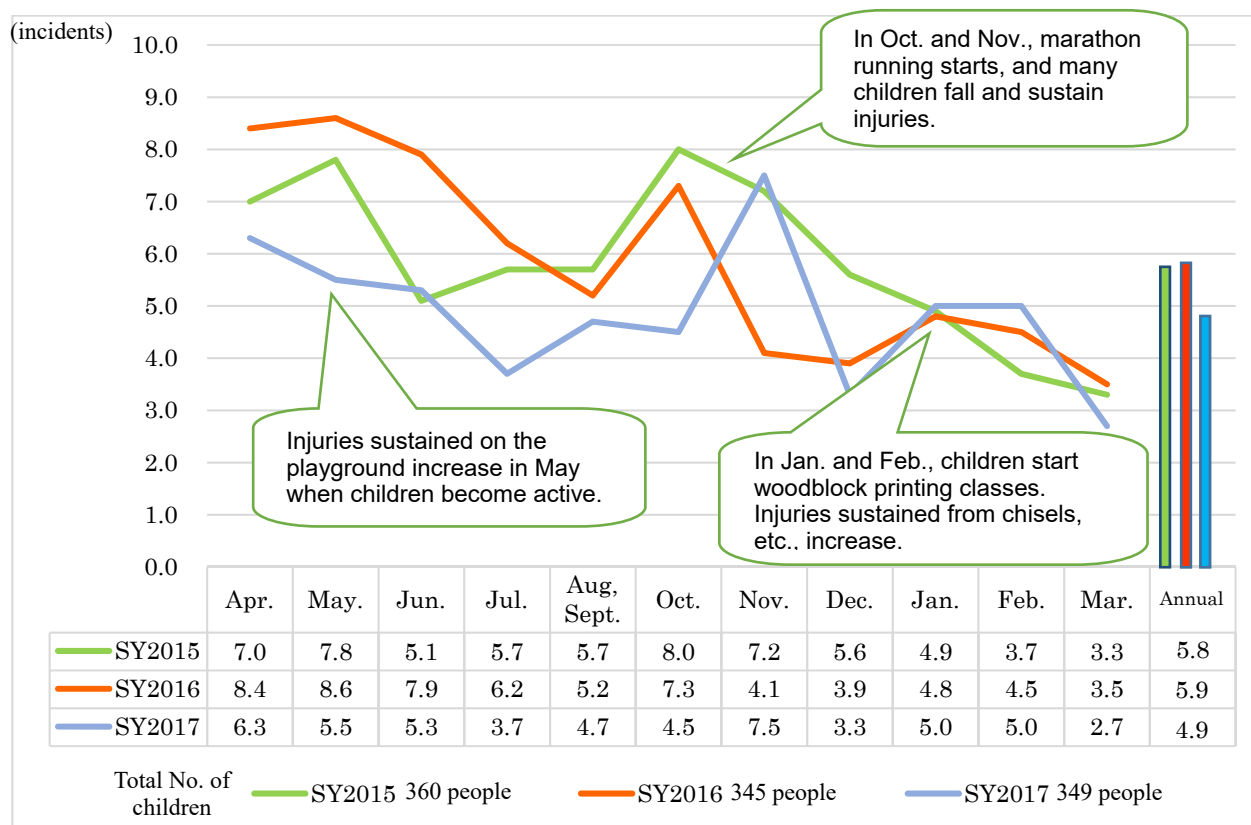
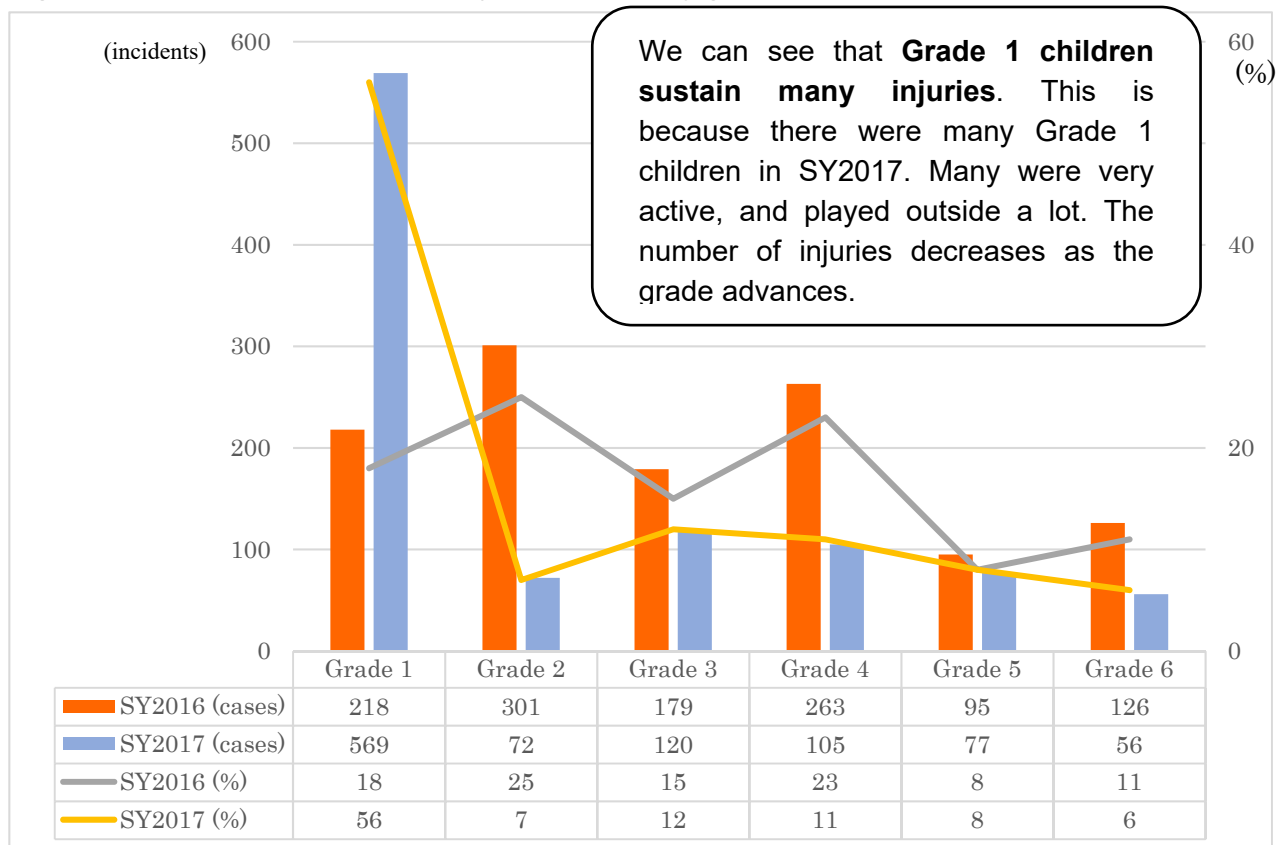


Fig. 3-4 Transition of number of injuries treated by grade (From April 2016 to March 2018)



(Note) Rate of children in each grade in respect to number of injuries treated during the year

Fig. 3-5 Number of injuries treated by type of injury

(From SY2015 to SY2017, Nurse's Office data)

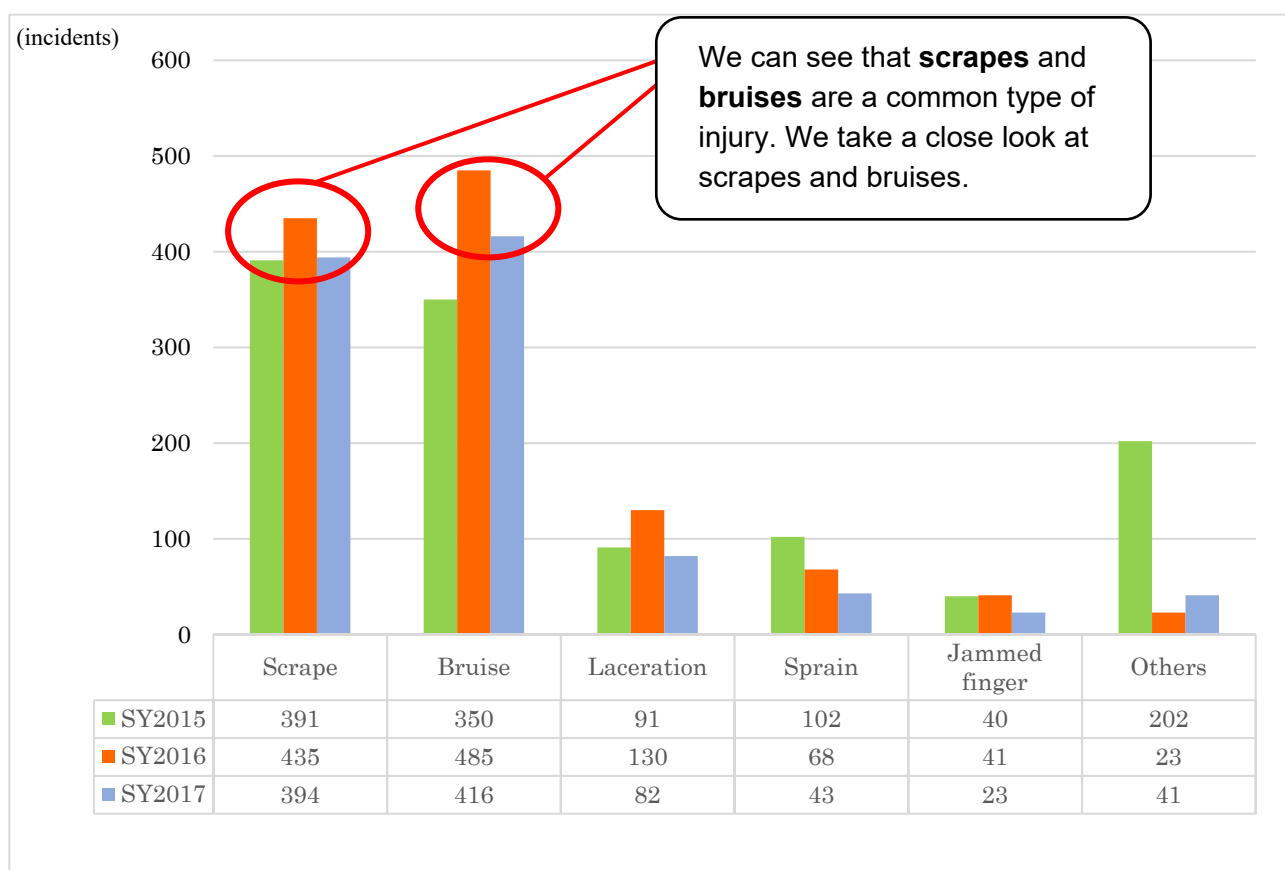


Fig. 3-6 Number of injuries treated by place of scrape occurrence
(From SY2015 to SY2017, Nurse's Office data)

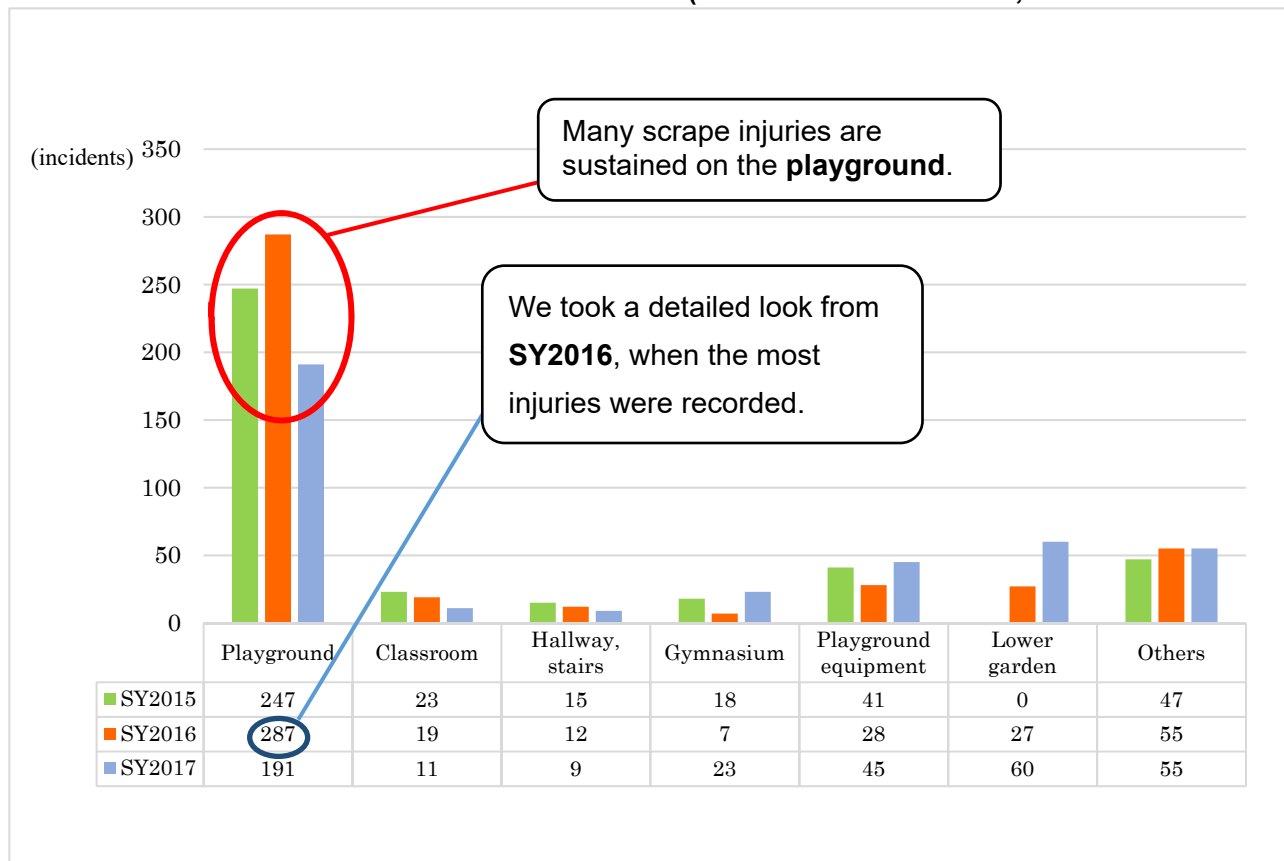


Fig. 3-7 Timing of scrape occurrence on the playground, and number of injuries treated by grade
(SY2016, Nurse's Office data)

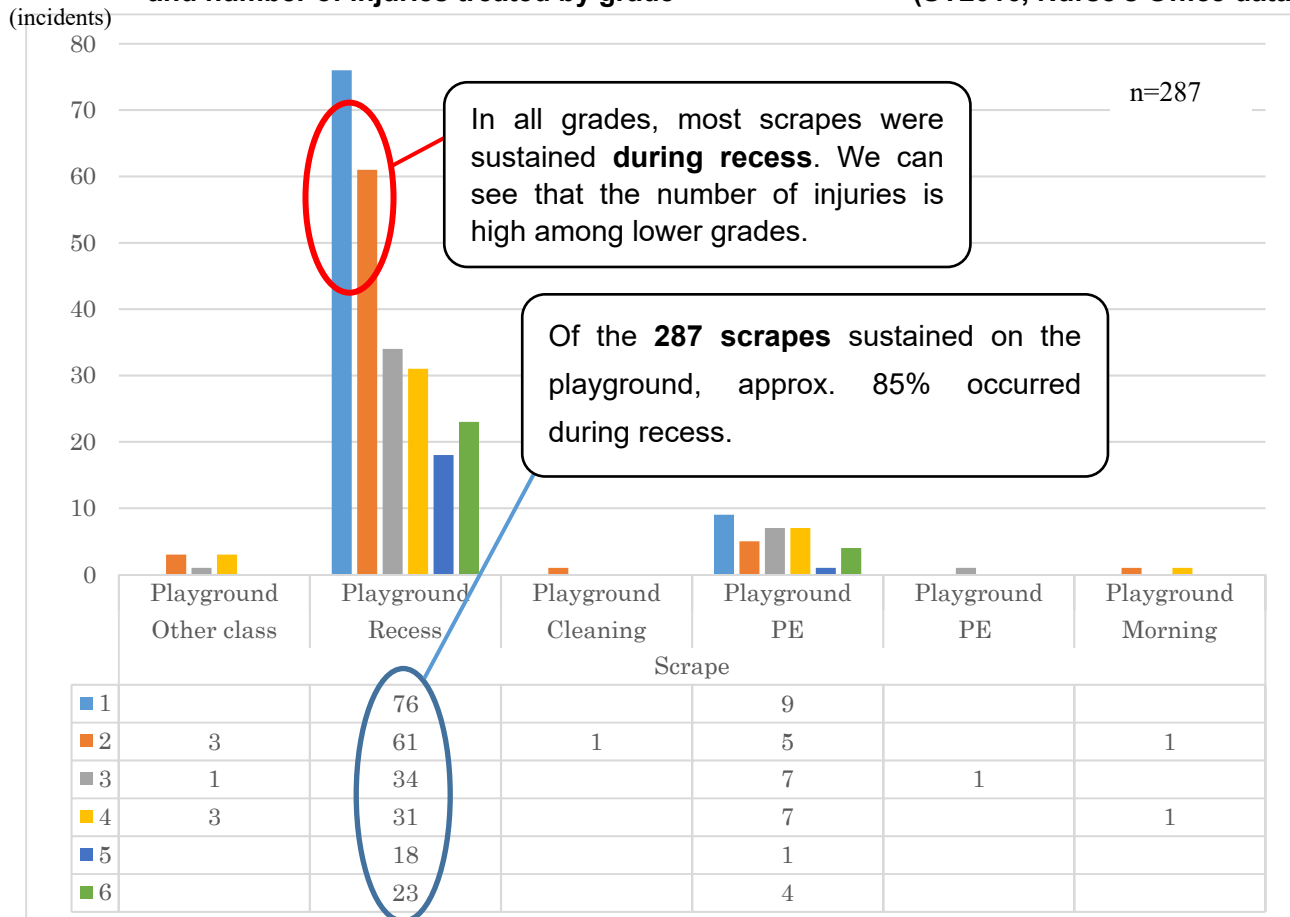


Fig. 3-8 Number of scrapes sustained on playground by grade and by cause
(SY2016, Nurse's Office data)

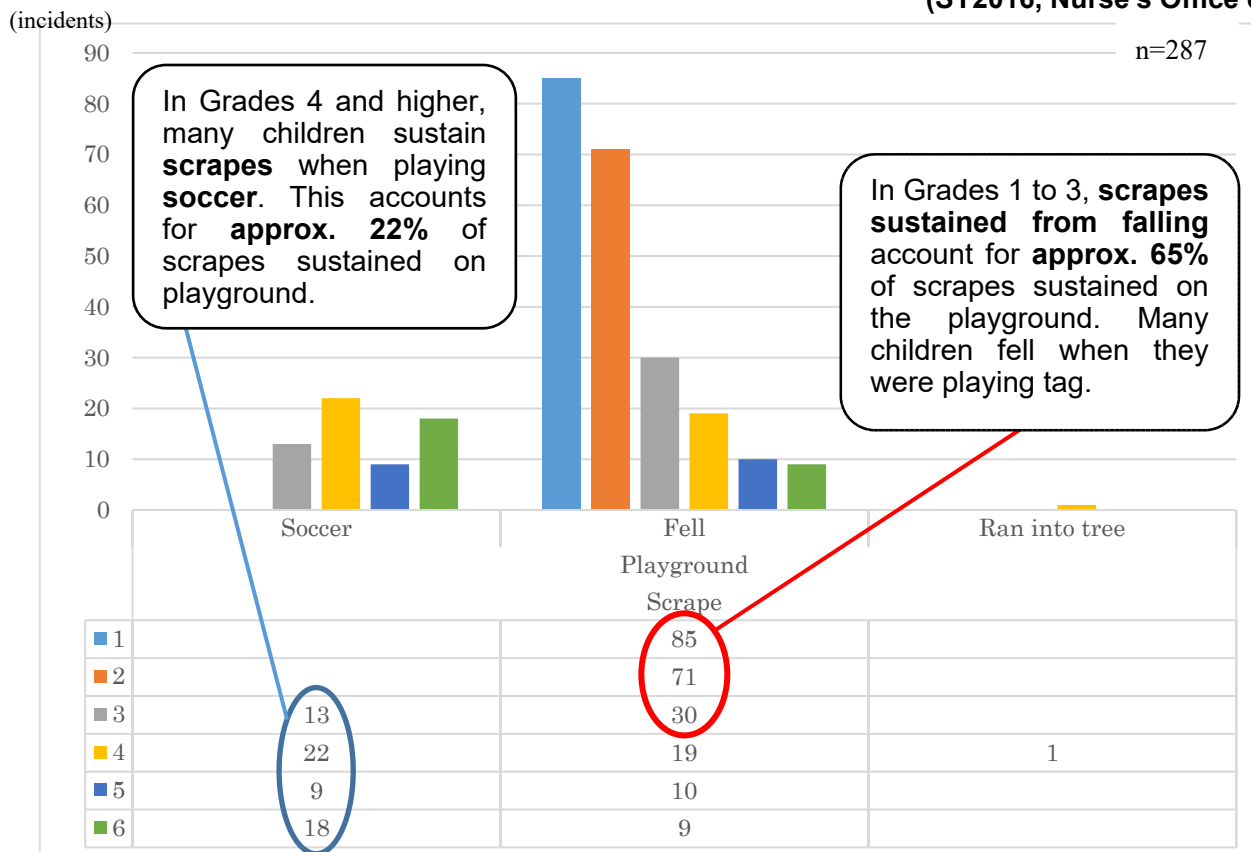


Fig. 3-9 Number of bruises by place of occurrence
(From SY2015 to SY2017, Nurse's Office data)



Fig. 3-10 Timing of bruise occurrence in the classroom, and number of injuries treated by grade

(SY2016, Nurse's Office data)

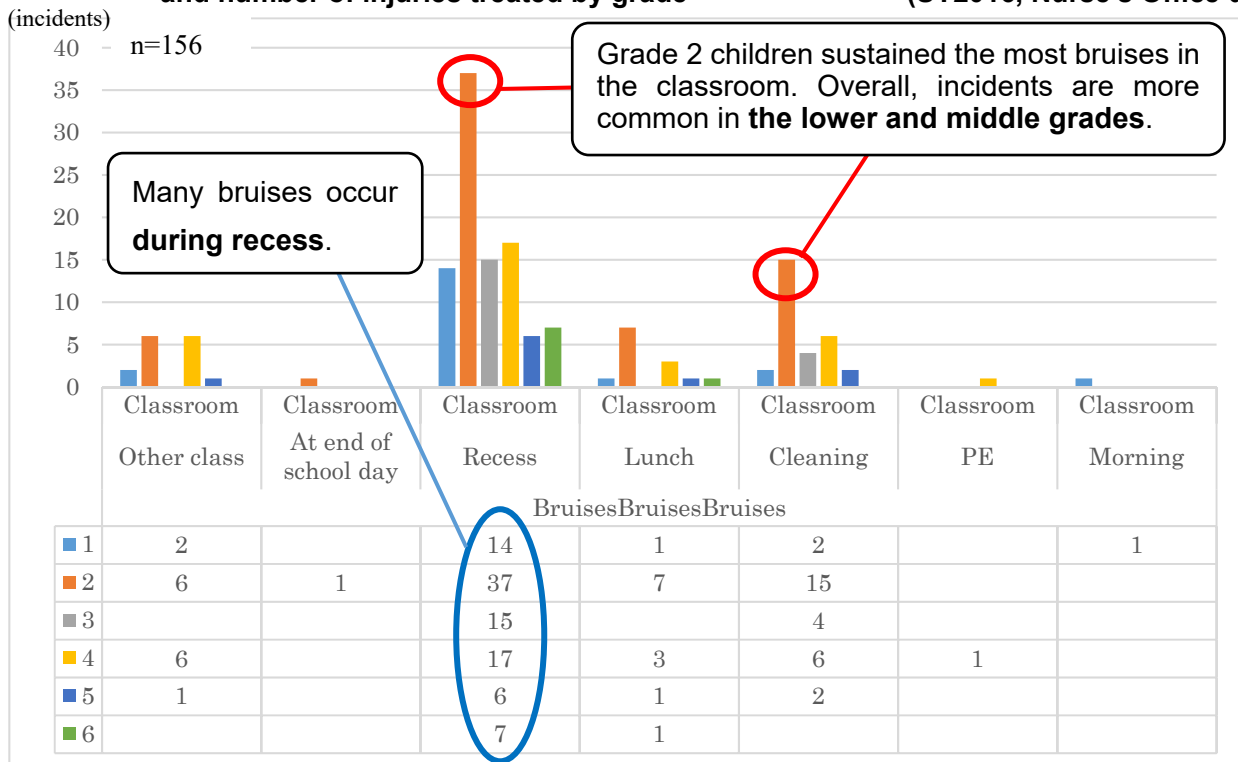


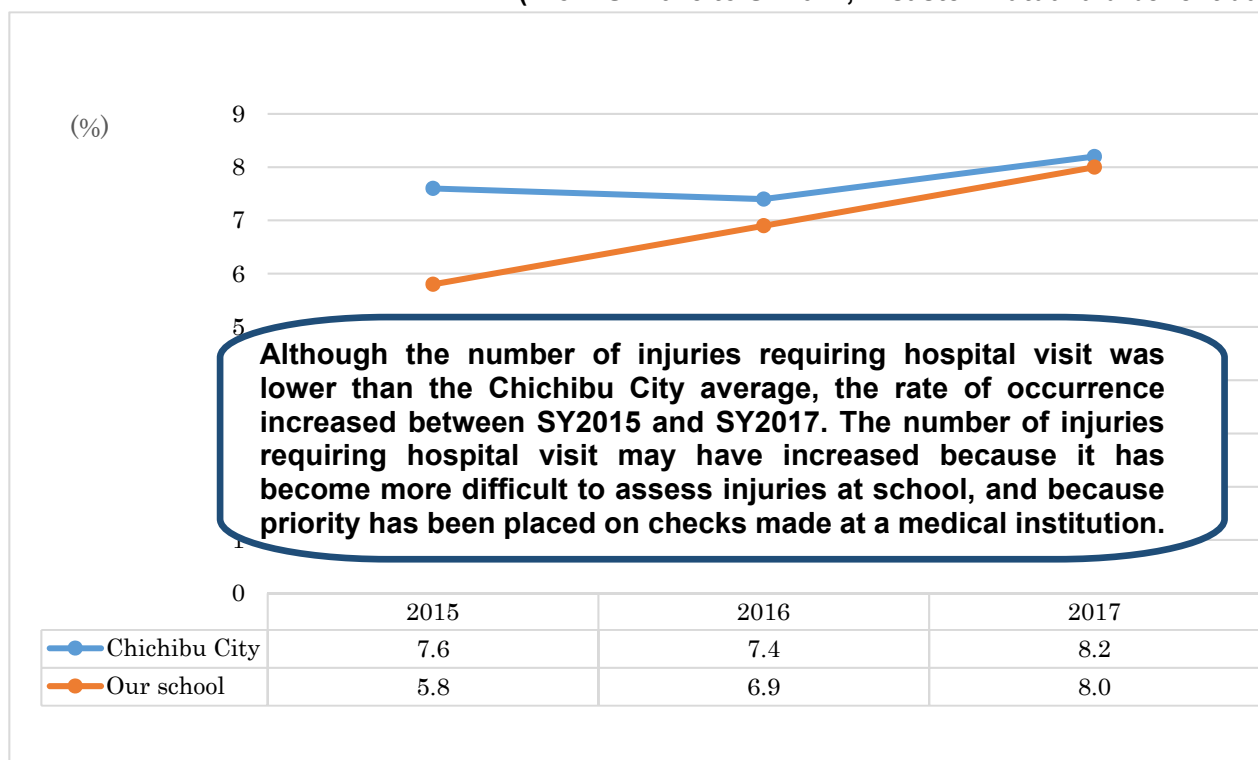
Fig. 3-11 Number of bruises sustained in classroom by grade and by cause

(SY2016, Nurse's Office data)



(2) Occurrence of injuries requiring hospital visits

Fig. 3-12 Trends of incident occurrence (*) Average for Chichibu City and our school
(From SY2015 to SY2017, Disaster mutual aid benefit data)



* Number of injuries/illness ÷ Number of children × 100 (%)

* National incidence = Information from the Japan Sport Council

* Chichibu City incidence = Information from the Physical Education department of the Chichibu City Board of Education

Fig. 3-13 Types of injuries requiring hospital visit

(From SY2015 to SY2017, Disaster mutual aid benefit data)
(SY2015: 21 incidents, SY2016: 24 incidents, SY2017: 28 incidents ... Total 73 incidents)

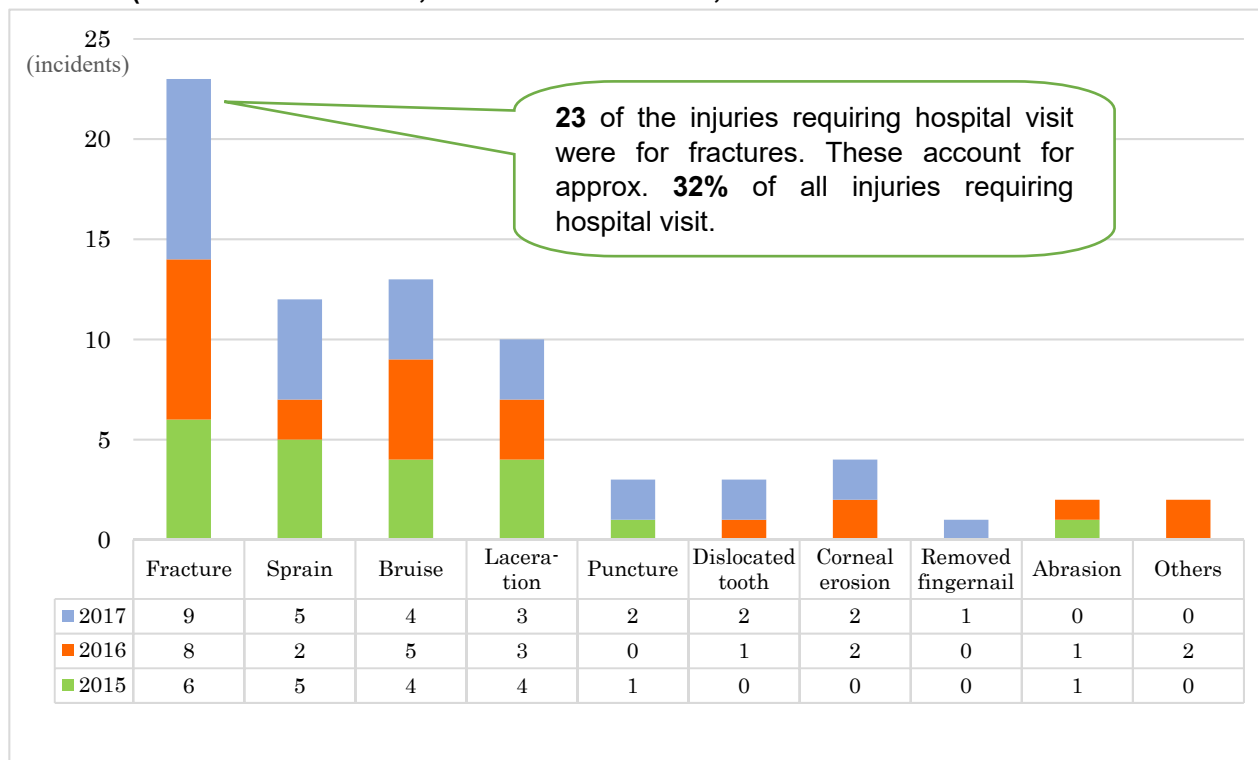


Fig. 3-14 Timing of injury requiring hospital visit

(From SY2015 to SY2017, Disaster mutual aid benefit data)
(SY2015: 21 incidents, SY2016: 24 incidents, SY2017: 28 incidents ... Total 73 incidents)

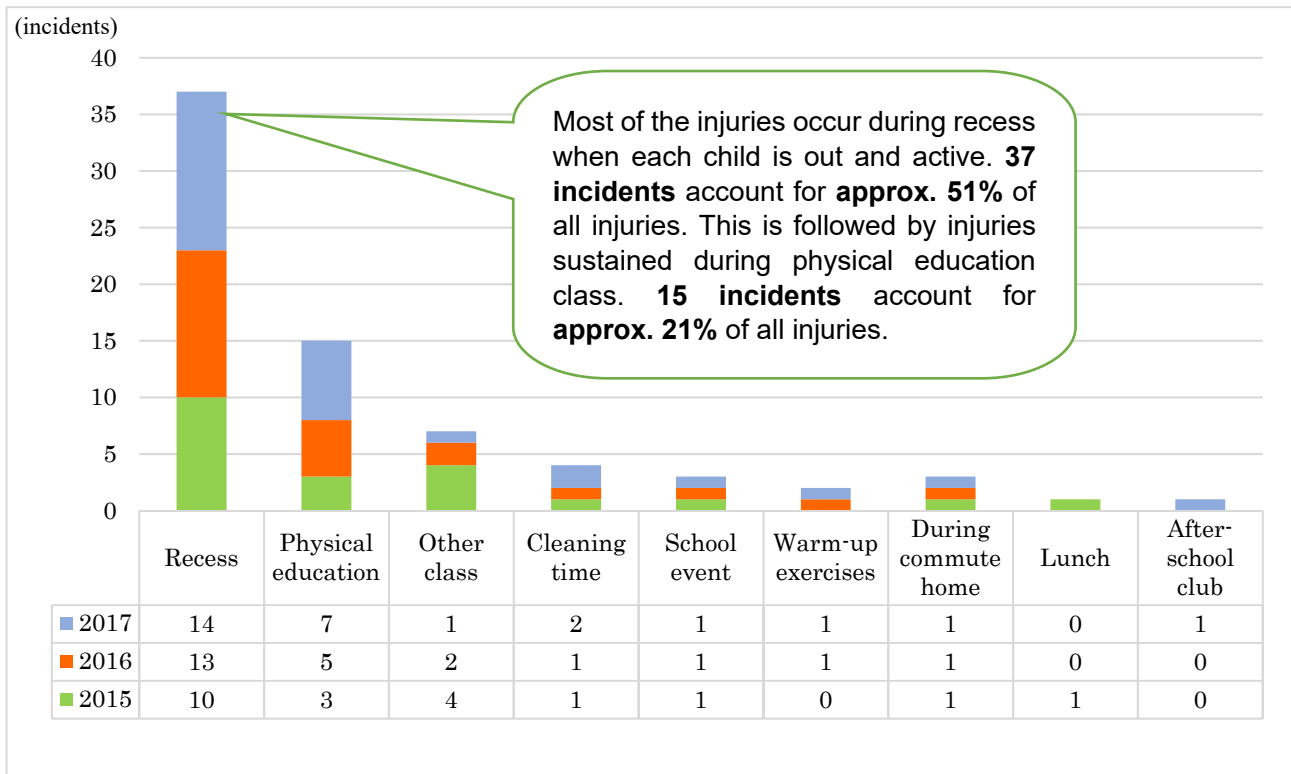
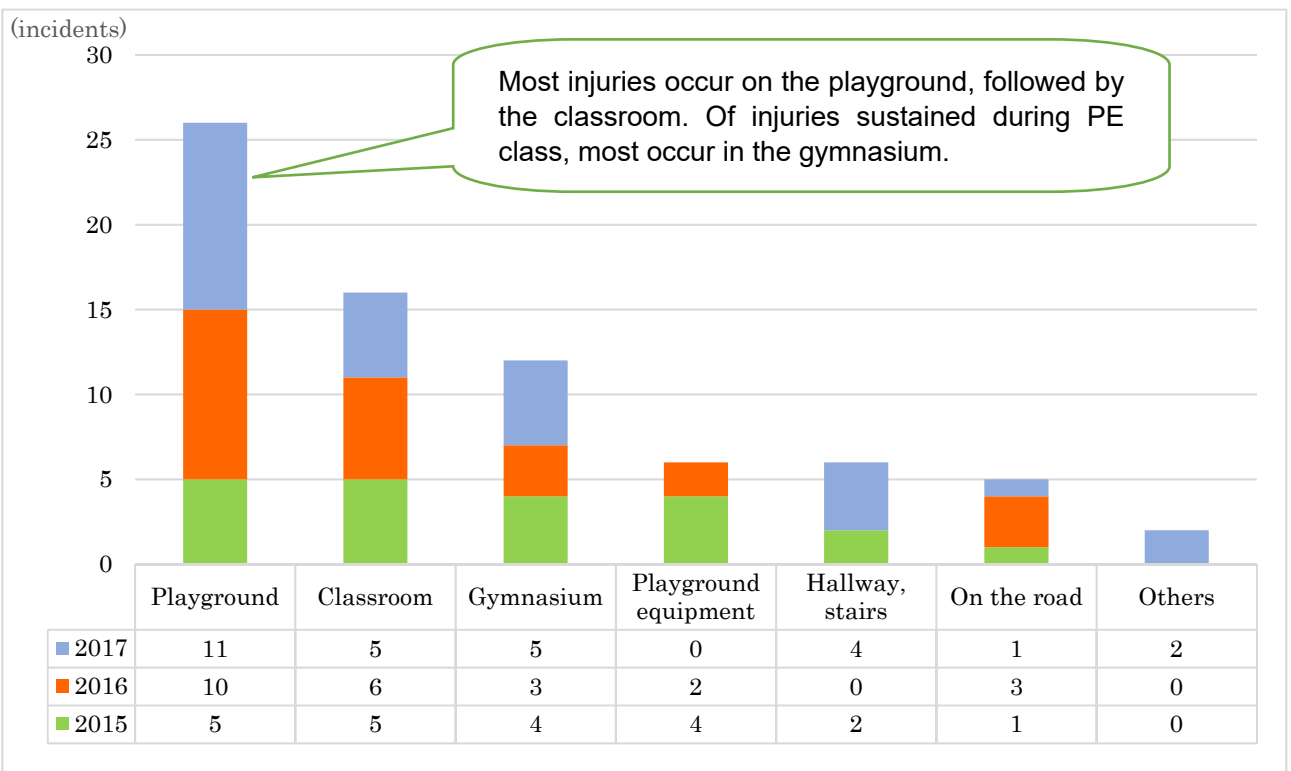


Fig. 3-15 Place of occurrence of injury requiring hospital visit

(From SY2015 to SY2017, Disaster mutual aid benefit data)
(SY2015: 21 incidents, SY2016: 24 incidents, SY2017: 28 incidents ... Total 73 incidents)



(3) Mental torment caused by bullying

◎Number of cases of bullying recorded at our school

The Japanese Ministry of Education, Culture, Sports, Science and Technology defines 'bullying' as 'a person engaging in specific human relations involving psychological or physical attack and behavior resulting in mental distress.' At our school, we have had no physical injuries caused by abuse. However, since 'bullying may involve anyone, in any class, at any school,' we observe the children carefully as well as utilize the 'trouble survey (refer to Indicator 6)' to investigate from the most objective perspective.

Fig. 3-16 Have you ever been ignored or otherwise ostracized?
(From the Trouble Survey data tabulated in November 2015 and 2016)

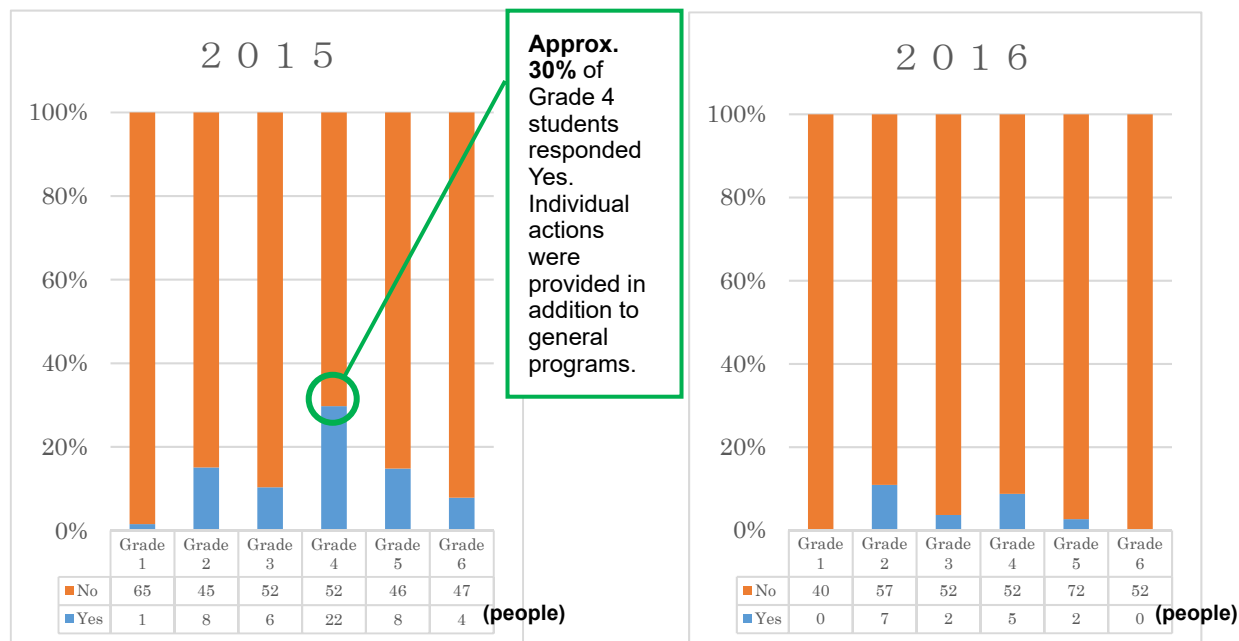
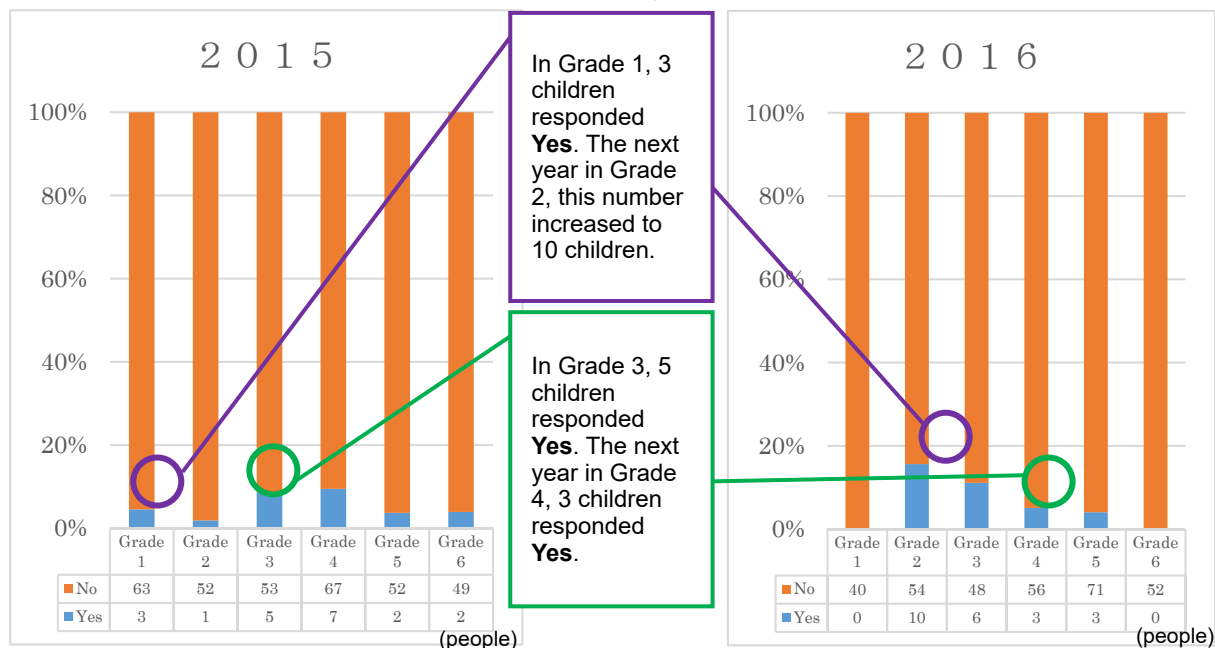


Fig. 3-17 Have you ever been subject to ridicule, teasing, abuse or unacceptable language?
(From the Trouble Survey data tabulated in November 2015 and 2016)



Fig. 3-18 Are you or any of your friends being bullied?
(From the Trouble Survey data tabulated in November 2015 and 2016)

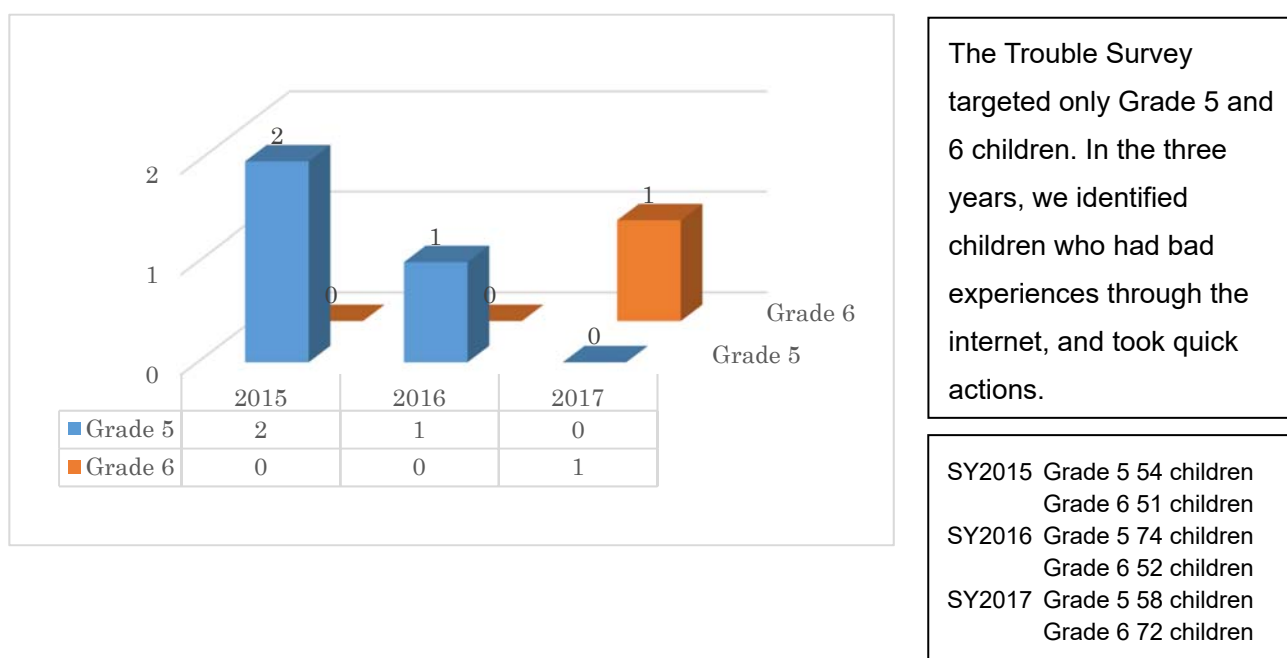


In addition, there were 4 cases over the past five years of trouble caused among children involving the use of the Internet or other communication equipment, specific details of which included 'written abuse', 'posting of personal photos' and 'exposure of personal information.'

Countermeasures included: (1) A talk with parents from an invited Internet advisor lecturer, (2) Topics related to Internet trouble were covered in the school newsletter, which was posted and distributed to homes for educational purposes, (3) Documents related to Internet trouble were distributed to homes for educational purposes, (4) Classes on preventing internet trouble by faculty and staff, (5) PTA seminar, (6) Questionnaire survey of children, and (7) Guidance given to students by grade and by homeroom.

A committee was also established in Chichibu City, which proceeded to respond to Internet troubles and bullying.

Fig. 3-19 Have you ever received hurtful emails or been mentioned in a blog or profile?
(From the Trouble Survey data tabulated in November SY2015 to SY2017)



2 Injuries outside school

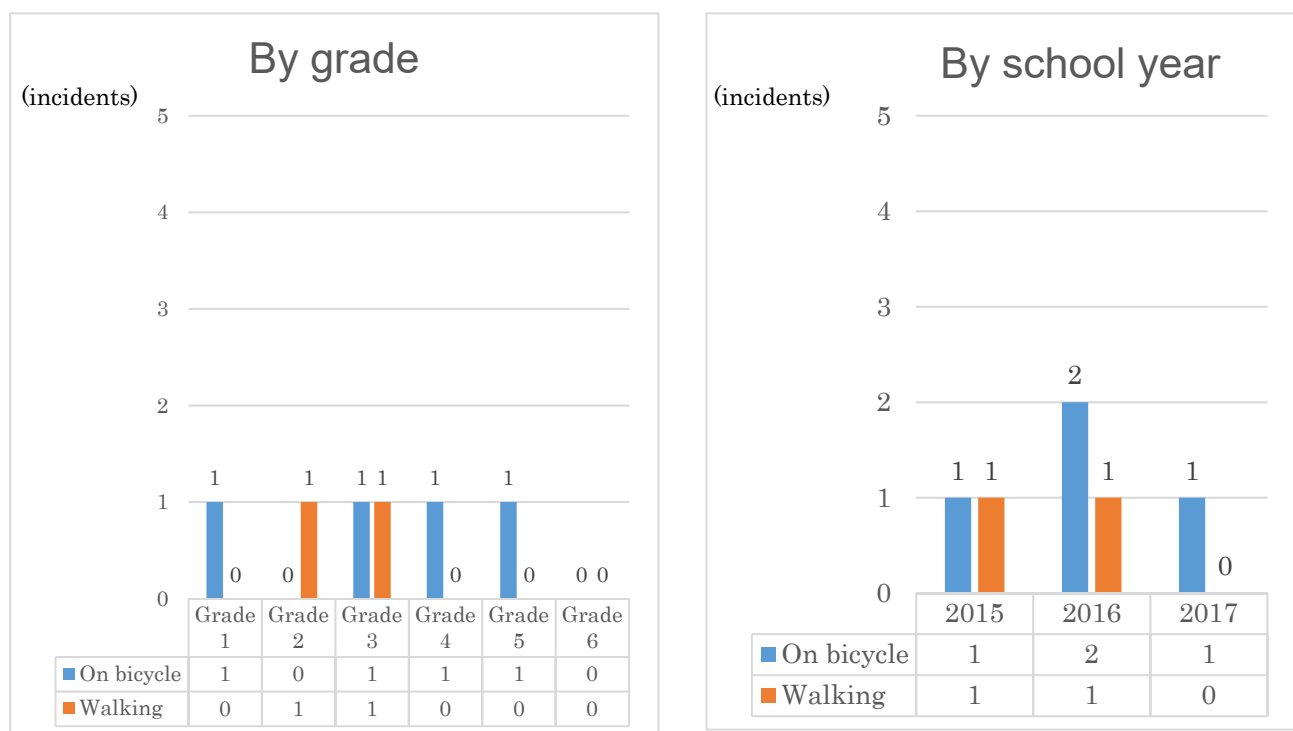
(1) Regarding rules on bicycles etc. at our school

In our school, rules state that grades 1 and 2 are only allowed to ride a bicycle when accompanied by parents. From grade 3 onwards, only children who have attended a traffic safety lesson and had their bicycle inspected will be allowed to ride by themselves. Moreover, almost all children from grade 3 upward own a bicycle. We have recommended helmets, and incorporated programs to increase use. The children walk and do not use a bicycle to come to school. However, in everyday life, bicycle riding is common from elementary school onwards. In terms of the school district, given the narrow roads and many intersections without traffic lights, there is a specific need to focus on bicycle safety.

(2) Total cases of bicycle accidents affecting children in the school district

For the school district of Hananoki Elementary School, there were 6 cases of traffic accidents affecting children in the past three years, 4 of which involved children riding bicycles.

Fig. 3-20 Details of traffic accidents involving children at our school
(From SY2015 to SY2017, Data from Chichibu Crisis Management Division)
(Total 16 incidents) (Total 16 incidents)



The number of reported traffic accidents has dropped, but we have received several reports of children who were injured after falling from the bicycles, or who collided with something while riding their bicycles. Although traffic accidents have decreased, serious accidents could occur. We recognized the need to teach the children how to ride their bicycles safely. We also conducted a survey on helmet use to follow up on the issue of increasing helmet use, which was pointed out during our certification in 2014.

Fig. 3-21 Do you own a helmet?
(Bicycle Survey conducted in May 2016 and 2017, Targets: Grade 3 to 6 children)

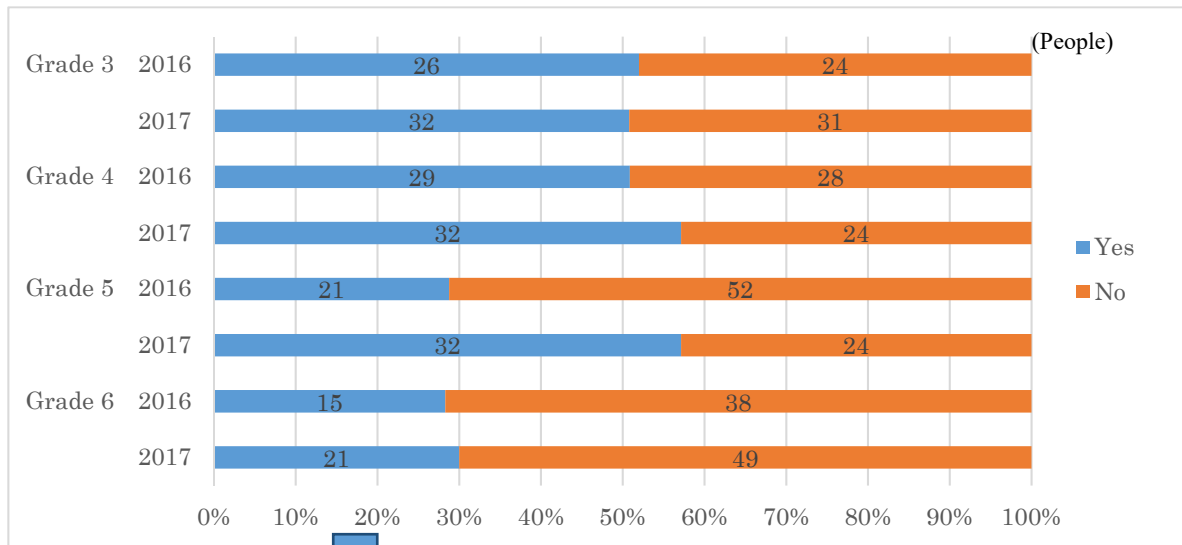


Fig. 3-22 If you own a helmet, do you always wear it when riding your bicycle?
(Bicycle Survey conducted in May 2016 and 2017, Targets: Grade 3 to 6 children)

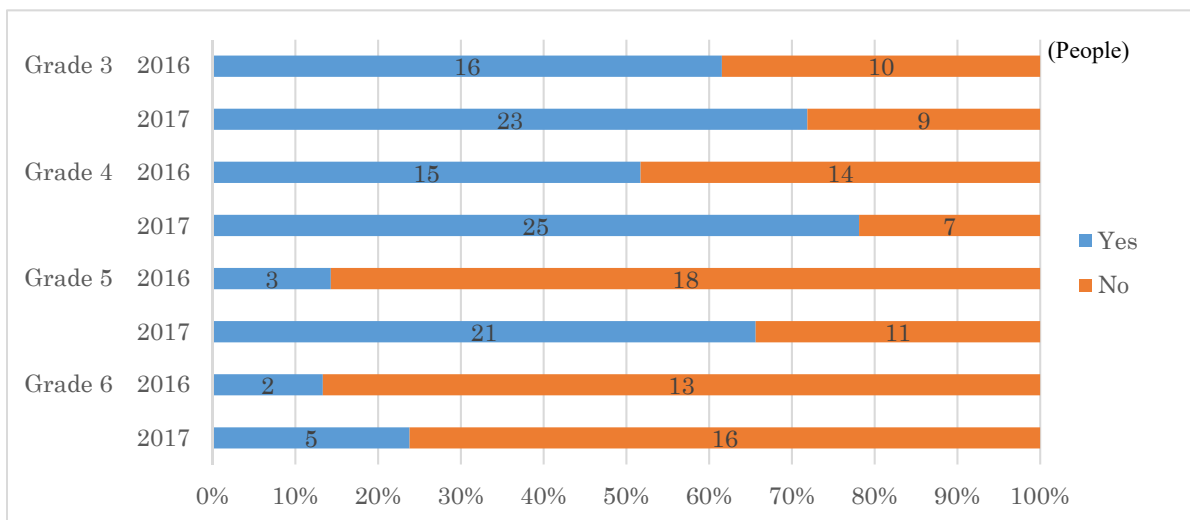


Fig. 3-23 Rate of children who own a helmet
(Bicycle Survey conducted in May 2016 and 2017, Targets: Grade 3 to 6 children)



Even if the children have a helmet, it is meaningless if they don't wear it. Children who have helmets have increased, but we must work on increasing the number of children who use their helmets.

Chapter 4 Setting prevention targets based on injury occurrence

Based on injury occurrence, prevention targets are set for injuries both at school and outside school, and preventive activities are conducted.

Occurrence of injury etc.		Prevention targets
At school	<ul style="list-style-type: none"> Scrapes and bruises are the most common type of injury. (Fig. 3-5) Most scrapes occur on the playground during recess. Most are caused because of falling. (Figs. 3-6, 7, 8) Most bruises occur in the classroom during recess. Most are caused by children bumping into something. (Figs 3-9, 10, 11) Injuries requiring hospital visit occur most often on the playground during recess. Fractures are the most common. (Figs. 3-13, 14, 15) Injuries sustained by lower grades during recess are higher than other grades. (Figs. 3-4, 7, 8, 10, 11) In the three years since our designation, we have not had any serious incidents of bullying. However, the "Trouble Survey" shows that there are children that have had bad experiences in dealing with their friends. (Figs. 3-16, 17, 18) 	<ul style="list-style-type: none"> (1) Injuries on playground (From falling) (2) Injuries in the classroom (Bumping into something) (3) Injuries during break time (Playground) (Classroom) (4) Injuries of lower grade students (Playground equipment) (Classroom) (5) Relations with friends
Outside school	<ul style="list-style-type: none"> Over the past three years, 6 cases of traffic accidents in the school district affecting children at our school, 4 (30%) involved children riding bicycles. (Fig. 3-20) The main cause of bicycle accidents was suddenly emerging without warning (Fig. 5-17) The number of children who own a helmet has increased, but the number is still low. There are many children who have a helmet but don't use it. (Figs. 3-21, 22, 23) 	<ul style="list-style-type: none"> (6) How to ride a bicycle (7) Helmet usage rate

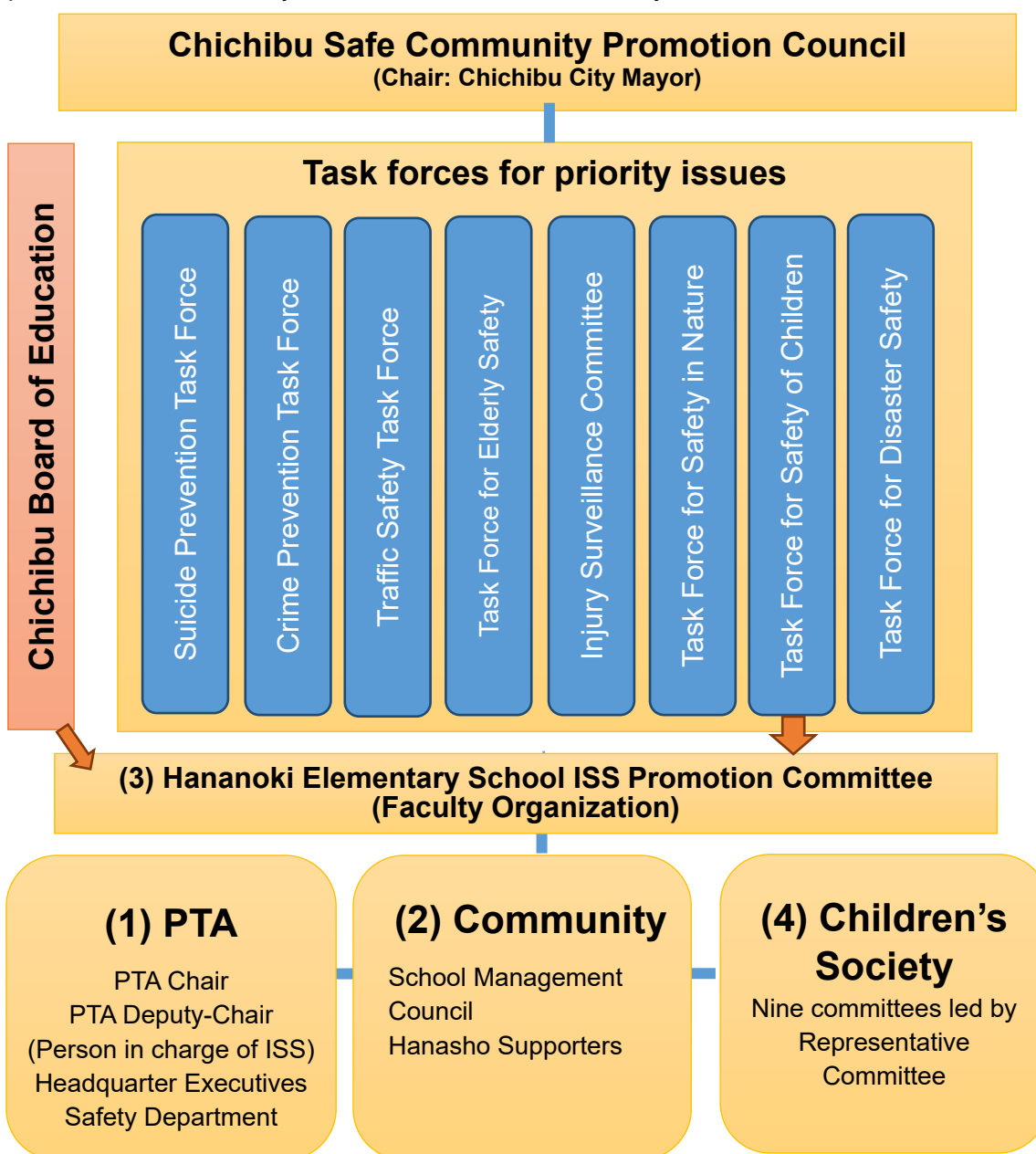
- * Since there were almost no cases of child abuse, we did not focus on this area.
- * Although the level of crime involving children was minimal, the countermeasures included: (1) Establishing a curfew of 16:00 for all students to leave the school premises and ensuring all children have left school by this time. (2) Installing security cameras in the school. (3) Students are required to return home after the after school activities by 18:00 in the spring and summer and 17:00 in the autumn and winter. (4) Distributing crime prevention buzzers to all newly enrolled first year students. (5) Encouraging homes in the community to register and cooperate with the '110 child safety shelter' initiative (A refuge provided when children find themselves at risk of being involved in crime), and distributing '110 child safety shelter' (end of March 2018: 327 homes registered) plates to the registered homes. Efforts are being made for these items.
- * Regarding disaster prevention measures such as evacuation drills, leaving the school in groups arranged by school route, and drills for making sure the children are passed to the care of guardians during disasters, please refer to 'Indicator 4.'

Chapter 5 Efforts based on 8 indicators

Indicator 1 An infrastructure based on collaborations for safety promotion

1 International Safe School promotion organization

Our school is broadly in line with the philosophy and actions of the Chichibu Safe Community initiative and works with the Chichibu Crisis Management Department to advance our efforts to become an International Safe School. In particular, collaborations are focused on the priority issues for Chichibu Safe Community such as child safety measures and traffic safety. In addition, we are collaborating with relevant regional organizations and parents in the community to enhance overall school safety.



2 PTA ((1) in Fig. 1)

The principal, research supervisor, or PTA Executive Committee ISS supervisor provides information at the monthly and Executive Committee and PTA council meetings. The initiatives are discussed by the PTA Executive Committee and Safety Department meetings.



3 Community ((2) in Fig. 1)

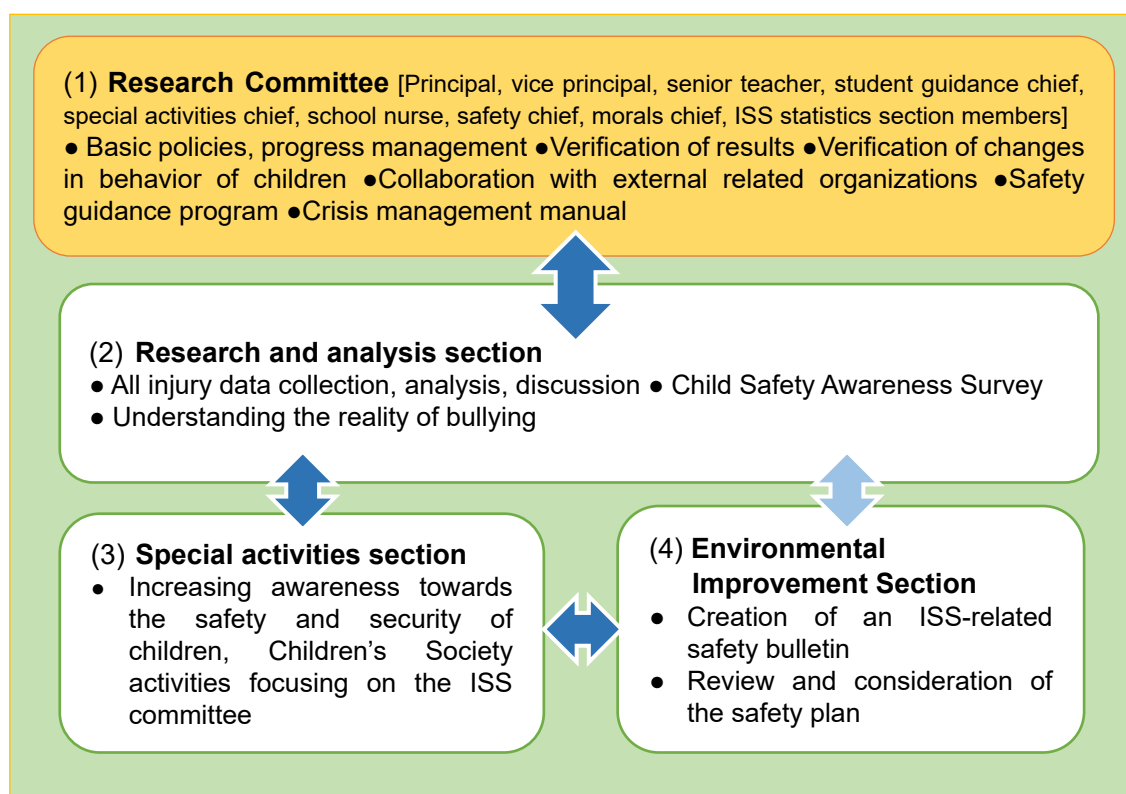
Information focusing on the children's traffic safety and crime prevention is exchanged and initiatives are discussed at the School Management Council meeting.

- (1) School Management Council (representatives from various sectors)
- (2) Hanasho Supporters (group supporting the school)
 - Neighborhood associations
 - School guards
 - Public child welfare officers
 - Senior clubs
 - Women's regional patrol committee



4 ISS promotion organizations in school (teachers) ((3) in Fig. 1)

Established among the faculty and staff, this organization engages in root cause analysis and considerations based on injury data and awareness surveys and engages in ongoing preventive measures across the organization (research and analysis section, class research section, special activities section, environmental improvement section). In addition, cooperative efforts are made to create a safe, secure and caring educational environment.



Under the principal, a study promotion committee has been established to engage in investigating basic policies related to the ISS and to conduct progress management. In addition, this committee works in cooperation with the planning and coordination sections and relevant institutions and performs national and local PR activities (issuing the ISS newsletter).

Data collected from the school nurse's office and data from awareness survey conducted by investigation department are analyzed and observed. This information is shared with the special activities groups, environment maintenance group, and Children's Society.

(3) Special activities section

(4) Environmental improvement section

Based on the injury data and awareness survey of the research and analysis section and the ISS action plan by each committee, efforts to promote a safer environment in school is promoted along with measures to create an environment that enhances safety awareness. The issued bulletin, which is integrated into ISS Street, shares information on children's awareness and activities.

The ISS committee and each individual committee cooperate and form Safe School activities, which are transmitted to the entire school, while other committees also expand the scope of work in safety and security for themes under their responsibility.



(1) Committee activities

The Representative Committee, in cooperation with each committee, leads efforts to achieve “a school that is safe, secure, and abundant with compassion.” An ISS Committee is held at the start of the school year. The committees work together to create an ISS activity plan based on various issues, and hold a report meeting. At the ISS Assembly, the committees give reports on the situation of activities and distribute information.



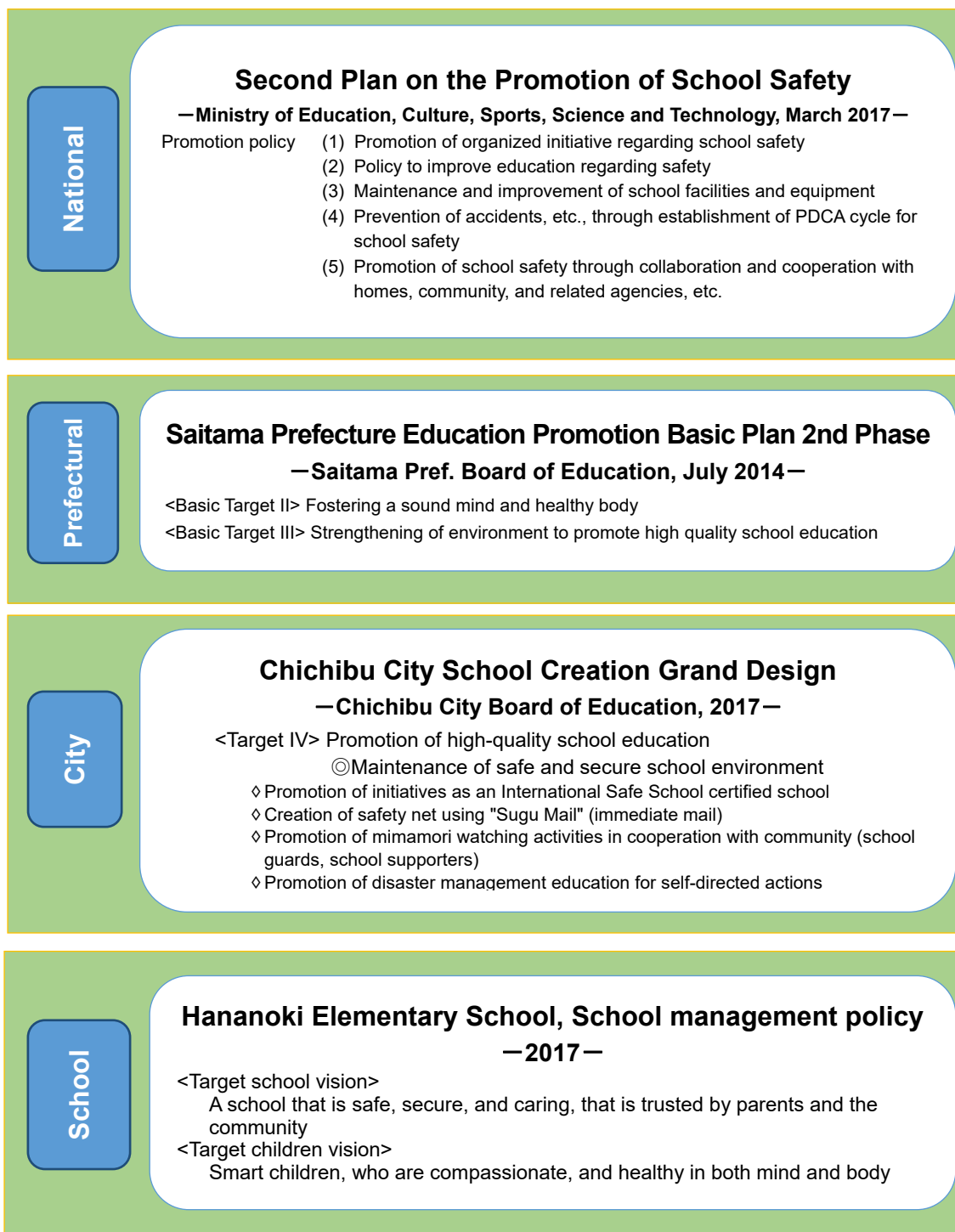
○ ISS activities of each committee

Representative Committee	Made decision on ISS slogan “Let’s make a safer and more secure Hananoki school” Activities to promote ISS Character “Hananokki”, HAPPY greeting (greeting campaign), promotion of “Fuwa-Fuwa (non-hurting) words”, inspection and indication of hazardous areas in school, safety patrols in school
Welfare committee	Posting of posters in and outside school building, preparation of posters related to ISS, aluminum can collection (twice a month), plastic bottle cap collection, fundraising activities, collection and introduction of happy letters
School lunch committee	Promotion of Mogu-Mogu campaign, thorough disinfection (warning labels, check sheets), Lunch gratitude session, publication of school lunch newsletter, campaign to reduce leftovers (calling attention, use of posters)
Music committee	Promotion of song related to safety and security, and song with sign language, planning and running of monthly music assembly, heartwarming musical performances, ISS song practice sessions
Committee for animals and plants	Campaign for abundant flowers (Grow seedlings and hand out to each class), poster notices, contact experience with rabbits, green curtain to protect against heat, weeding activities
Broadcasting committee	Staging broadcasts focused on ‘safety and security’ in line with ISS activities, ISS quiz, broadcasts calling for zero lost items, rainy day safety broadcasts, broadcasts on safe bicycle use (Fridays)
Library committee	Preparation of “Recommended book corner”, storytelling, reading bank, calling for safe use of library, publication of newsletter, Reading Month initiatives (reading tree, distribution of ISS cards), rainbow chair
Exercise committee	Addressing ISS meetings and morning physical education assembly on using playground equipment safely, conducting playground equipment safety patrols, playground hazard patrols, and picking up stones on the school grounds
Health committee	Posting of injury records and preparation of injury map, posting of comments on injury prevention, maintenance of hazardous areas, education on hand disinfection and gargling at school, preparation of posters (Hazardous areas, cavity prevention, Eye Protection Day)

Indicator 2 The direction of activities is aligned with the local government, Board of Education, etc., and is based on the Safe Community principles

1 The relationship between the school and national, prefectural, and Chichibu City levels in regards to school safety issues

Hananoki Elementary School's initiatives match the direction taken by Japan, Saitama Prefecture, and Chichibu City.



2 Safety Policy of the school in the Safe Community

The ISS of our school works closely in line with the Chichibu Safe Community initiative.

The Safe Community efforts involve various departments collaborating on the means of improving regional safety.

There are schemes that focus on all areas of Chichibu and its citizens to help protect populations and environments facing high risks, as well as schemes to track the progress and evaluate the results of safety improvement programs, which are consistent with the Safe School efforts made by the school.

Dr. Yoko Shiraishi, the Representative Director of the Japan Institution for Safe Communities, visited our school even after we were certified, and gave us advice on the direction of our school goals. Mr. Tetsuya Kawada, former PTA Chair of our school, is now Chair of the Task Force for Safety of Children in the Chichibu City Safe Community program, which gives us insight into the efforts being made by the Safe Community initiative.



Hearing session with
Dr. Yoko Shiraishi



Tetsuya Kawada, Chair of the Task
Force for Safety of Children

3 ISS committee slogan and purpose of Children's Society

The target slogans for activities of each committee formed before certification continued to be used as Hanasho slogans. Each committee sets targets from these slogans at the start of each school year. Our ISS character "Hananokki" appears at various events as the symbol of Hanasho ISS.



Let's make a **safer and more secure**
Hananoki school



Indicator 3 A long-term and ongoing program covering aspects of gender, all age groups, environment, and circumstances is being implemented.

School safety guidance is managed using an 'Overall safety education plan', the scope of which encompasses various education and activities. The following table shows the overall picture of the long-term and ongoing aims of the Safe School program. By objectively analyzing materials such as data, we establish priority issues based on evidence and leverage a collaboration mechanism to work on safety issues. Programs are arranged by children, teachers, parents (PTA), and community inside and outside school. (The numbers indicate the specific efforts described from page 31 and onward.)


- For the programs listed in the table, programs for Indicator 3 are in 'green,' programs for Indicator 4 are in 'red,' and programs for Indicator 5 are in 'blue.'


Target Area	Children	Teachers	Parents, Community
In school	Inside the building	Injury map 1-1	
		ISS activities by committee 1-2, 1-5, 1-6 3-7, 3-8	
		Safety learning 1-3, 1-4, 2-4	
		Internet trouble classes 1-9	
		ISS character bulletin 1-11	
		In-school study classes 1-4, 2-4	
		In-school research sessions for faculty and staff 2-1	
		Open School for Morals Class (All grades) 3-5	
		ISS Street 2-5	
		ISS meeting 3-2	
		Sectional group activities, sectional field trips 3-1, 3-4, 5-9, 7-5	
		Improving in-school environment through safety inspections 4-1, 4-2, 4-4, 4-6	
		Evacuation drills 7-2	
		Performing trouble surveys 3-3	


Target Area		Children	Teachers	Parents, Community
In school	Outside school building	Injury map 1-1		
		ISS activities by committee 1-2, 1-5, 1-6		
		Safety learning 1-3, 1-4, 2-4		
		In-school research sessions for faculty and staff 2-1		
		Conducting swimming class with multiple teachers 2-2		
		ISS Street 2-5		
		ISS meeting 3-2		
		Sectional group activities, sectional field trips 3-1, 3-4, 5-9, 7-5		
		Sectional group weeding 3-6		
		Improving in-school environment through safety inspections 4-1, 4-2, 4-5, 4-6		
		Evacuation drills 7-2		
		Performing trouble surveys 3-3		
		Registration in "Sugu Mail" 7-1		
		Installation of security cameras 6-4		


Target Area		Children	Teachers	Parents, Community
Outside school	School zone	Making a regional safety map 1-8		
		Hanasho safe clean exercise, regional safety map 1-7		
		Internet trouble classes 1-9		
		Original flags for school route groups 1-10		
		Leaving school at the same time in groups, Group leader and vice leader meeting 2-3, 5-3, 5-4		
		ISS meeting 3-2		
		Traffic safety and bicycle safety classes 5-1, 5-2, 5-7		
		Instructions for arriving at school 5-6, 7-4		
		Training for passing children to parents' care 7-3		
		Grade 1 children leaving school in groups 5-5		
		Watching over children going home from school 7-6		
	School district	Making a regional safety map 1-8		
		Hanasho safe clean exercise, regional safety map 1-7		
		Original flags for school route groups 1-10		
		Meeting with school route group leaders and vice leaders 5-1, 5-2, 5-7, 5-9, 5-10		
		Bicycle safety inspection 5-8		
		Instructions for arriving at school 5-6		
		Collaboration with the Child 110 Safety homes 6-1		
		District patrols 6-2		


1 Developing the children's ability to avoid risks


1-1	Continued				
Activity	Illustration of sites where injuries occurred inside and outside school (Injury map)				
Purpose	To share information on hazards				
Outline	Continuously connect data, and update the existing injury map. Attach stickers on the danger spots so even 1st and 2nd graders can understand them, and increase interest in safety.				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	Inside school


1-2	Continued				
Activity	Safe and secure broadcasting by the children of the Broadcasting committee				
Purpose	To improve awareness of safety and security in school				
Outline	Broadcasts are made every day in the morning, at lunch, and at the end of school. Information includes safety notices about the weather, ISS quizzes, the day's news, zero lost belonging reminders, etc. Members of the Broadcasting Committee periodically discuss and decide the details.				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	Inside school



1-3	Continued					
Activity	Learning about life (Ability to avoid/predict risks)					
Purpose	Nurture the importance of valuing life and develop the ability to avoid/predict risks					
Outline	Curriculum to foster the mind to value life and the ability to protect one's life is used during the principal's talks at morning assemblies and in the "Morals," "Special Activities," and "Integrated study time" classes, etc.					
Organizers	Faculty and staff, guest teachers	Main target(s)	Children	Place	All	


1-4	Continued				
Activity	In-school lesson study				
Purpose	Developing the ability of children to avoid risk				
Outline	Research classes are held during “integrated study time” classes to create effective classes for the children.				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	Inside and outside school


1-5	Continued					
Activity	Installation of a hazard display (Representative Committee, each committee)					
Purpose	Improvement of the school environment, providing warnings					
Outline	The children confirmed the injury data and injury hotspots, and put up new posters to identify and show hazardous areas. They also periodically inspected and recreated the existing displays.					
Organizers	Upper grade children, faculty and staff	Main target(s)	Children	Place	Inside school	



1-6	Continued				
Activity	Maintenance of hazardous areas (Representative Committee, etc.)				
Purpose	Increase awareness of safety, improve environment				
Outline	Committee members go around the school and look for hazardous areas, etc. The children themselves find injury hotspots and hazardous areas, and work to maintain the environment.				
Organizers	Upper grade children, faculty and staff	Main target(s)	Children	Place	Inside school

1-7	Continued				
Activity	Hanasho safe clean exercise				
Purpose	Increase awareness of safety and security				
Outline	Grade 6 children perform environment beautification activities in the school district with the Hanasho supporters (school support groups). They also cooperate with the supporters to inspect for hazardous areas in the community.				
Organizers	Hanasho supporters, Grade 6 children	Main target(s)	Children, local residents		
				Place	Inside school district


1-8	Continued				
Activity	Children making a regional safety map		 		
Purpose	Increase awareness of safety and security				
Outline	As part of their Social Studies class, the Grade 3 children tour the around the school to learn about the neighborhood and find hazardous areas. They discuss their findings. The Grade 6 children venture out into the school district as part of the community cleaning activities. They confirm known hazardous areas, and inspect for new hazardous areas. Both grades create "Community Safety Maps". These maps are posted in the ISS Street, and presented at the ISS Assembly, etc., to share information.				
Organizers	Grade 3 and 6 children	Main target(s)			


1-9	Continued, expanded			
Activity	Class on Internet Trouble			
Purpose	Increase awareness of safety and security			
Outline	At our school, Grade 5 and 6 children have participated in classes on using the internet safely. <u>In cooperation with the PTA executive committee, this activity has been expanded to include parents.</u>			
Organizers	Faculty and staff, outside lecturer, PTA	Main target(s)	Grade 5, 6 children / PTA	
	Place	Homes, community		


1-10	Continued				
Activity	Original flags for school route groups				
Purpose	Increase awareness of safety and security				
Outline	The children use original group flags they have designed as the school route group flag.				
Organizers	Faculty and staff	Main target(s)	Children	Place	Inside school, inside school district


1-11	Continued, expanded				
Activity	Post ISS character			 はっき-・なっき-・のっき- 	
Purpose	Increase awareness of safety and security				
Outline	Our school's ISS character “Hananokki” appears throughout the school to increase the children's awareness. <u>For our 80th Anniversary Celebration in SY2017, the children handmade “Hananokki” bookmarks, and presented them to the guests and visitors.</u>				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	Inside school, inside school district


2 Instruction system in the school

2-1	Continued, improved				
Activity	Workshops targeted at faculty and staff				
Purpose	Improving the capability of faculty and staff for responding to crises				
Outline	Every year before swimming lessons start, members of the Chichibu Fire Department are invited to give CPR training, AED use training, and hands-on training for water-related. After practicing with dummies and AEDs, faculty and staff are able to take actions in a calm manner.				
Organizers	Faculty and staff	Main target(s)	Faculty and staff	Place	All


2-2	Continued				
Activity	Conducting swimming class with multiple teachers				
Purpose	To ensure safety during swimming classes				
Outline	The homeroom teacher and other teachers are involved with instruction to ensure safe swimming classes. Teachers involved with teaching set up an emergency response system to be prepared for any accidents.				
Organizers	Faculty and staff	Main target(s)	Faculty and staff	Place	Pool


2-3	Continued				
Activity	Meeting with school route group leaders and vice leaders (once a month)				
Purpose	Safe and secure school commute in school route groups				
Outline	The school route group leaders and vice leaders meet for meetings based on the school commute instruction records prepared by the faculty and staff. Groups that commute to school safely are introduced, the month's priority targets are confirmed, issues arising during school commute are discussed, and instruction is given on using the group flag and whistle, etc.				
Organizers	Faculty and staff	Main target(s)	Children (group leader, vice leader)	Place	

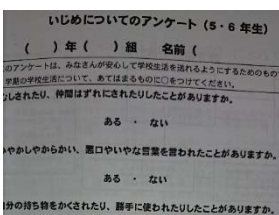
2-4	Continued				
Activity	In-school lesson study [Reprint of 1-4]				
Purpose	Developing the ability of children to avoid risk				
Outline	Faculty and staff observe classes in the school, and verify that classes are effective for teaching safety.				
Organizers	Faculty and staff	Main target(s)	Children	Place	Inside school


2-5	Continued				
Activity	ISS street				
Purpose	Increase awareness of safety and security, and prevention of injury				
Outline	Materials showing the history of ISS, and information from each committee are posted along the ISS Street. The posters and signs are reviewed periodically, and creative measures are used to make them easy for 1st and 2nd graders to understand. The Health Committee posts the situation of the month's injuries. The children post comments for reducing injuries.				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	Inside school


3 Building positive relationships


3-1	Continued				
Activity	Activities of various age groups (sectional groups)				
Purpose	Fostering leadership and compassionate minds in upperclassmen				
Outline	Sectional groups of Grade 1 to Grade 6 children are formed after a color-coded lottery session. The children decide their group tree during the first sectional group meeting. The groups participate in play activities, challenge assemblies, and weeding work, etc.				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	Inside and outside school


3-2	Continued, improved				
Activity	ISS Assembly, Music Assembly (once a month)				
Purpose	Fostering awareness, motivation, and attitude for safety and security				
Outline	Each committee takes turns organizing the monthly ISS Assembly. Each committee makes presentations on activities and initiatives for creating a safe and secure school, and reminds the children of various information. At the end of the monthly music assembly, the children leave the assembly hall in order from Grade 1 while the entire school sings the ISS song along to music played by the Music Committee.				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	Inside and outside school


3-3	Continued				
Activity	Performing trouble surveys				
Purpose	Detecting 'bullying' at an early stage and providing an early response				
Outline	A questionnaire survey is conducted once a semester. The results are shared by the faculty and staff. The faculty and staff share information so not even the smallest issue is overlooked. This helps in early discovery and early response.				
Organizers	Faculty and staff	Main target(s)	Children		
				Place	Inside school

3-4	Continued				
Activity	School-wide sectional group field trips (Once a year in May)				
Purpose	Fostering leadership and compassionate minds in upperclassmen				
Outline	On the sectional group field trip, the children walk to Yagi-yama, about 40 minutes away from school. The children select one of three courses, and leave in groups. At the site, they enjoy group activities with playing and taking part in orienteering, etc. The PTA provides safety instruction with mimamori-watching activities along the course.				
Organizers	Children, faculty and staff, PTA	Main target(s)	Children	Place	Inside and outside school


3-5	Continued, improved				
Activity	Open School for Morals Class				
Purpose	Fostering the spirit of compassion and courtesy				
Outline	The school hosts one open school day for morals class in all grades. The class is open to parents and members of the community. An art appreciation assembly, featuring work by the children, is held on the same day.				
Organizers	Faculty and staff, guest teacher	Main target(s)	Children	Place	All


3-6	Continued				
Activity	Sectional group weeding activity with Hanasho supporters Twice a month (May to Sept.)				
Purpose	Fostering an understanding of work, community, and love for the school				
Outline	Twice a month between May and September, the children perform weeding work with the Hanasho supporters. The children split up into their sectional groups, and are responsible for performing their share of the work. This is an opportunity to have exchanges with members of the community, to learn about work, and to foster affection for the community.				
Organizers	Faculty and staff, children, PTA, community	Main target(s)	Children	Place	Inside school


3-7	New				
Activity	Promotion of “Fuwa Fuwa Words” (non-threatening words)				
Purpose	Fostering the spirit of compassion and courtesy				
Outline	The “Fuwa Fuwa Words” activity was led and promoted by the Representative Committee. “Fuwa Fuwa words” were introduced, and each class assessed the activity every day.				
Organizers	Faculty and staff, Children	Main target(s)	Children	Place	


3-8	New				
Activity	“Happy Letter” activity				
Purpose	Fostering the spirit of compassion and courtesy				
Outline	The Welfare Committee led this activity. Children wrote happy news, etc., from their daily lives in a letter, and put it in the postbox. The letters were introduced over broadcasts, and posted up.				
Organizers	Faculty and staff, Children	Main target(s)	Children	Place	Inside school


4 Improvement of environment


4-1	Continued, expanded				
Activity	In-school safety inspection (once a month, as needed), [Reprint of 1-6]				
Purpose	Early identification of hazardous areas in school, and improvement of environment				
Outline	Committee members go around the school and look for hazardous areas, etc. They improve the environment when a hazardous area is found. In previous activities, they have repaired indents and steps, and picked up small stones from the playground. The children also make rules for using playground equipment safely. The faculty and staff perform safety inspections usually on the 5th of each month. They look for deteriorated or improperly maintained equipment, and for hazardous spots. <u>The SY2017 Inspection Card, listing points from the inspections, was also updated this year.</u>				
Organizers	Children, faculty and staff	Main target(s)	Children, faculty and staff	Place	Inside school

4-2	New				
Activity	Repairs to corridor				
Purpose	Improvement of hazardous environment in school				
Outline	Children could potentially sustain an injury on the steps in the corridor linking the school building to the gym. Repairs were made to eliminate the steps.				
Organizers	Chichibu City	Main target(s)	Children, faculty and staff, community		
				Place	Inside school


4-3	Continued				
Activity	Pruning trees on the playground				
Purpose	Improving dangerous areas on the school grounds				
Outline	Branches that are broken or overgrown are periodically removed or pruned.				
Organizers	Faculty and staff, Chichibu City	Main target(s)	Children, faculty and staff	Place	On the premises



4-4	Continued				
Activity	The stairs in front of the entrance				
Purpose	Improving dangerous areas in school (freezing points)				
Outline	The steps leading to the faculty entrance, on the second floor, can freeze during the winter and result in falling. Non-slip material is already installed. Freezing is prevented by stopping water spraying, and by laying down plastic tarp when it is snowing.				
Organizers	Faculty and staff	Main target(s)	Children, faculty and staff, PTA, community	Place	In front of school entrance


4-5	New				
Activity	Removal of “Hanasho Fort”				
Purpose	Improvement of hazardous environment in school				
Outline	We removed the Hanasho Fort playground equipment as it was deteriorated, and use had been prohibited for a long time. The equipment was installed as a graduation memento.				
Organizers	Chichibu city	Main target(s)	Children, faculty and staff, PTA, community	Place	Playground

4-6	New				
Activity	Repairs to seesaw				
Purpose	Improvement of hazardous environment in school				
Outline	The seesaws were arranged in a row, and the children could bump each other when playing on them. One seesaw was removed to increase safety.				
Organizers	Chichibu city	Main target(s)	Children	Place	Playground


5 Boosting traffic safety awareness

5-1	Continued				
Activity	Implementation of traffic safety classes (once a year)				
Purpose	Understand traffic rules and manner, learn pedestrian safety				
Outline	Traffic safety classes are held to teach the children how to cross pedestrian zones and walk properly so they can commute to school safely.				
Organizers	Chichibu Civic Life Division	Main target(s)	Grade 1-2 children	Place	outside school


5-2	Continued, expanded				
Activity	Implementation of bicycle safety classes (once a year)		 		
Purpose	Learn how to rid bicycle correctly				
Outline	Mock traffic lights are put up and used to teach children how to ride their bikes safely. Our school allows children to ride their bicycles by themselves from Grade 3. The Grade 3 children, who are just starting to ride, are allowed to ride their bicycle after completing this traffic safety class. <u>We have also adopted a bicycle license policy. Children who pass a written test are issued a license.</u>				
Organizers	Chichibu Civic Life Section, Chichibu Police Station	Main target(s)	Children in Grades 3 to 6	Place	outside school

5-3	Continued				
Activity	Meeting with school route group leaders and vice leaders (once a month) [Reprint of 2-3]				
Purpose	Safe and secure school commute in school route groups				
Outline	The school route group leaders and vice leaders meet for meetings based on the school commute instruction records prepared by the faculty and staff. Groups that commute to school safely are introduced, the month's priority targets are confirmed, issues arising during school commute are discussed, and instruction is given on using the group flag and whistle, etc.				
Organizers	Faculty and staff	Main target(s)			




5-4	Continued				
Activity	Leaving school at the same time in groups (once a month, as needed)				
Purpose	Safe and secure commute in school route groups				
Outline	Instruction on safe commuting is given based on the school commute instruction records prepared by faculty and staff. The month's priority targets are conveyed, and the group flag and whistle are confirmed.				
Organizers	Faculty and staff	Main target(s)	Children	Place	School route





5-5	Continued				
Activity	Grade 1 children leaving school in groups				
Purpose	Safe and secure commute home				
Outline	To ensure the children get home safely, the Grade 1 and 2 children commute home in a group. During the early part of the school year, the Grade 1 parents take turns meeting the children, and walk home with them. The faculty and staff, and the school guard leaders, etc., provide mimamori-watching.				
Organizers	Faculty and staff, parents, community	Main target(s)	Grade 1 and 2 children		
				Place	School route




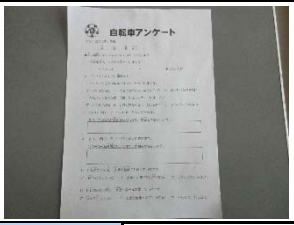
5-6	Continued				
Activity	Instructions for arriving at school (once a month, twice in April)				
Purpose	Safe and secure school commute with instruction by guards				
Outline	Guards stand at various locations following the School Commute Instruction Plan, and provide instruction on walking and crossing roads. Reports are given on groups with good conduct, and on issues that need to be addressed.				
Organizers	Faculty and staff, PTA	Main target(s)	Children	Place	School route




5-7	Continued, expanded				
Activity	Creation of bicycle safety posters				
Purpose	Increase awareness of using bicycles				
Outline	The children review current posters, such as the “Near Miss Safety Map”, and add new information. Grade 4 children create slogans during first semester. <u>They also devise and post slogans about riding bicycles safely.</u>				
Organizers	Children, faculty and staff	Main target(s)	Children	Place	outside school


5-8	Continued				
Activity	Bicycle safety inspection				
Purpose	Increase awareness of using bicycles				
Outline	The PTA organizes an event for bicycles to be inspected by members of the Chichibu Bicycle Association. Children can only ride bicycles that have passed the inspection and have a Hanasho original "Pass" sticker.				
Organizers	Children, faculty and staff, PTA, local community	Main target(s)	Children	Place	outside school


5-9	New				
Activity	Promotion of helmets by Challenge Assembly				
Purpose	Helmet wearing trials (sectional group activity)				
Outline	Children play games, requiring helmets to be worn, at the Challenge Assembly. The children get to try wearing a helmet while having fun.				
Organizers	Children	Main target(s)	Children	Place	Inside and outside school


5-10	Continued				
Activity	Bicycle Questionnaire				
Purpose	Increase in awareness of riding bicycle safely				
Outline	The Grade 3 and above children take part in a questionnaire to investigate awareness of bicycle safety and helmet usage.				
Organizers	Faculty and staff	Main target(s)	Children	Place	outside school

6 Measures for suspicious persons

6-1	Continued				
Activity	Collaboration with Child 110 Safety homes				
Purpose	Ensuring children's safety, and preventing crimes, etc.				
Outline	Registered homes are asked to display plates indicating “Child 110 Safety home” where it can be seen easily from the school route. Children can ask for help at these homes if they encounter any suspicious persons, etc. Small stores in the school district and homes where residents are usually at home are often asked to cooperate.				
Organizers	Faculty and staff, PTA, local community	Main target(s)	Children	Place	In school district

6-2	Continued				
Activity	District patrols				
Purpose	To ensure the safety of children and to suppress crimes (prevent crimes before they occur)				
Outline	Patrols, consisting of parents and members of the community, patrol each neighborhood. During each summer vacation, daily evening patrols are conducted in each of the ten neighborhoods.				
Organizers	Faculty and staff, PTA, local community	Main target(s)	Children	Place	outside school

6-3	Continued				
Activity	Distribution of portable crime prevention buzzers				
Purpose	Measure against suspicious persons, increase crime prevention awareness				
Outline	Every year, the new Grade 1 children are given portable crime prevention buzzers to put on their bags. The buzzers are inspected periodically to confirm that they work.				
Organizers	Faculty and staff	Main target(s)	Children	Place	School route In school district

6-4	Continued				
Activity	Installation of security cameras				
Purpose	Measure against suspicious persons, increase crime prevention awareness				
Outline	Security cameras are installed at each school gate and are monitored round the clock in the school office for any suspicious persons. A system where warning lights turn on when suspicious persons enter the premises has also been installed, and this system can also be used to notify authorities for emergencies.				
Organizers	Faculty and staff, chichibu city	Main target(s)	Children, faculty and staff	Place	Inside school


Indicator 4 Programs targeting groups and environments facing high risks

There are certain risk factors that we need to consider, such as the frequent occurrence of earthquakes in Japan and disaster prevention measures to handle the extreme weather conditions of recent years. In addition, there is also concern for break-ins by suspicious persons and cases where suspicious persons may try to start conversations or attempt to follow children going to school or going home. While the geographical areas where children are active expand during the lower grades, children at that age are still in the development stage in regards to the understanding of traffic rules and judgments of traffic situations. This signifies a need for further support in order to prevent traffic accidents.


Another factor to consider is that there are two special needs classes at our school, and it can be assumed that children with special needs may panic more easily due to their conditions. In some cases, they require special consideration in their daily lives to ensure their safety. We have defined the groups outlined above as high-risk groups and are involved in programs targeting these groups.


1 Measures in preparation of large-scale earthquakes

(1) “Sugu Mail” registration

7-1 Sugu Mail Registration					
7-1	Continued				
Activity	“Sugu Mail” (Immediate mail) registration				
Purpose	Provision of information to parents				
Outline	In Chichibu City, the Board of Education recommends that all families register in the school's “Sugu Mail” system. If a disaster occurs, we can immediately send out e-mails regarding the emergency system in place.				
Organizers	Faculty and staff	Main target(s)	Faculty and staff, parents	Place	Inside and outside school


(2) Evacuation drills

(2) Evacuation drills					
7-2	Continued				
Activity	Implementation of emergency evacuation drill (once a semester)				
Purpose	To ensure safety when earthquakes/fires occur				
Outline	The sound of the Earthquake Early Warning is utilized when conducting evacuation drills to prepare for large-scale earthquakes. In simulation of power outage, broadcasts over the school system for evacuation guidance is conducted using emergency broadcasting equipment. Each classroom is equipped with a megaphone so it can be used to communicate with or guide others promptly. Children are selected to take part in fire extinguishing drills, and the Grade 5 children practice coming down a chute from the 3rd floor.				
Organizers	Faculty and staff	Main target(s)	Children, parents	Place	In the school, playground


7-3	Continued				
Activity	Training for passing children to parents' care				
Purpose	To train how to pass the children to the parents' care safely after disaster such as a large-scale earthquake				
Outline	Drills simulating large-scale earthquakes are conducted to practice how to pass the children to the parents' care smoothly. Parents are asked to walk to school and pick up their children. They confirm emergency evacuation shelters, etc., as they walk home together. "Sugu Mails" are also sent out on this day.				
Organizers	Faculty and staff	Main target(s)	Children, parents		




2 Measures for lower grade children

2 Measures for lower grade children					
7-4	Continued				
Activity	Leaving the school in groups				
Purpose	To ensure the safety of lower grade children on their way to school/on their way home				
Outline	School route groups are formed with children in the upper grades assigned as group leader and vice-leader. The older children look out for the lower grades to ensure a safe commute to school. The school groups are formed every March. The leaders check out the meeting place and school route, etc., with the faculty and staff in charge.				
Organizers	Faculty and staff, parents	Main target(s)	Children		



7-5	Continued				
Activity	Sectional group activities [Reprint of 3-1]				
Purpose	To ensure the safety of lower grade children going on sectional group field trips				
Outline	The children in the upper grades are designated as leaders and vice leaders of the sectional groups. They take care of lower grade students so that the groups arrive at the park safely.				
Organizers	Faculty and staff, PTA	Main target(s)	Children	Place	outside school





7-6	Continued				
Activity	Watching over children going home from school				
Purpose	To ensure the safety of lower grade children when they are leaving school				
Outline	When the new school year starts, the parents accompany children in lower grades so that they can arrive home safely. Mimamori-activities by the faculty and Hanasho supporters are carried out while the lower grades are going home.				
Organizers	Faculty and staff, Hanasho supporters, parents	Main target(s)	Children	Place	School zone




3 Measures for special needs classes



7-7	Continued				
Activity	Establishment of special needs classes				
Purpose	Providing individual support to ensure safe and secure school life for children with special needs				
Outline	Our school has two special needs classes, one for children with intellectual disabilities and one for children with emotional disabilities. Twelve children are currently enrolled. Two homeroom teachers and two special needs assistance follow individual instruction plans, and give detailed support to help children become independent. The classes interact with other grades at school events and in various subjects. The children also have exchanges with special support schools and special support classes throughout the city. They participate in joint learning presentations and joint field trips. We make an effort to foster the children's minds. Visitors are welcome to visit the Sakura Grade's "Morals" class on Open School day.				
Organizers	Faculty and staff	Main target(s)	Children in special needs classes	Place	Inside and outside school





7-8	Continued				
Activity	Establishment of a special needs resource room (Support Room) to offer guidance for children with special needs learning in regular classrooms				
Purpose	Instruction to help children improve and overcome challenges				
Outline	A teacher in charge of special needs provides individual guidance to help children overcome issues they face. Chichibu City has two Special Needs Resource Rooms, one which is located at our school. Children from other schools, in addition to our children, visit the Support Room.				
Organizers	Teacher in charge of the resource room	Main target(s)	Children who visit the resource room		
				Place	Inside school



7-9	Continued				
Activity	Installation of cushioning materials		 		
Purpose	Prevent impact to head, etc., if child falls during learning activities				
Outline	The Special Needs Resource Room and Special Needs Class classrooms have cushioning sponges on the walls and urethane mats on the floors. These allow the children to move around safely during independent activities.				
Organizers	Teachers in charge of special needs classes, teachers in charge of the special needs resource room	Main target(s)	Children in Special Needs Class, children using Special Needs Resource Room	Place	Inside school



Indicator 5 Initiatives based on evidence

At our school, we analyze the occurred injuries by various aspects such as time, location, and mechanism to establish preventive measures based on evidence. As a result of our efforts, issues that should be focused on became clear, as indicated in Chapter 4.

Based on injury occurrence, prevention targets are set for injuries both at school and outside school, and preventive activities are conducted.

Occurrence of injury etc.		Prevention targets
At school	<ul style="list-style-type: none"> Scrapes and bruises are the most common type of injury. (Fig. 3-5) Most of the scrapes occur on the playground during recess. Most scrapes occur when a child falls. (Figs. 3-6, 7, 8) Many of the bruises occur in the classroom during recess. Most bruises occur when a child bumps into things. (Figs. 3-9, 10, 11) Injuries requiring hospital treatment most often occur on the playground during recess. There are many fractures. (Figs. 3-13, 14, 15) Lower grades have a higher rate of injury during recess. (Figs. 3-4, 7, 8, 10, 11) There have been no serious incidents of bullying in the three years since we were certified as an ISS school. However, according to the "Trouble Survey," there are children who had bad experiences interacting with their friends. (Figs. 3-16, 17, 18) 	<ul style="list-style-type: none"> (1) Injuries on playground (From falling) (2) Injuries in classroom (From bumping into things) (3) Injuries during recess (Playground) (Classroom) (4) Injuries of lower grade students (Playground) (Classroom) (5) Relations with friends
Outside school	<ul style="list-style-type: none"> Over the past three years, 6 cases of traffic accidents in the school district affecting children at our school, 4 involved children riding bicycles. (Fig. 3-20) The main cause of bicycle accidents was suddenly emerging without warning (Fig. 5-17) More children now own helmets, but the number is still low. There are many children who have helmets but do not wear them. (Figs. 3-21, 22, 23) 	<ul style="list-style-type: none"> (6) How to ride bicycle (7) Rate of helmet usage

* Since there were almost no cases of child abuse, we did not focus on this area.

* Although there are few crimes involving children, the following countermeasures (1) to (5) were implemented:

- (1) Establishing a curfew of 16:00 for all students to leave the school premises and ensuring all children have left school by this time.
- (2) Installing security cameras in the school.
- (3) Students are required to return home after the afterschool activities by 18:00 in the spring and summer and 17:00 in the autumn and winter.
- (4) Distributing crime prevention buzzers to all newly enrolled first year students.
- (5) Encouraging homes in the community to register and cooperate with the "110 child safety shelter" initiative (A refuge provided when children find themselves at risk of being involved in crime), and distributing "110 child safety shelter" plates to the registered homes.

1 Analysis of cause to clarify issues that needs to be addressed

Shown below is the summary of the injuries occurring at school. The tendencies of injuries as well as the locations where injuries are occurring could be interpreted from the collected data.

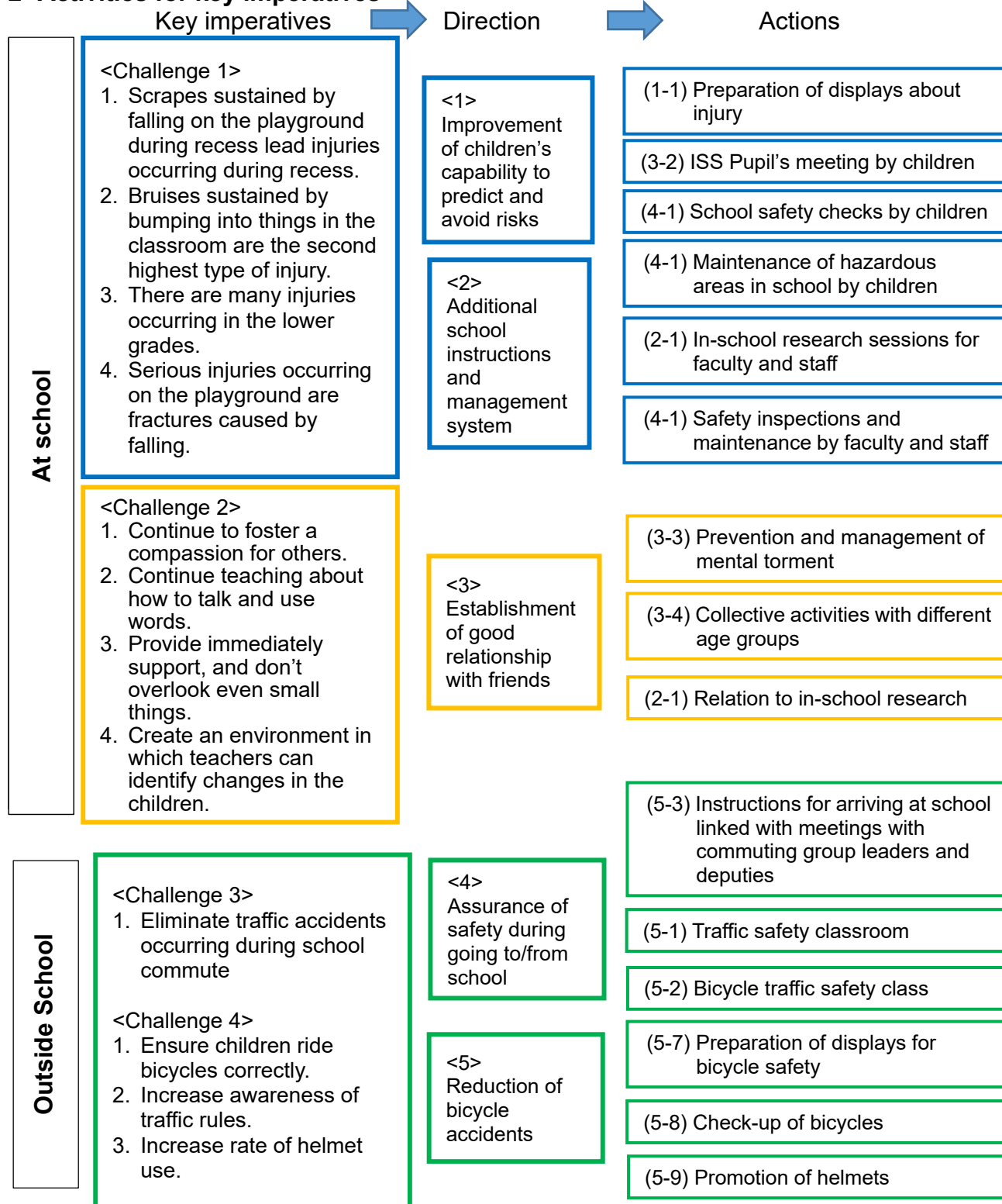
Injuries inflicted on children at school

	Evidence data	Analysis	Issues to focus on
Injuries including minor cases	Fig. 3-7 Fig. 3-10	Injuries occur frequently during recess.	(1) Scrapes sustained by falling on the playground during recess lead injuries occurring during recess.
	Fig. 3-5	Many injuries are scrapes and bruises.	
	Fig. 3-8	Many scrapes are caused by falls on the playground.	
	Fig. 3-11	Many bruises are caused by children bumping into things in the classroom.	(2) Bruises sustained by bumping into things in the classroom are the second highest type of injury.
	Fig. 3-4	Injuries occur often in the lower grades and decrease as the students advance to higher grades.	
	Fig. 3-8	There are many scrapes in the upper grades, with many caused by children playing soccer.	(3) There are many injuries occurring in the lower grades.
Injuries requiring hospital visits	Fig. 3-14 Fig. 3-15	<ul style="list-style-type: none"> Throughout the year, injuries sustained on the playground occur during recess. 	(4) Serious injuries occurring on the playground are fractures caused by falling.
	Fig. 3-13	<ul style="list-style-type: none"> There have been many bone fractures caused by falling, etc. 	

When the occurrence of injuries are analyzed for injuries including minor cases at school, the location where injuries occur the most is the playground, followed by the classroom. The data for the time zone of occurrence indicates that injuries occur the most during break time for all locations with the exception of the gymnasium and the special needs class, followed by physical education classes. The situation has not changed greatly since we were certified in 2015, however, the number of incidents has dropped significantly. Injuries sustained on the Hanasho Tower, where there were many serious injuries, have also dropped.

Looking at injuries requiring hospital treatment in detail, there are injuries sustained on the playground, in the classroom, and in the gymnasium. Injuries sustained on playground equipment, including the Hanasho Tower, have dropped, and there were zero incidents in SY2017.

2 Activities for key imperatives



(1) Prevention of injuries at school

<1> Improvement of children's capability to predict and avoid risks

1-1 Preparation of displays about injury at school < Challenge 1 >

Continued

The Health Committee children use data on injuries from the nurse's office, and show the monthly situation with graphs. Findings from the graph results are written on cards, and used to call for prevention. The children also make posters and remind all students to prevent accidents.



[ISS Assembly by Health Committee children]

Frequent injuries, found from the data, were announced, and reminders were given to reduce the number. The Committee also promoted cavity prevention to the entire school.

3-2 ISS Children meeting by children < Challenges 1, 2 >

Continued

Once a month, children in each committee organize the assembly, and give presentations on their initiatives to create a safe and secure school. Because there were many injuries on the Hanasho Tower, the Exercise Committee called out to the students reminding them to use the Hanasho Tower safely. Presentations, including a True/False Quiz, were devised to make them easy for the lower grades to understand. The older children performed mimamori watching during recess to ensure the lower grades could play safely.



It's dangerous if you go up the slide from the bottom.



Is it okay to play tag on Hanasho Tower?

[ISS Assembly organized by Exercise Committee]

The entire school checked how to play safely on Hanasho Tower.

4-1 School safety checks by children <Challenge 1>

Continued

The Representative Committee and Health Committee performed investigations of hazardous areas on the playground and in the school. Their findings were presented at the ISS Assembly, and to each class.



1-5 Maintenance of hazardous area displays by children <Challenge 1>

Continued

The Representative Committee and Health Committee referred to the investigation of the hazardous areas on the playground and in the school, and made warning posters for injury hot spots. The posters are periodically inspected and updated.



4-1 Maintenance of hazardous areas in school by children <Challenge 1>

Continued, expanded

The Exercise Committee, Health Committee, and Rabbit Petting and Contact Experience lead activities to maintain hazardous areas on the playground and in the school. Each Committee works to find hazardous areas, and performs daily maintenance.



[Picking up rocks]



[Installing rubber cushions on corners]



[Preventing colds; disinfecting door knobs]

<2> Strengthening school instruction and management system

2-1 In-school research sessions for faculty and staff <Challenges 1, 2>

Continued

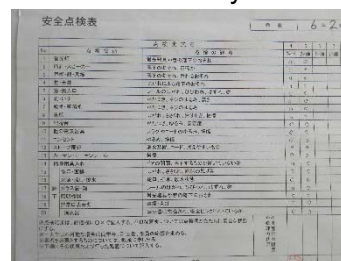
Detailed instruction must be given in each grade so that the children's ability to predict and avoid danger can be fostered. At our school, the in-school research organization conducts training seminars that follow a research plan. The faculty and staff participate in classes on various subjects including life skills, water-rescue methods, how to use an EpiPen, school health, and in-school research workshops. The Student Instruction Committee meets once a month (and as needed) to discuss challenges identified from the school life survey. In SY2016, an increase in bruises sustained in the hallway and stairs was identified as a challenge, so faculty and staff discussed an instruction and management system.



4-1 Safety inspections and environment maintenance by faculty and staff <Challenge 1>

Continued, expanded

The 5th of every month is designated as Safety Day at our school. All faculty and staff participate in safety inspections. The Safety Inspection card is provided at inspection sites to ensure complete inspections are conducted. The detailed items are reviewed each school year. The chief subject teacher leads the inspections so that many places can be inspected by many people. When any problem is found, the Safety Department leads efforts to immediately make repairs and improvements.



<3> Establishment of good relationship with friends

3-3 Prevention and management of mental torment (Survey about bullying) <Challenge 2>

Continued

Bullying is regarded as a mental torment and a survey was conducted to all children, entitled Survey for bullying: Happy school life for everyone. It was filled in at home together with guardians and is submitted to the school every semester.

- Have you ever been ignored or ostracized?
- Have you ever experienced cracking or chuffing, or received insults or negative words?
- Have you ever been your belongings hidden or used without your permission?
- Have you ever hit by intention or punched or kicked as if they were playing?
- Have you ever experienced e-mail message denouncing you or negative blog messages about you?

The results are tabulated at the end of the month of survey. If any bullying is suspected, the class's homeroom teacher (with grade supervisor when needed) confirms the facts, and immediately provides instruction. If the bullying is identified as serious during this process, a "Bullying Prevention Task Force" is started up with the principal, to ensure the issue is handled in a systematic manner.

3-4 Collective activities with different age groups (Across-grade activities and excursion) <Challenge 2>

Continued

Groups of children in different grades are formed every year. The groups participate in monthly play activities, and perform weeding work together with Hanasho supporters on designated mornings. During sectional group play, the group leaders and Grade 6 children plan fun ways to play with children in lower grades.

Additionally, all school excursion including the Grades 1 to 6 is organized in the latter half of May every year. At this excursion, Grades 4 to 6 children (leader is Grade 6 children) play a key role to walk along with Grades 1 to 3 children. They play and eat lunch boxes together to take care of Grades 1 to 3 children. Through this interactions of multi-year groups, we will help establish good relationship with friends.



2-1 Relation with in-school training <Challenge 2>

Continued, improved

Since SY2016, our in-school training has conducted research focusing on math classes. The research theme is “Devising classes that draw out children’s questions (SY2018).” The faculty work to design classes for independent, interactive deep learning sessions. The faculty and staff participate in periodic in-school training, and in-school class research is conducted during math classes. We believe that promoting this type of class preparation helps the children to recognize each other, build a good relation with their friends, and foster a compassionate mind.



(2) Prevention of injuries outside school

<4> Assurance of safety during going to/from school

Continued

5-1 Traffic safety classroom <Challenge 3>

Traffic safety classroom is held for Grades 1 and 2 every year. Staff at Chichibu Civic Life Division provide instructions and we received hands-on experience of how to follow the traffic lights and how to go across the crossing. Through this traffic safety class, our children walk in a line during going to/from school.



5-3 Instructions for arriving at school linked with meetings with commuting group leaders and deputies <Challenge 3>

Continued

Based on Instructions for arriving at school records by school staff members, groups that were good at greeting, demonstrated good line and cared about Grade 1 children when commuting are presented. The information that should be confirmed across the entire commuting groups is shared. Moreover, we practice commuting group flags and whistle. Awareness of greetings and safe travel is promoted during monthly School Route Leader and Vice Leader Meetings. The Hanasho original group leader flag also helps to increase awareness about commuting to school safely.



<5> Reduction of bicycle accidents

5-2 Bicycle safety classroom <Challenge 4> (Subject: Reduction of bicycle accidents)

Continued, expanded

At our school, children at Grade 3 or higher can ride bicycles without their parents. Majority of children use bicycles. There were 6 traffic accidents of our school children in the past 3 years from 2015 through 2017. Among them, 4 accidents occurred while riding on bicycles. Therefore, for Grades 3 to 6 children who can ride bicycles without their parents, bicycle safety classroom is organized in May every year. The children learn and practice riding their bicycle safely, including hazards such as inner wheel difference and blind spots as seen from a car. They also learn about the safety of wearing a helmet. The Chichibu Police Department cooperates in this program and issues bicycle licenses, reminding children to observe traffic rules.



5-7 Preparation of displays for bicycle safety <Challenges 3, 4>

Continued, expanded

There are many posters about bicycle safety at our school. The “Hiyari Hatto Safety Map” is periodically reviewed and updated. Past bicycle accidents are analyzed, and used as materials for children to think about safety and security. This includes watching out for jumping into the street. The “Five Rules for Bicycle Safety” are posted where the children can see them easily, such as at the stairs. The Grade 4 children learn about safety during first semester, and come up with “Safety Slogans,” which they post around the school.



5-8 Bicycle safety check <Challenge 4>

Continued

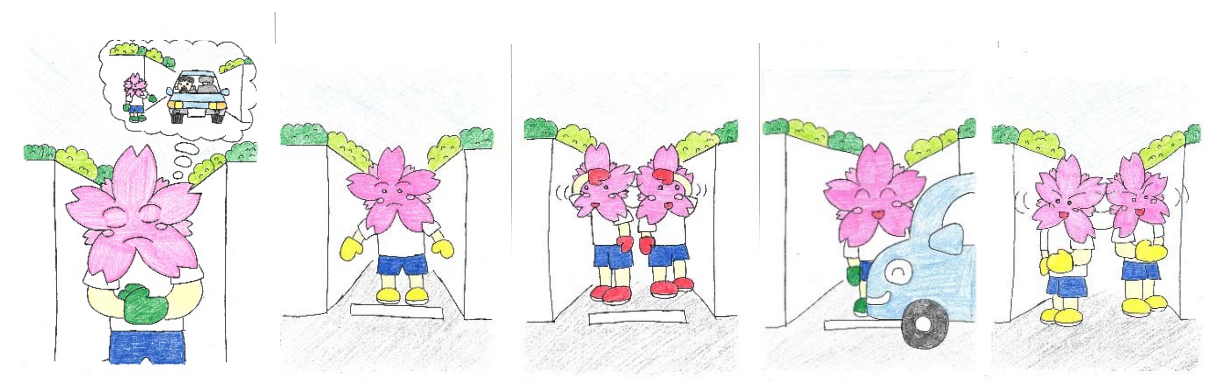
PTA Safety Department and School Safety Department co-hosted an event and invited a bicycle shop personnel at Chichibu Area Bicycle Association. Saddles, frames, bells and lights were inspected from an expert perspective. If they were passed, this year's Hanasho sticker is given and is used as a permission for bicycle schooling. This activity is intended to ensure awareness of daily checking of bicycles and safety ride.



5-9 Program to increase helmet usage rate <Challenge 4>

New

Newsletters explaining the necessity and safety factors of wearing a helmet were sent out to parents in hopes of increasing the helmet usage rate. The PTA Executive Committee, etc., has also introduced the necessity of wearing helmets. At Children's Assemblies, the children proposed games that let them try wearing helmets.



Indicator 6 Programs that document the frequency and causes of injuries

At our school, multiple data collection programs for gathering information on external injuries, etc., are used to obtain a comprehensive view of injuries by children in the school environment and the community.

Category	Type of injury	Recording method	Frequency of tabulation
Injuries to the body	(1) Injuries including minor	"Injury record" sheet is used to collect information about injuries and accidents at School nurse's office. They are statistically analyzed.	Once a month
	(2) Injuries requiring hospital visits	In order to claim Disaster medical care expense under school supervision, records to be submitted to Japan Sport Council are provided to the local government.	Once a month
Mental torment	(3) Number of cases of cases resulting in bullying	All children are surveyed if they have had experiences of bullying or their friends are experiencing bullying.	Once per semester

1 Injury records at school

(1) Collection of injuries including minor (data from the school nurse's office)

Using Injury Record Sheet, "Time the onset of an incident," "Location of an incidence," "Category of injury," "Location of injury," "Cause of an injury" and "Medical treatment" are recorded for each case.

Based on this data, children of the health committee prepare graphs, add comments, and post them up. The monthly nurse's office data is collected and saved in a file. As part of the ISS program, all faculty and staff share information, and take appropriate actions to prevent injuries.

(2) Records for injuries requiring hospital visits

(From "Disaster mutual aid benefit data")

Injuries that occurred under the school supervision and required at least 5000 yen for medical treatment are reported to Japan Sport Council. At that occasion, "Disaster mutual aid benefit data" are utilized.

(3) Understanding of cases that may lead to bullying

"Trouble survey" is conducted every semester to understand the status of pupil's mental condition while ISS Summer Vacation Summary Card is used to investigate living condition of each pupil.

This survey helps in early identification of cases that could lead to bullying.

Na 花の木小学校 けがのきろく

月	日	年	組	名前
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1 いつ

①あさ ②() 時間目休み ③ひる休み ④きょう食
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シーソー すべり台) ⑨その他()

5 どこを

①あたま ②かお ③うで ④ひじ ⑤手 ⑥ゆび
⑦もち ⑧ひざ ⑨すね ⑩足 ⑪そのほか()

6 どうしたらけがをしなかったか、かける人はかいてみましょう

Indicator 7 Evaluation measures to assess school policies, programs, and processes

For those listed at Indicator 6, the following actions will be conducted to measure changes and they are used as an indicator, in order to confirm performance of our activities. For short- and mid-term assessment, we will evaluate changes of “Awareness / knowledge” and “Behavior and actions.” For long-term assessment, we will confirm how much reduction of injuries was achieved.

1 Assessment indicator and verification of effects

☆ Verification methods, ★ Items subject to assessment

Countermeasure	Indicator for short and mid-term achievement	Indicator for long-term achievement
(1) Pupil's awareness survey by children (2) Preparation of Display for injuries (3) ISS meeting by children	Assessment indicator 1: Understanding of onset and causes of injuries ☆ Survey ★ All children Assessment indicator 2: Changes in awareness and behavior for prevention ☆ Pupil's awareness survey by children (Once per semester) (Children's survey) ★ All children	Assessment indicator 8: Number of onset of injuries at school and their incidence rate ☆ Data from the school nurse's office and Disaster mutual aid benefit data (every year) ★ All children
(4) Safety check by children (5) Study of school class (6) Improvement of safety management method at a school	Assessment indicator 3: Awareness for safety and its assurance ☆ Assessment of instruction effect (Before and after learning) ★ Children, faculty and staff	
(7) Prevention of mental damages and countermeasures (8) Collective activities with different age groups (9) Lectures on mindset	Assessment indicator 4: Number of cases of bullying ☆ Status investigation (Trouble survey, once per semester) ★ All children	
(10) Bicycle safety classroom (11) Traffic safety classroom (12) Promotion of helmet use	Assessment indicator 5: Penetration of the traffic rule (walking) ☆ Status investigation (ISS Review Card, every month) (Going to/from school survey by faculty, staff and parents) ★ All children Assessment indicator 6: Penetration of the traffic rule Rate of helmet use (bicycle) ☆ Status investigation (ISS Review Card, every month) (Going to/from school survey by faculty, staff and parents) ★ All children Assessment indicator 7: Traffic safety for local areas and school routes ☆ Survey ★ Parents	Assessment indicator 9: Number of bicycle traffic accidents / incidence rate ☆ Summary of accident reports and police summary statistics (every year) ★ All children

2 Assessment methods and Improvement

For assessment indicator, achievements and evaluation are analyzed and improvements will be sought.

<Indicator for short- and mid-term achievements>

	Name of assessment indicator	◎Assessment method ◆Improvement
Assessment indicator 1	Understanding of the onset and cause of injuries Figs. 3-1 to 15 Figs. 5-1 to 13	◎ Survey for changes of children by safety instruction in accordance with Annual instruction plan is conducted annually and assessment is performed. (From nurse's office data) ◆ Onset and causes of injuries are understood by grade and safety instruction plan shall be improved for each grade.
Assessment indicator 2	Changes in awareness and behavior for prevention	◎ ISS committee conduct survey to all children every semester, based on similar survey items. (Review card) ◆ Through continuous follow-up of the survey results, changes of awareness and behavior of children are understood and inputs to pupil activities will be made.
Assessment indicator 3	Awareness for safety and its assurance	◎ Pupil's awareness on safety is surveyed before and after learning and every year. Changes and penetration rate are evaluated. (Review card) ◆ In relation to preventive measures for injuries, Safety Instruction Curriculum of all subjects are prepared and revised.
Assessment indicator 4	Number of cases of bullying Figs. 3-16 to 19 Figs. 3-14 to 16	◎ Monthly "Trouble survey" is used to understand the number of bullying and the current status. (Survey of Worries and Concerns) ◆ In order to eliminate bullying, faculty and staff will systematically take actions. At the same time, causes of bullying are analyzed and continuous monitoring shall be conducted.
Assessment indicator 5	Penetration of the traffic rule (walking) Fig. 3-20 Figs. 5-17, 18	◎ Children of all grades learn traffic safety every year. Level of understanding of the traffic rule is assessed before and after learning. (School Route Group Check Card) ◆ The school route group check card is used to check how well children understand the rules, and to improve instruction contents.
Assessment indicator 6	Penetration of the traffic rule (bicycles) Figs. 3-20 to 23 Figs. 5-17 to 22	◎ The level of traffic rule understanding and the helmet usage rate are assessed before the activity. The level of understanding is assessed for each review card. (Bicycle Survey)

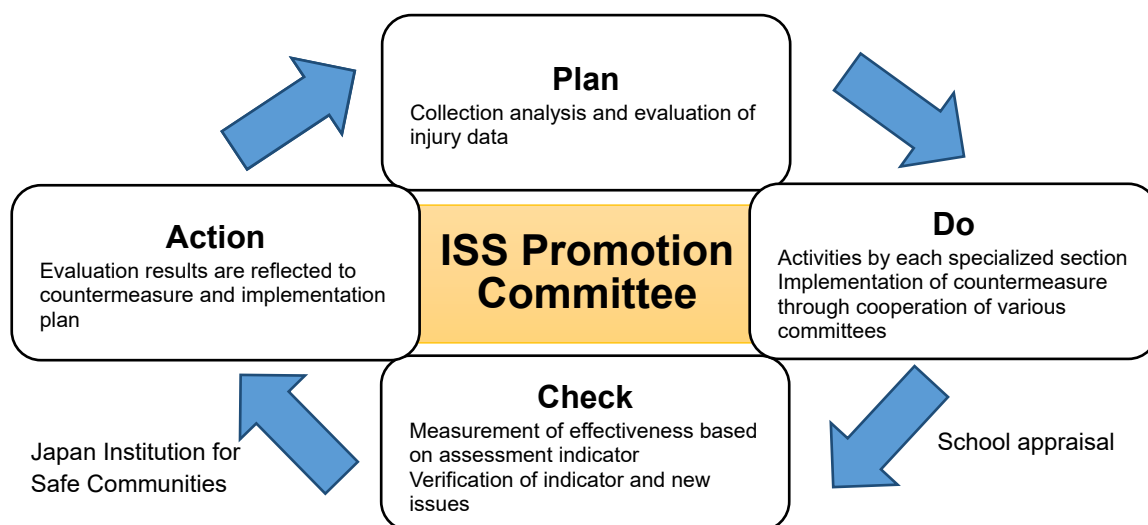
Assessment indicator 6	Penetration of the traffic rule (bicycles)	◆ Enlightenment will be made at “ISS Newsletter”, PTA Advisory Board meeting and parent’s communication meetings.
Assessment indicator 7	Traffic safety for local areas and school routes	◎ Survey on school routes and local safety will be made to parents every year. Sense of risk among parents is understood. Moreover, at a meeting with local volunteers, local information will be obtained. (School assessment) ◆ Upper grades work on updating the “Hanasho District Safety Map.” Hazardous areas are inspected by supporters and during the Safe Clean Activity, etc. The scope of mimamori-watching is increased with these activities.

<Indicator for long-term achievements>

Assessment indicator 8	Number of onset of injuries at school and their incidence rate Figs. 3-1 to 15 Figs. 5-1 to 3	◆ Based on injury data, sense of prevention will be raised. Safety Instruction Curriculum is prepared and the number of injuries and incidence rate will be reduced.
Assessment indicator 9	Number of bicycle traffic accidents / incidence rate Figs. 3-20 to 23 Figs. 5-17 to 22	◆ Parents and local care network will be expanded and the number of traffic accidents of pupil’s bicycles and their incidence rate will be reduced.

3 Project management of the program

Project management of the program will mainly conducted by “ISS Promotion Committee.” Effectiveness is rated based on the assessment indicator. When implementing PDCA cycle as part of the Program, we invite instructors from Japan Institution for Safety Communities and receive advices on our activities and program management. The program is also assessed by the External Appraisal Committee (representatives of parents, community, and school), and the results are linked to improvements.



4 Examples of results

(1) Situation of injuries sustained in the school

1. Injuries including minor injuries

Fig. 5-1 Changes in number of treated injuries occurring during recess, on playground, or classroom (Nurse's Office data for SY2016 to SY2017)

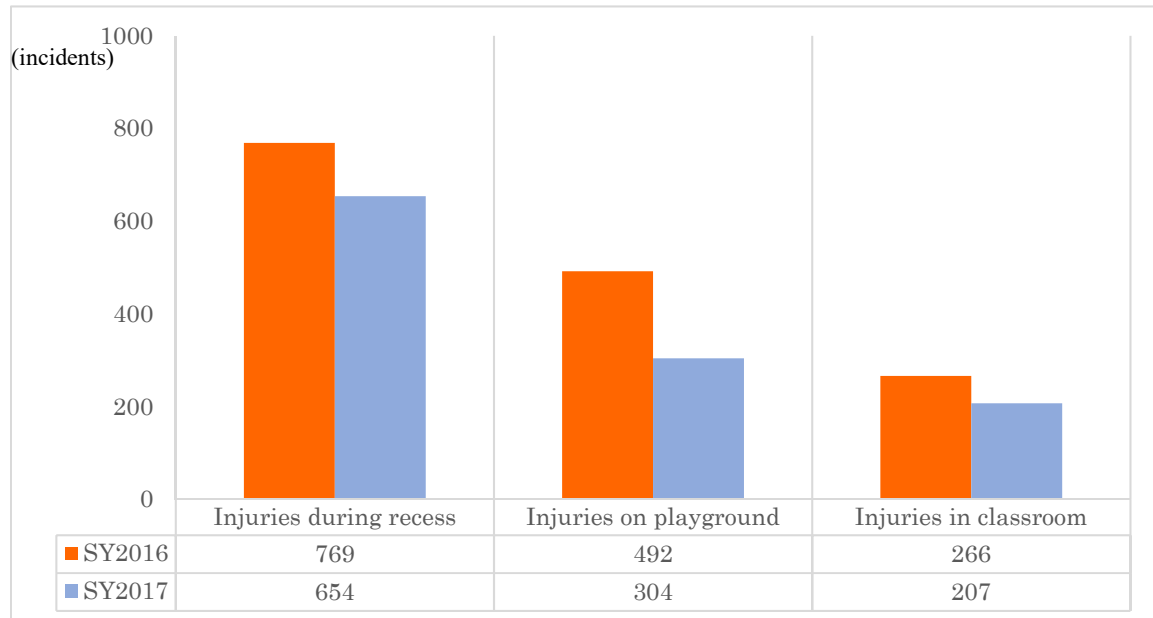


Fig. 5-2 Changes in number of treated cases by type of injury, and number of treated cases per child (Nurse's Office data for SY2016 to SY2017)

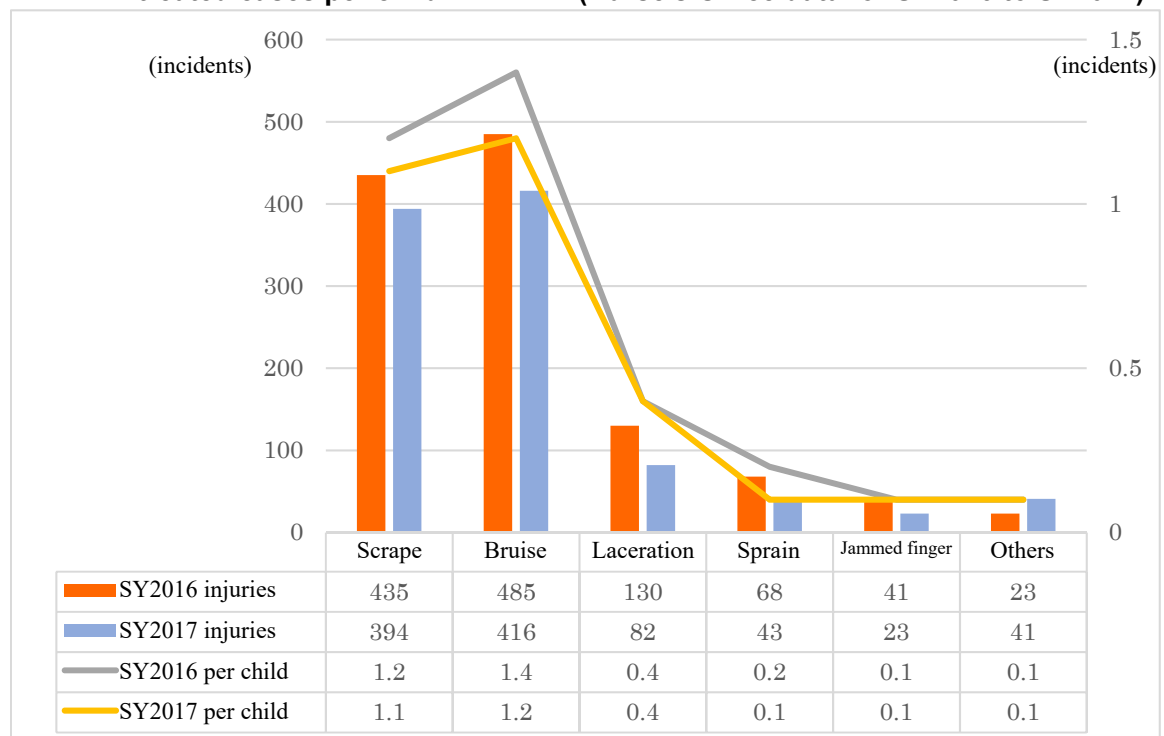


Fig. 5-3 Changes in number of treated scrapes by place of occurrence
(Nurse's Office data for SY2016 to SY2017) [Reprint from Fig. 3-6]

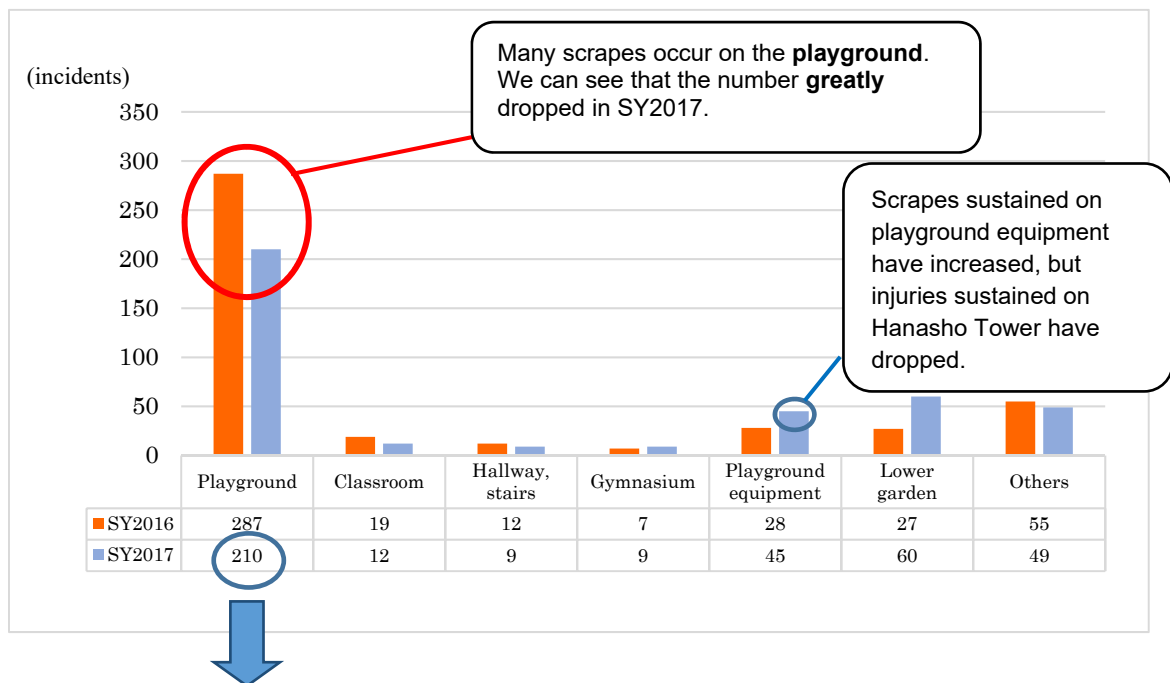


Fig. 5-4 Number of scrapes sustained on playground by grade and by cause of occurrence
(Nurse's Office data for SY2017)

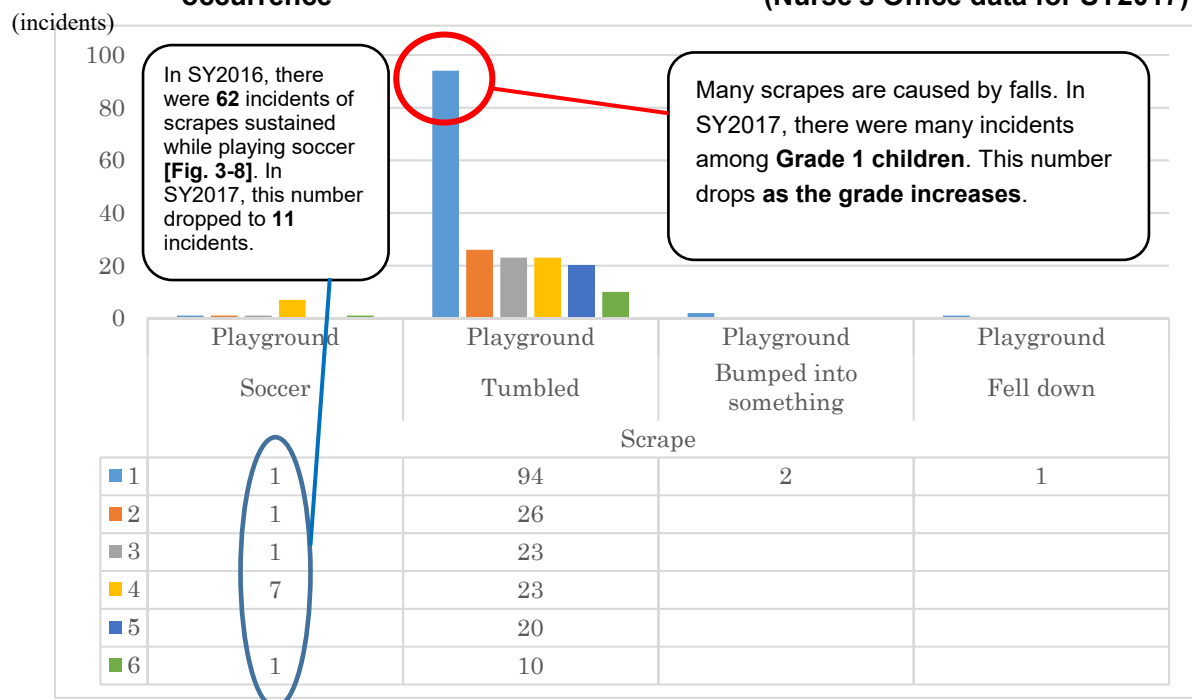


Fig. 5-5 Changes in number of treated bruises by place of occurrence
(Nurse's Office data for SY2016 to SY2017) [Reprint from Fig. 3-9]

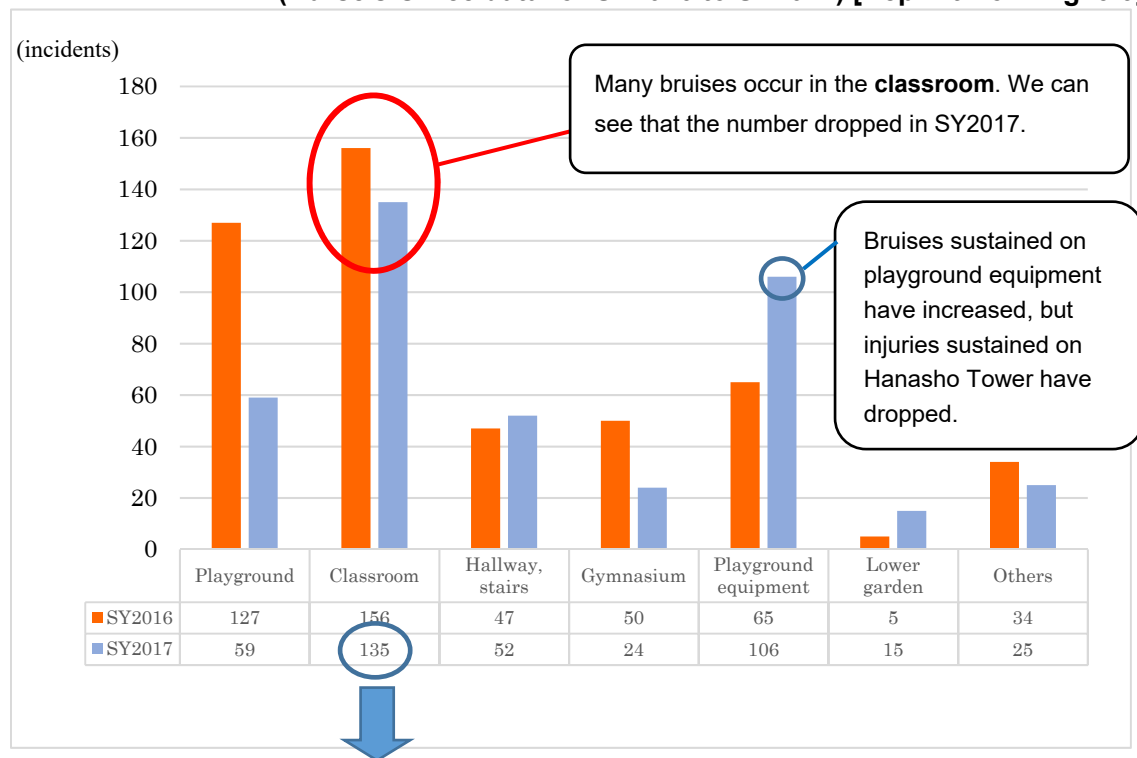


Fig. 5-6 Number of bruises sustained in classroom by grade and by cause
(Nurse's Office data for SY2017)

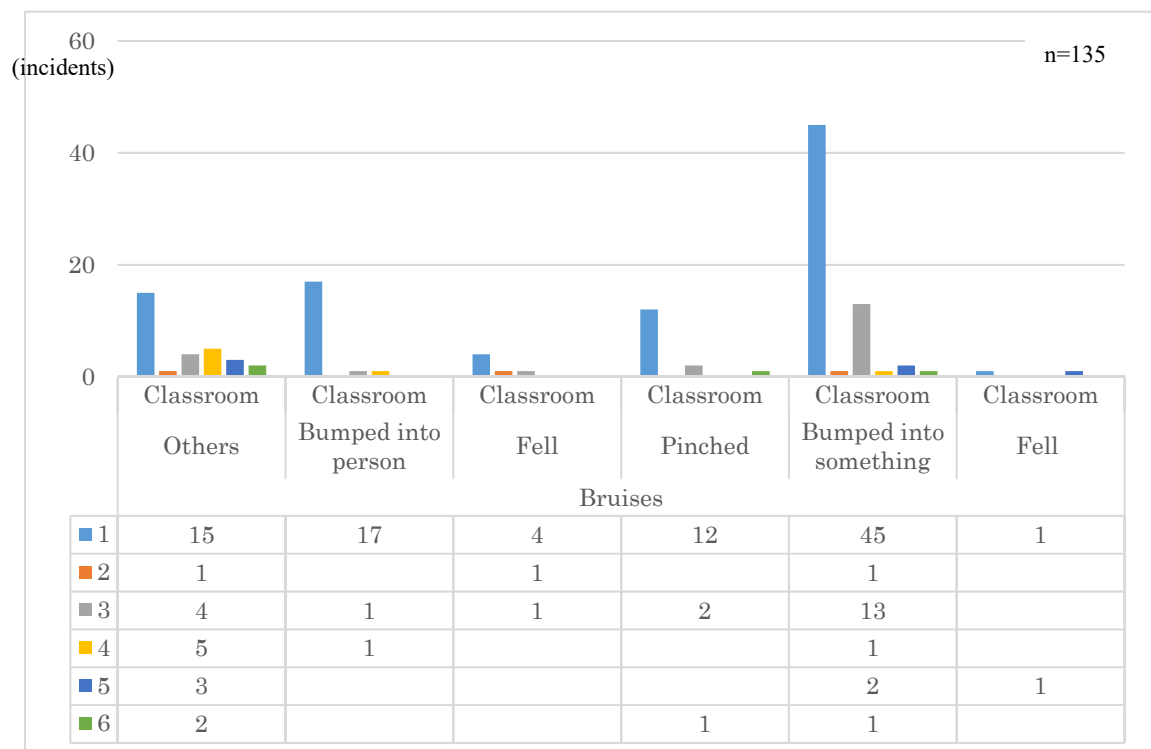
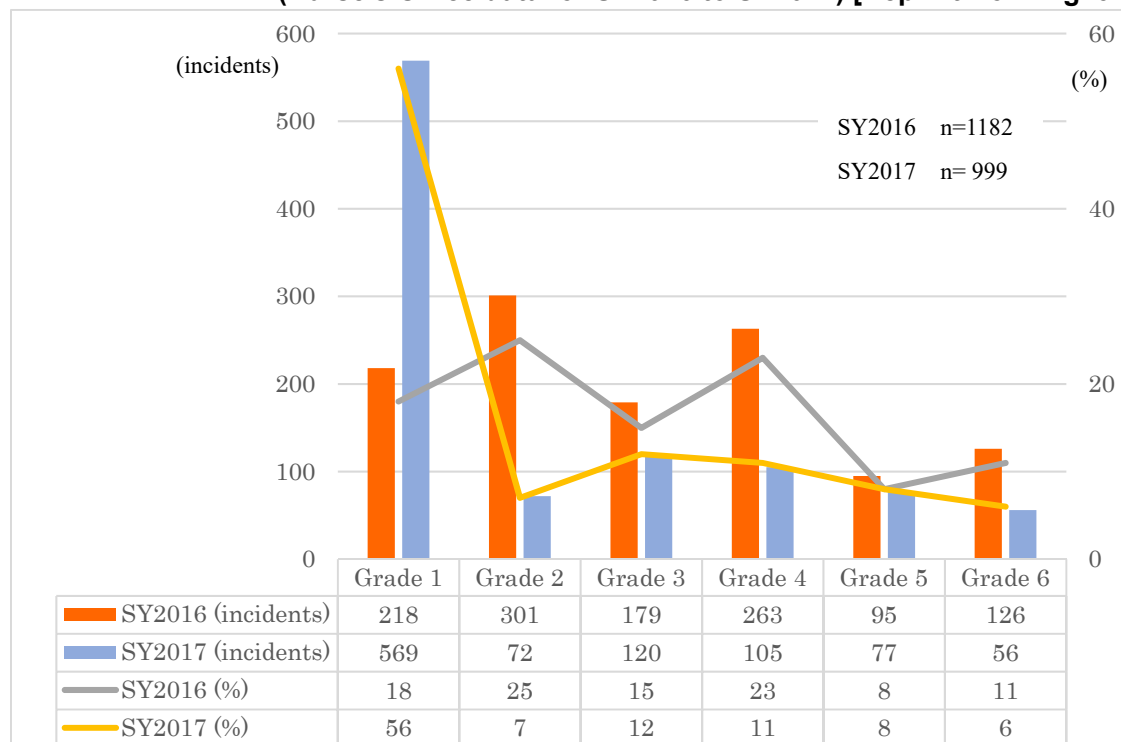


Fig. 5-7 Transition of number of injuries treated by grade
(Nurse's Office data for SY2016 to SY2017) [Reprint from Fig. 3-4]



(Note) Rate of children in each grade in respect to number of injuries treated during the year

Fig. 5-8 Changes in number of treated scrapes by type of child
(Nurse's Office data for SY2016 to SY2017)

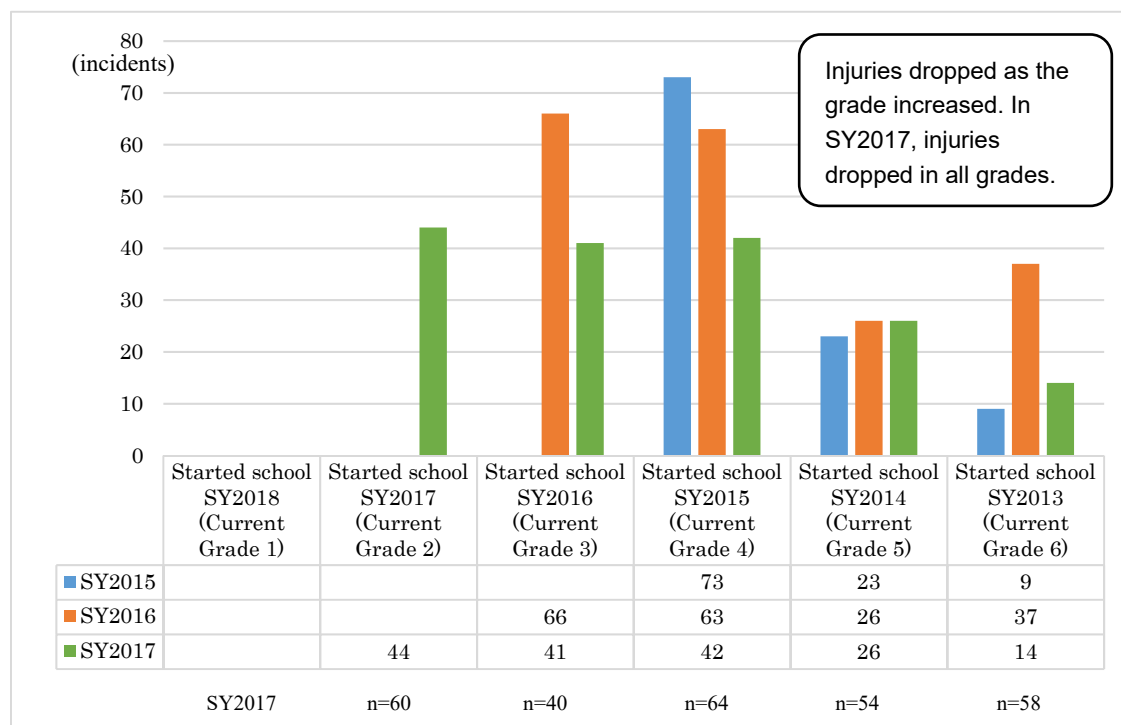
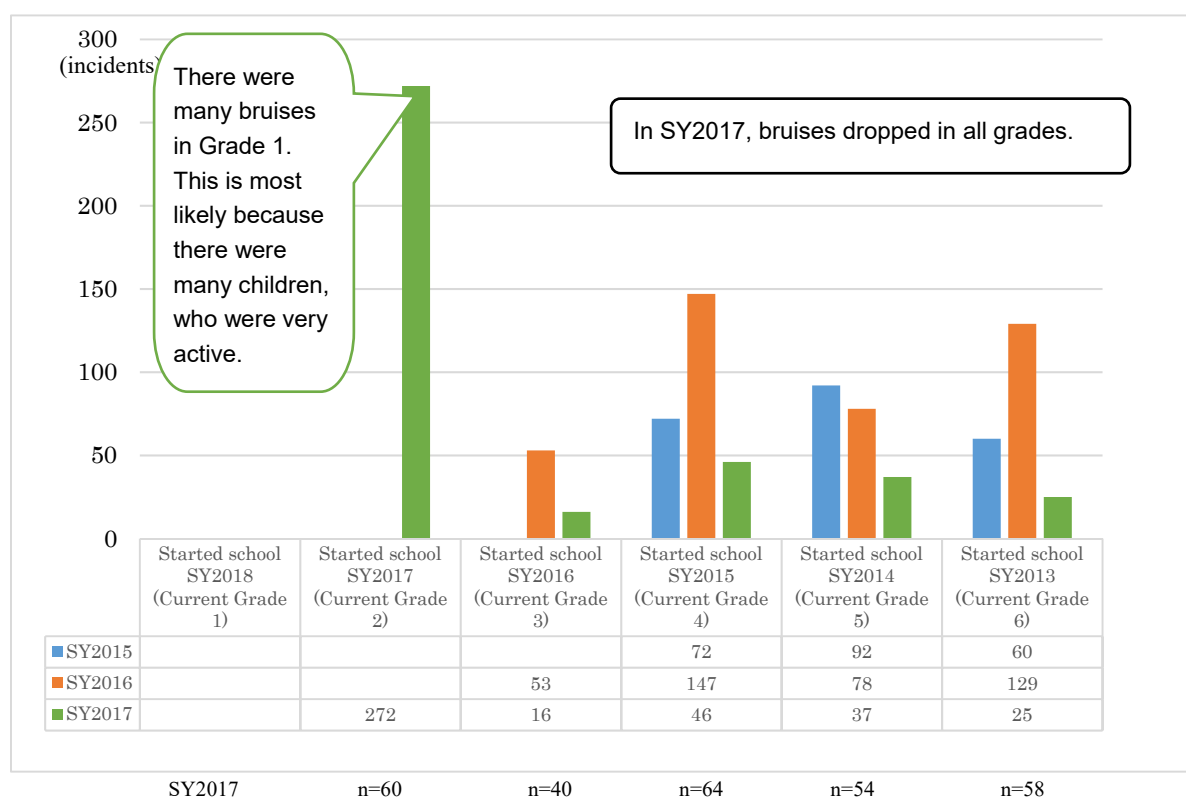
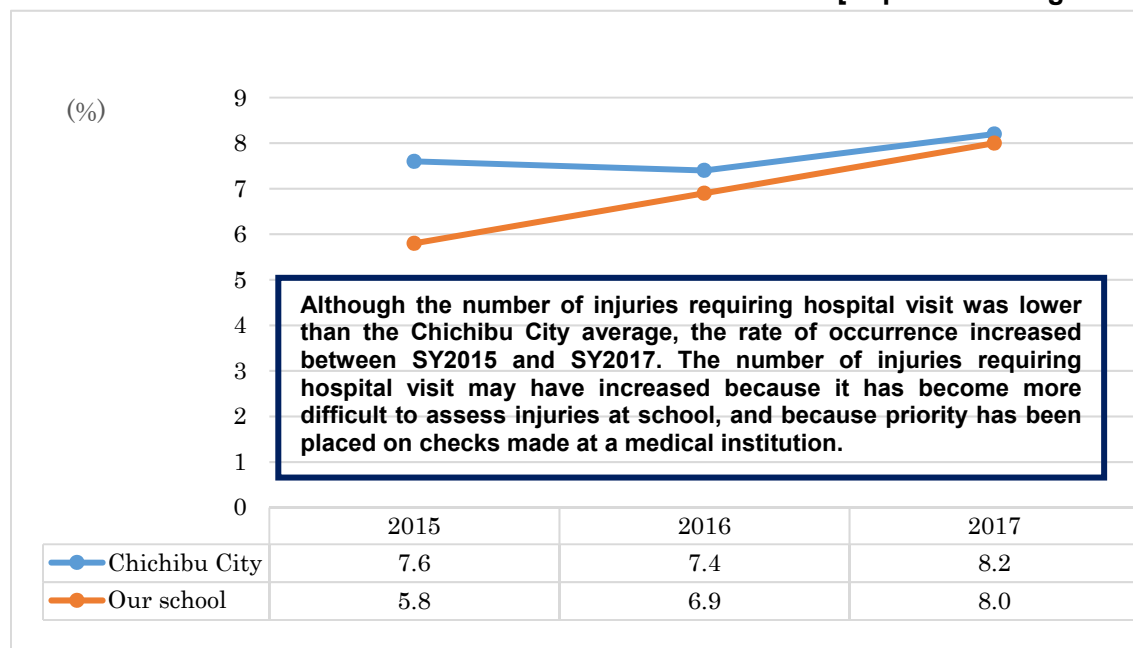


Fig. 5-9 Changes in number of treated bruises by type of child
(Nurse's Office data for SY2016 to SY2017)



2. Injuries requiring hospital treatment

Fig. 5-10 Trends of incident occurrence (*) Average for Chichibu City and our school
[Reprint from Fig. 3-12]



* Number of injuries/illness ÷ Number of children × 100 (%)

* National incidence = Information from the Japan Sport Council

* Chichibu City incidence = Information from the Physical Education department of the Chichibu City Board of Education

Fig. 5-11 Types of injuries requiring hospital visit
 (From SY2015 to SY2017, Disaster mutual aid benefit data)
 (SY2015: 21 incidents, SY2016: 24 incidents, SY2017: 28 incidents ... Total 73 incidents)
 [Reprint from Fig. 3-13]

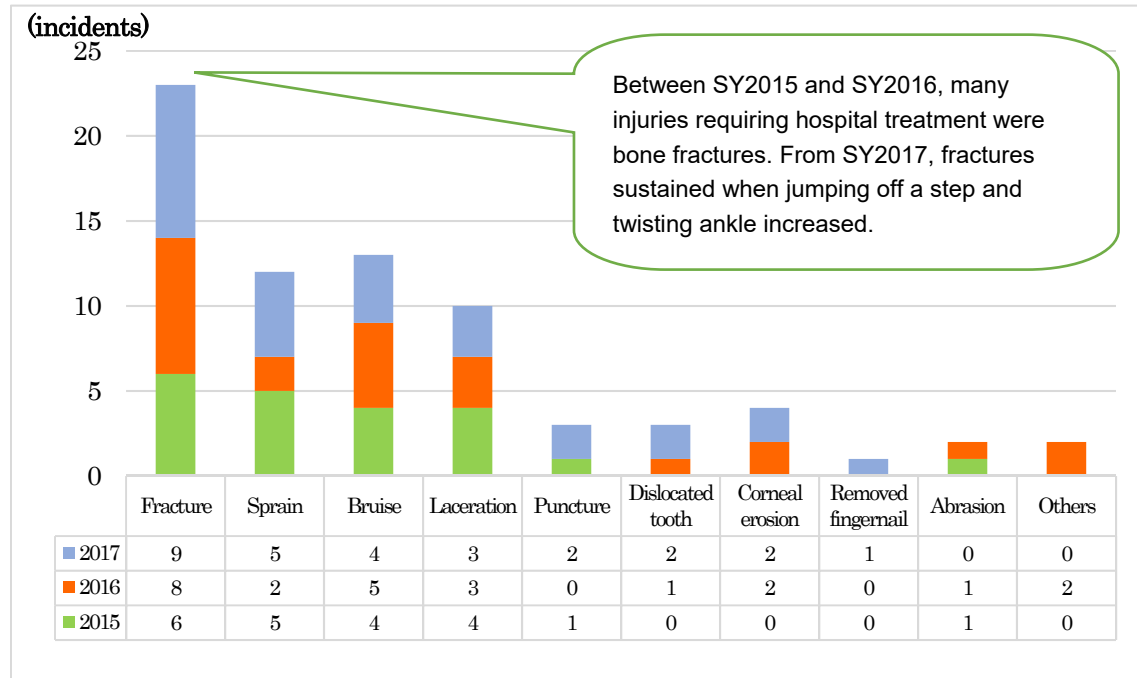


Fig. 5-12 Timing of injury requiring hospital visit
 (From SY 2015 to SY 2017, Disaster mutual aid benefit data)
 (SY2015: 21 incidents, SY2016: 24 incidents, SY2017: 28 incidents ... Total 73 incidents)
 [Reprint from Fig. 3-14]

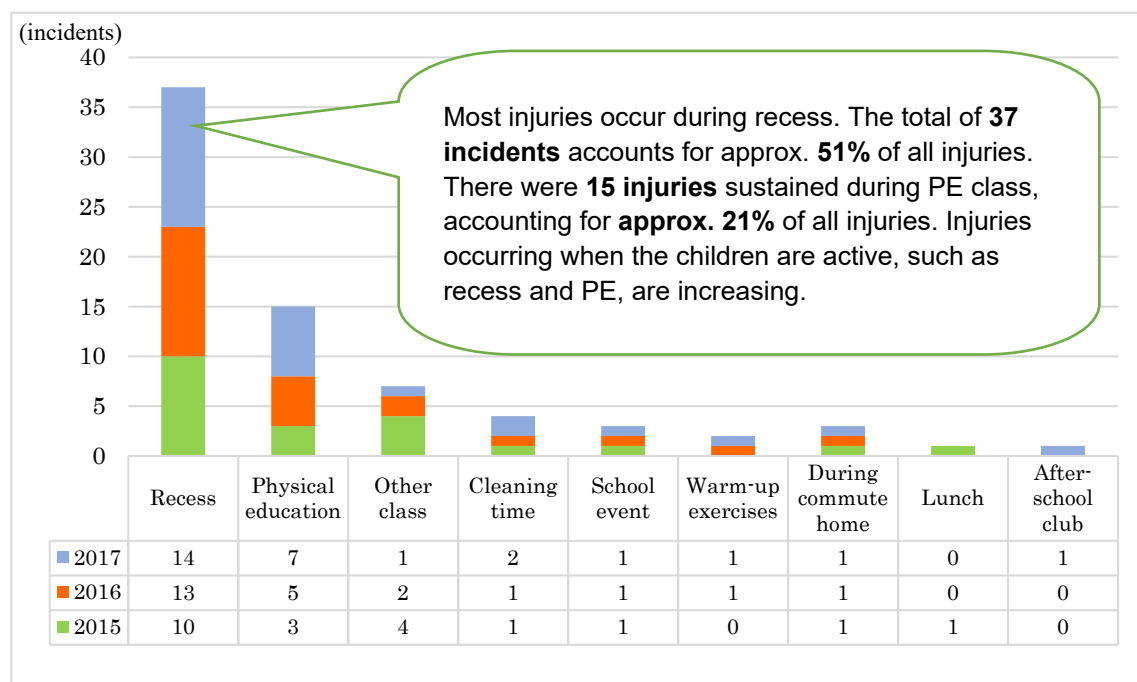
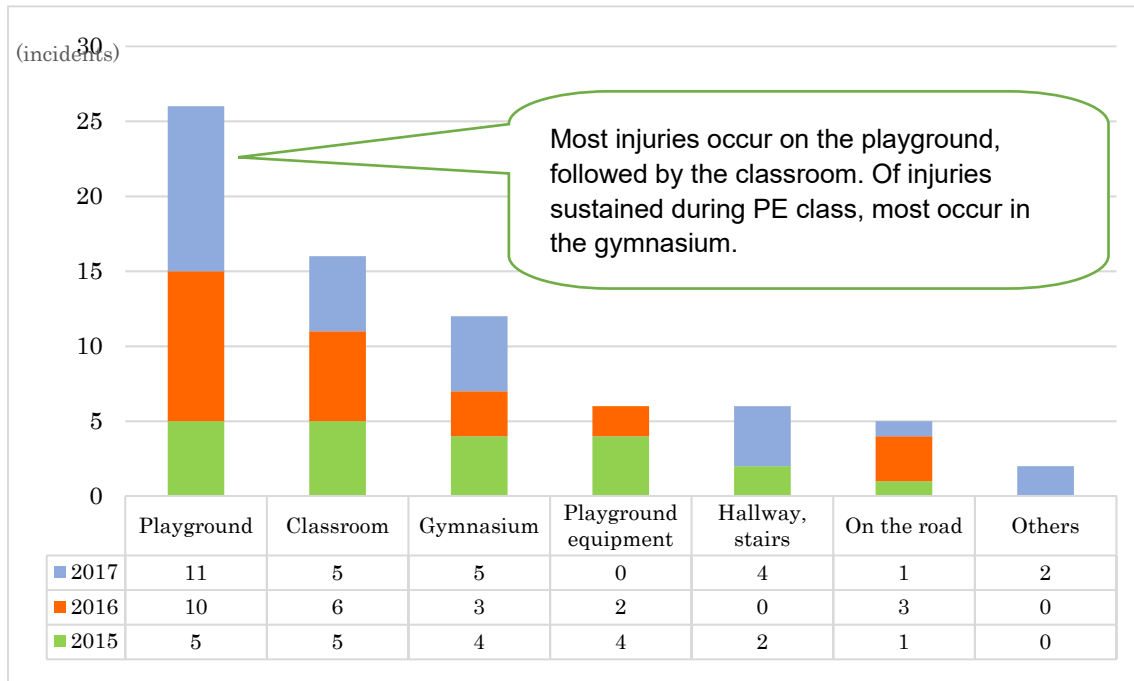


Fig. 5-13 Place of occurrence of injury requiring hospital visit
 (From SY2015 to SY2017, Disaster mutual aid benefit data)
 (SY2015: 21 incidents, SY2016: 24 incidents, SY2017: 28 incidents ... Total 73 incidents)
 [Reprint from Fig. 3-15]



<Summary>

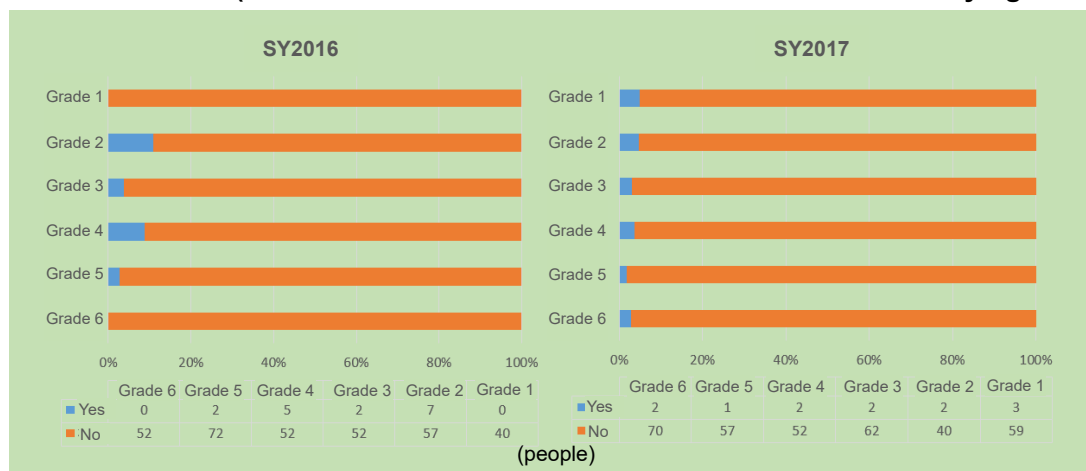
1. The number of treated injuries in SY2017 decreased. (Fig. 5-1, 2)
2. Scrapes sustained by lower grade children from falling on the playground led the injuries sustained during recess. (Figs. 5-3, 4)
3. Scrapes sustained by lower grade children from bumping into things in the classroom led the injuries sustained during recess. (Figs. 5-5, 6)
4. Injuries sustained by lower grade children decrease as the children's grade advances. (Figs. 5-7, 8, 9)
5. Serious injuries occurring on the playground are led by bone fractures sustained from falls. (Figs. 5-9, 10, 11)

(2) Compassionate relations

	Evidence data	Analysis	Priority challenge
Injuries, including minor injuries	Fig. 3-16	There are children who have been ignored or left out.	1 Continue to foster a compassion for others. 2 Continue teaching about how to talk and use words. 3 Provide immediately support, and don't overlook even small things. 4 Create an environment in which teachers can identify changes in the children.
	Fig. 3-17	Compared to the children who have been ignored or left out, the number of children who have been teased, bad-mouthed, or abused verbally has increased. Many incidents are seen in the middle grades.	
	Fig. 3-16 Fig. 3-17 Fig. 3-18	Children who answered "Yes" to each item decreased as the grade advanced, but there tend to be grades with a high number of children who answered "Yes".	
	Fig. 3-18	There are children who answered that their friend(s) are being bullied.	

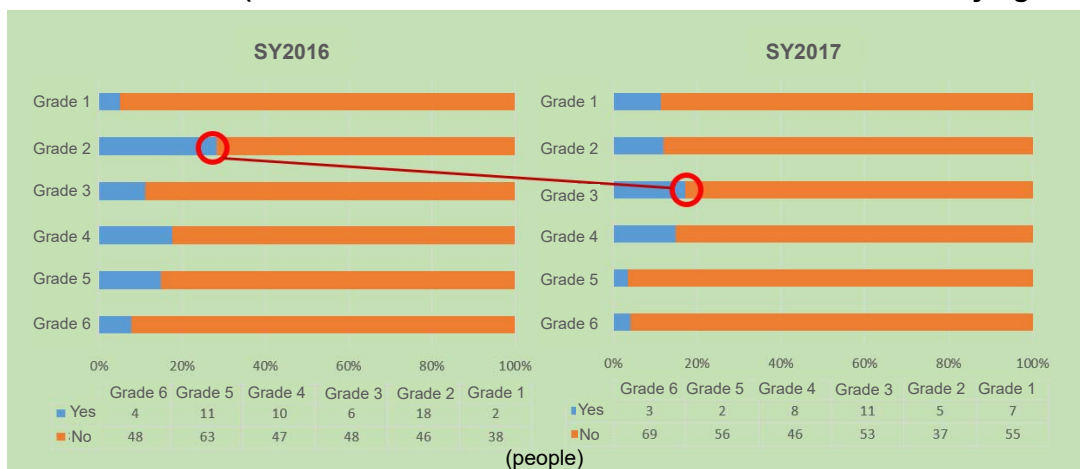
As explained earlier, there have been no life-threatening incidents of bullying at our school in the past five years. The "Bullying Survey" is conducted every semester, and used for faculty and staff to have a common understanding of the children's situation. At the beginning of the school year, the data is analyzed to identify new challenges. The table above gives a comparison and analysis of the SY2015 second semester survey results and the SY2016 second semester survey results. While the number of children who have been ignored, left out or teased has decreased, there are still children who have been ignored, left out, or teased. Therefore, serious bullying could still occur at our school. The following observations were made from the SY2017 second semester survey results.

Fig. 5-14 Have you ever been ignored or otherwise ostracized?
(Tabulation of SY2016 to SY2017 second semester Bullying Survey)



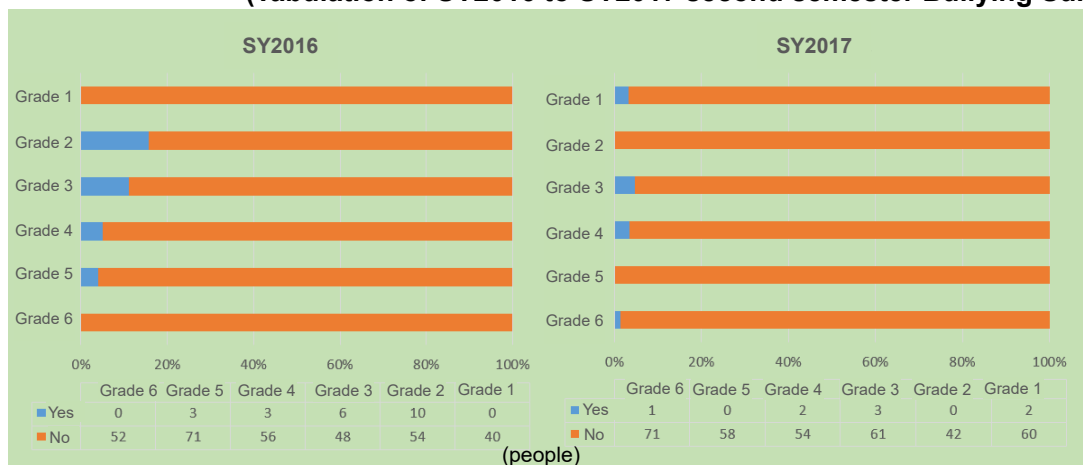
In SY2016, there were 16 children (5%) who answered "Yes," and in SY2017, there were 12 children (3%). There were children who answered "Yes" in every grade.

Fig. 5-15 Have you ever been subject to ridicule, teasing, abuse or unacceptable language?
(Tabulation of SY2016 to SY2017 second semester Bullying Survey)



The number of children that answered “Yes” decreases as the grade advances, but in general, the number still tends to be high.

Fig. 5-16 Are you or any of your friends being bullied?
(Tabulation of SY2016 to SY2017 second semester Bullying Survey)



The number decreased in SY2017, but the number of children who answered “Yes” is not zero.

<Summary>

1. The number of children who have been left out decreases as the grade advances. (Fig. 5-14)
2. Teasing and ridiculing are common in the middle grades, and tends to decrease as the grade advances. However, there are still grades with high rates. (Fig. 5-15)
3. The number of children who answered that their friends were being bullied is decreasing, but is not zero. (Fig. 5-16)

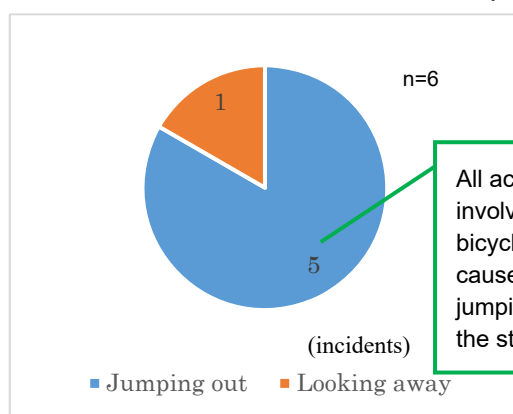
(3) Situation of injuries sustained outside of school

1. Traffic accidents involving bicycles

In the last three years, there have been six traffic accidents involving our school's children within our school district. Of these, four were accidents involving children riding bicycles. We have carried out programs to increase the rate of helmet use, which was a challenge we faced at the time of certification.

	Evidence data	Analysis	Priority challenge
Traffic accident	Fig. 3-20	In the past three years, there has been one traffic accident involving a child commuting to/from school.	1 Eliminate traffic accidents occurring during school commute 2 Ensure children ride bicycles correctly. 3 Increase awareness of traffic rules. 4 Increase rate of helmet use.
	Fig. 3-20	In our school's case, there are many bicycle accidents occurring in the evening.	
	Fig. 3-20	Grade 3 children, who have just started riding a bicycle, are involved in bicycle accidents.	
	Fig. 3-21 Fig. 3-22	There are children who have helmets but do not wear them.	

Fig. 5-17 Causes of traffic accidents
(Hanasho data from SY2015 to SY2017)



All accidents involving bicycles were caused by jumping out into the street.

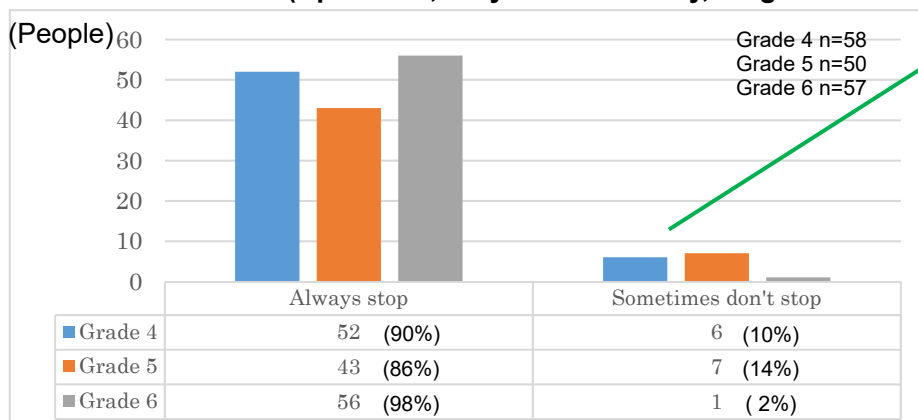


Fig. 5-18 Situation of traffic accidents
involving our school's children

(Hanasho data from SY2015 to SY2017) [Reprint from Fig. 3-20]

Fig. 5-19 Do you always stop at an intersection when you are riding your bike?

(April 2018, Bicycle Use Survey, Targets: Grades 4 to 6 children)



Grade 4 children have only been riding their bicycles for about a year, but they still answer "Sometimes don't stop." Awareness of bicycle safety tends to drop when the children get used to riding their bicycles.

Fig. 5-20 Do you own a helmet?
(Bicycle Survey conducted in April 2018, Targets: Grade 4 to 6 children)

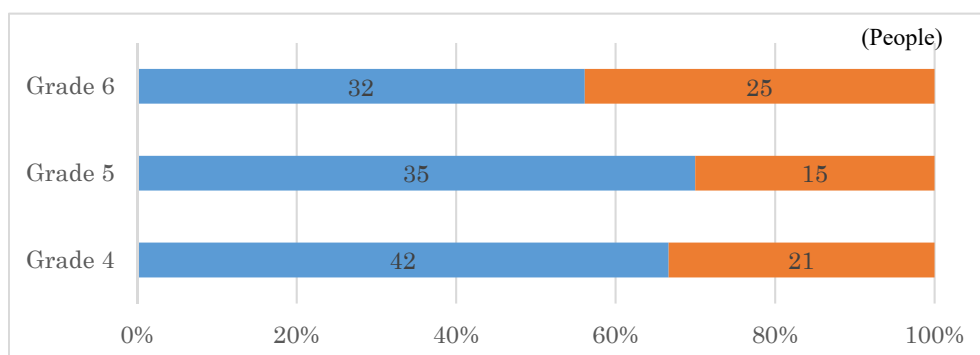


Fig. 5-21 If you own a helmet, do you always wear it when riding your bicycle?
(Bicycle Survey conducted in April 2018, Targets: Grade 4 to 6 children)

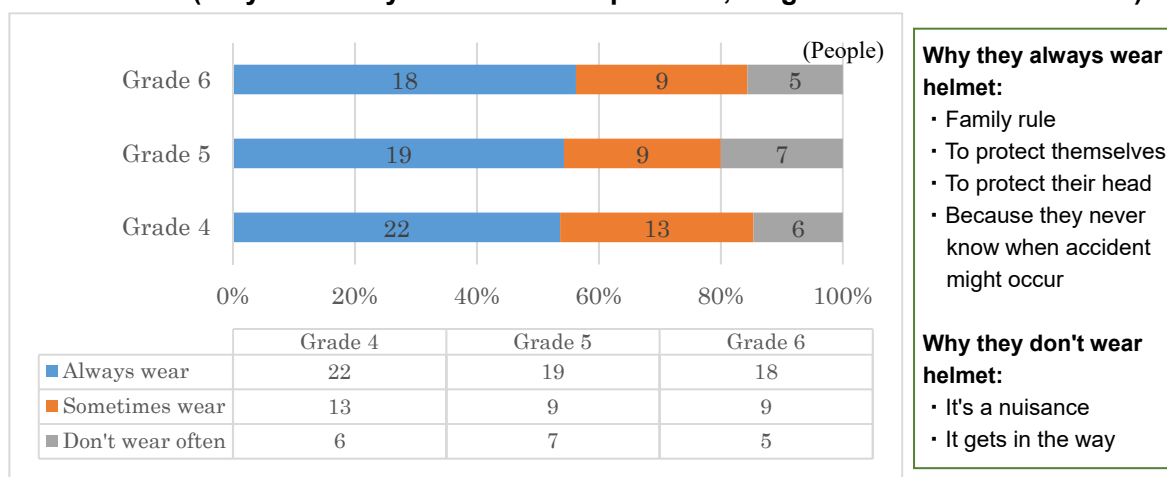
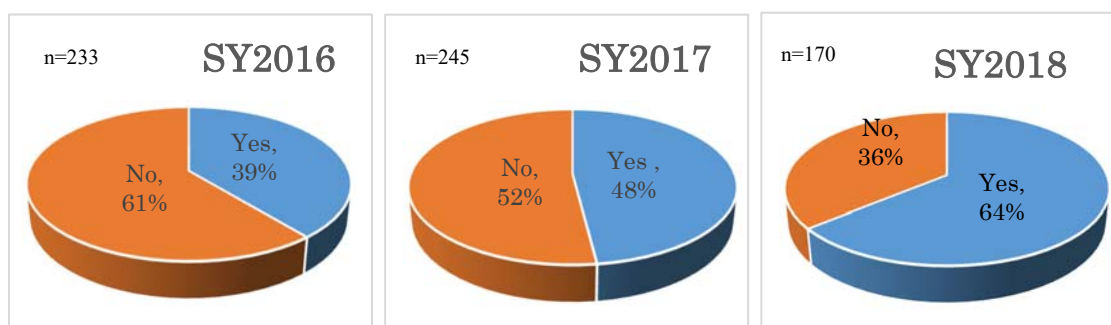


Fig.5-22 Rate of children who own a helmet
(Bicycle Survey conducted in May 2016 and 2017, Targets: Grade 3 to 6 children)
[Reprint from Fig. 3-23]
(April 2018, Bicycle Use Survey, Targets: Grade 4 to 6 children)



<Summary>

- 1 Half of bicycle accidents occur when a bicycle jumps out into the street. (Figs. 5-17, 18)
- 2 Awareness of observing traffic rules varies by grade and level of development. (Fig. 5-19)
- 3 The rate of helmet ownership has increased, but it is still low. There are children who have but don't wear their helmets. (Figs. 5-20, 21, 22)

**Indicator 8 Ongoing participation in Safe Schools networks –
at national and international levels**

We actively participate in the ISS network through tours of ISS certified schools, exchanges with schools taking part in ISS activities, and active attendance at seminars sponsored by the ISS Certification Center, etc.

Date	In school	In city	In Japan	Inter-national	Activity
November 2015	●	●	●	●	ISS onsite investigation (Our school, Minami Elementary School)
November 2015	●	●	●	●	ISS onsite investigation (Daini Junior High School)
November 2015	●	●	●	●	ISS Certification Ceremony (Our school, Minami Elementary School)
November 2015	●	●	●	●	ISS Certification Ceremony (Daini Junior High School)
March 2016	●		●		Tour of our school by Kumamoto Prefecture Board of Education
May 2016		●			Participated in Chichibu Child Safety Task Force Committee
June 2016		●			Chichibu City Safe Community Steering Committee (SC)
June 2016	●				Visit and instruction by Dr. Yoko Shiraishi, director of Japan Institution for Safe Committees
September 2016		●			Participated in Chichibu Child Safety Task Force Committee
October 2016			●		Attended Atsugi Municipal Shimizu Elementary School onsite evaluation
October 2016		●	●		Participated in Safety Community Designation 1st Anniversary event
November 2016		●			Participated in lecture on smartphone trouble
December 2016		●			Participated in Chichibu Child Safety Task Force Committee
March 2017	●				Visit and instruction regarding ISS annual activity report by Dr. Yoko Shiraishi, director of Japan Institution for Safe Committees
June 2017	●				Visit and instruction by Dr. Yoko Shiraishi, director of Japan Institution for Safe Committees
November 2017			●		Participation in Osaka Prefecture Matsubara Municipal Chuo Elementary School onsite evaluation
October 2017			●		Presentation on program at PTA Kanto Block Study Session
December 2017			●		Participation in Toshima City Municipal Ikebukuro Daichi Elementary School onsite evaluation
February 2018	●				Visit and instruction by Dr. Yoko Shiraishi, director of Japan Institution for Safe Committees



Chapter 6 Initiatives and future outlook on creating a safe school

1 Mid- to long-term goals

- (1) To decrease the number of injuries occurring at school by actively implementing preventive measures.
- (2) To encourage children to develop the ability to detect risks of danger and the ability to avoid it.
 - The development of attitudes and knowledge towards safety and security in children will be nurtured through daily classes and school events. This will provide a foundation for the well-balanced development of knowledge, ethics, and body.
- (3) To promote education on mental issues to decrease cases of bullying.
 - Lessons and lectures incorporating hands-on activities will be implemented to further promote education on mental issues.
- (4) To increase awareness of traffic safety and decrease the number of injuries outside of the school in association with community efforts to promote traffic safety measures.
 - We will aim to enhance collaborations with neighborhood associations and nearby schools as well as with various authorities such as the police.
- (5) To expand the Mimamori network for children (network for keeping an eye of the welfare of children) through integrated efforts of the parents and community.
 - The initiatives of our school will be publicized through our website, Sugu Mail, and newsletters, to promote understanding and cooperation.

2 Future outlook

- (1) We will aim to provide instructions and advice to advance the initiatives centering on the children (such as ISS meetings).
- (2) Studies on special activities and ethics classes that serve to form the foundation for a safe and secure school will be advanced further.
- (3) The ISS Promotion Committee shall exert leadership under the key theme of “collaboration” and promote the creation of safe and secure schools by the efforts of all the faculty and school staff. In addition, the Committee will make efforts to improve the crisis management capabilities of the faculty and staff so that measures for foreseen accidents can be taken promptly as an organization.
 - Preventive measures shall be implemented actively not only through periodic safety inspections, but also through other actions such as the faculty and staff taking a strong interest in the activities of children in and out of school and conducting research on the safety of those activities.
- (4) Effective policies based on data and evidence will be implemented.
 - Continued analysis and assessment of external injury data will be conducted, and visual representation of the data and results will be undertaken actively.
- (5) Further collaboration with the Chichibu City Safe Community program will be implemented.
- (6) Efforts to increase the percentage of children wearing bicycle helmets will be made.
- (7) Continued participation in domestic and overseas networks as well as interactions with ISS certified schools will be pursued actively.
- (8) Data on how and why injuries occurred will be collected.

