

International Safe School



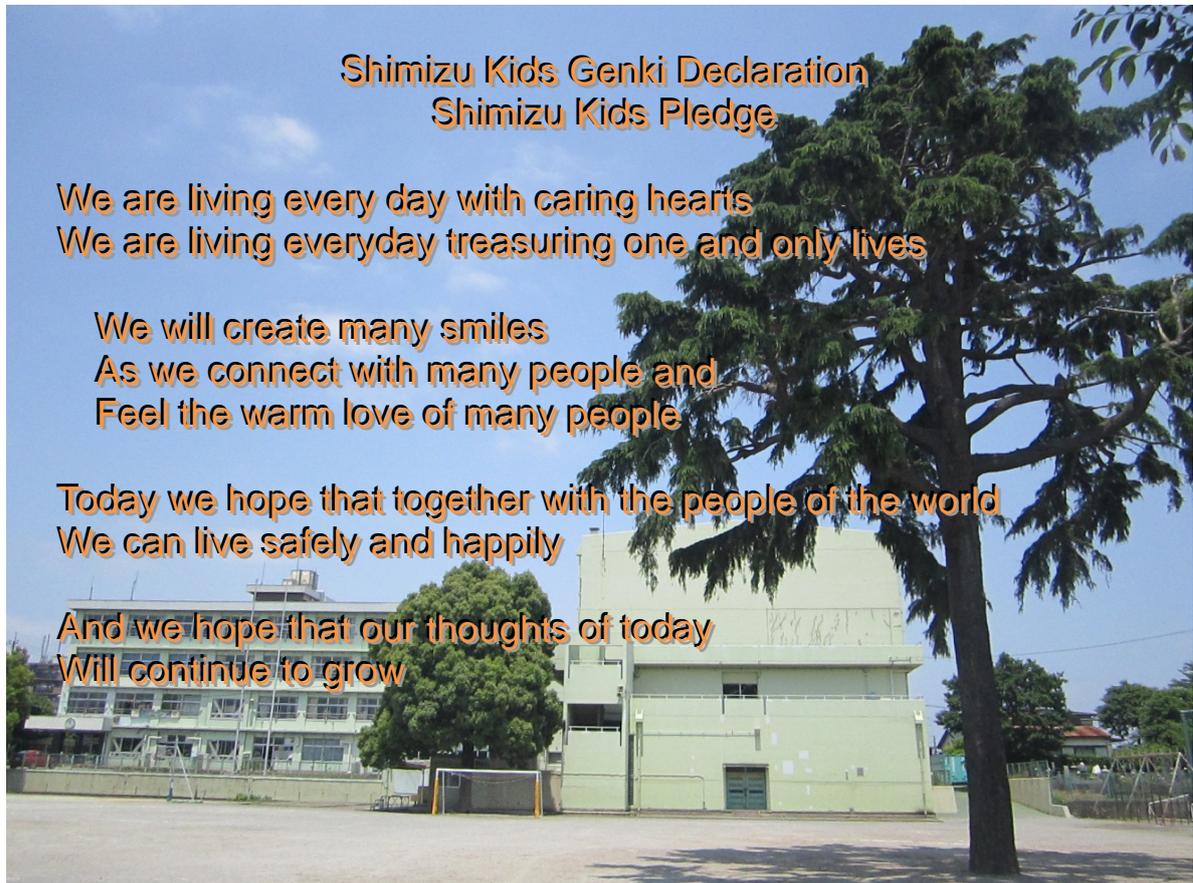
Atsugi Municipal Shimizu Elementary School

November 2013

WHO Collaborating Centre on Community Safety Promotion

International Safe School Designation Application

ISS is Shimizu Elementary School's "School Culture"



Cover

The ISS (International Safe School) logo was put up on our school's wall on March 3, 2013. The children are proud members of an internationally certified school, and are actively participating in school life.

Shimizu Elementary School ISS Symbol Mark



The Management Committee gathered ideas for a symbol from the children and selected this symbol.

The school building is wearing a helmet and smiling so that all children can be safe and smiling. The three ISS characters feature the colors of a traffic light. The flowers represent the sunflower, which is the school flower.



ISS Program Leads to Development and Sustainability

In November 2010, Atsugi Municipal Shimizu Elementary School became the second school in Japan and the first public school, to receive ISS Certification in Japan.

Three years have passed, and now we are engaging in various activities for re-certification. The children are proud of the international certification, and are working hard to spread and sustain ISS activities. To further develop ISS activities, the school has added a song to the “Shimizu Kids Declaration” written by the children at the initial certification. This song is now sung at various school activities. Our graduates also continue to be involved in ISS activities. One such activity is an elementary school and junior high school hand-over drill. Five elementary schools and junior high schools in the school district participate in this large-scale earthquake drill. I am confident that the children, their parents and the community have spread and developed the ISS activities.

ISS activities, which aim for create a safe educational environment, also significantly affect the growth of the children’s hearts. Our activities to reduce injuries, wear helmets and reduce traffic accidents have given us results we can see with numbers. At the same time, I believe that creating a solid educational environment where the children can learn at ease and can spend time in a safe setting will reduce the number of truant children and nurture the hearts of each child which cannot be represent as numerical values.

Another program is the “Shimizu Kids Safe Network Coalition” organized by the community, parents and schools in the Safe Community Atsugi pilot zones designated by ISS. The collaboration of schools, parents and communities was highly praised and awarded the Minister of Education Award.

Schools, parents and the community will continue to work together for the children, to create a safe and secure school where the children, who hold the key to our future, can learn.

November 2013

清水小学校長 蓋原万里子

Mariko Aihara
Shimizu Elementary School headmaster



“School Safety and Security” – a growing concern

In November 2011, Shimizu Elementary School became the first public school to receive “International Safe School (ISS)” certification.

Just four months later, the unforgettable Tohoku Earthquake occurred. This was just when Shimizu Elementary School was using this ISS international certification as a turning point to further strengthen our activities to create a safe and secure school.

Many lives were lost by the Tohoku earthquake and ensuing tsunamis. Many people and industries in the Tohoku Area were seriously damaged, and many people today are still deeply hurt. As educators, we were challenged with the serious topic what we should aim for in ideal “School Safety and Security”.

Through the earthquake, we learned that we must teach our children so they grown from “children whose lives are protected” to “children who can protect their own lives”.

After receiving international certification, Shimizu Elementary School has continued positive activities as a leader in safe and secure school creation. After the earthquake, we focused on incorporating these lessons, and have reviewed the required disaster prevention safety education. Under the research theme “Value life, and become a student who can think and act on his/her own”, the entire school has started to implement systematic research under the research theme . An effort has been made to spread and develop effective disaster safety training including collaboration with four elementary schools and junior high schools in the area to carry out regional hand-over drills for parents.

I am confident that Shimizu Elementary School will continue to serve as a model school for elementary and junior high schools in Atsugi, and will play a central role in creating a functional network. I hope that the activities will be a foundation for further development of a safe and secure school, and will play an important role in nurturing “children who can save their own lives with trustworthy actions”.

Finally, I wish to extend my gratitude to all persons who have supported Shimizu Elementary School’s activities.

November 2013

教育長 平井 広

Hiroshi Hirai, Board of Education chair



Aiming to create “Atsugi, a Safe, Secure and Energetic City”

I am pleased to hear that activities for Shimizu Elementary School’s International Safe School recertification is taking form with this application.

Time flies very quickly. It has already been three years since Shimizu Elementary School was certified in 2010. During this time, the school’s teachers, guardians, and community members supporting the school have continued to collaborate and cooperate with various programs for creating a safe learning environment. Continuing this program is indispensable for creating a safe and secure school, and I am sure there are difficult aspects. Overcoming these various problems and challenges, and continuing with the program is made possible by the adults’ wishes to watch over the children, and the children’s own high awareness. I wish to pay my respect to the efforts by everyone involved, and extend my gratitude as a person who prays for the children’s safety.

Currently, Atsugi City is promoting programs for Safe Community recertification which is coming up in 2015. The Safe Community recertification is repeated every five years, and the International Safe School recertification is repeated every three years. Thus, Shimizu Elementary School will be recertified before Atsugi City. Atsugi City must also collaborate and cooperate with various people to promote continuous activities. We will use Shimizu Elementary School’s recertification as encouragement, and will work towards the Safe Community recertification with a passion parallel to those involved at Shimizu Elementary School. As we take pride in having an International Safe School certified school and being a Safe Community Certified city, we ask for your understanding and cooperation in creating “Atsugi, a Safe, Secure and Energetic City”.

November 2013

厚木市長 小林 常良

Tsuneyoshi Kobayashi, Atsugi City Mayor

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I. Profile of Shimizu Elementary School

Shimizu Elementary School, located in the center of Atsugi City, is proud of our 140-year-old history and tradition built up through the efforts of our predecessors. The school is working with the trust and respect of the community and families to create a learning environment.

The single Himalayan cedar standing tall in the playground is respected by the community as the school symbol. Adjacent to the school grounds are the Tsumada Yakushi (Hensho-in) has a 500-year old camphor tree designated as a natural monument by the prefecture, and Yakushiji-do Hall designated as a tangible cultural property by the city.



Himalayan Cedar, the school symbol

1. School Emblem



The school emblem was made in 1915 to celebrate the new school when it was moved from the Tsumada Yakushi Temple ground to the present location.

The emblem was designed with a stream and floating chrysanthemum to represent the large camphor tree and spring water on the Yakushi grounds. The floating chrysanthemum, or Kikusi, is well known as the family emblem of the Kusunoki family.

2. Students

Total number of students: 930 (as of May 1, 2013)

Table 1

Unit: student

	No. of classes	Class 1	Class 2	Class 3	Class 4	Class 5	Total
Grade 1	5	34	33	33	34	35	169
Grade 2	5	30	31	30	30	31	152
Grade 3	4	32	32	32	31		127
Grade 4	5	33	33	32	32	31	161
Grade 5	5	33	34	33	33	33	166
Grade 6	4	33	34	34	34		135
Special Ed	5	20					20
Total	33						930

3. Geographical Features

Shimizu Elementary School is located at the center of Atsugi City in Kanagawa Prefecture, approximately 3 km north of Hon-Atsugi City. The school is situated in a rural residential area between the Nakatsugawa River on the east and the Hagino River on the West. This area has the highest traffic rates in the city, with commercial centers located nearby and national routes 412 and 246 running through the area.



II. History of International Safe School Activities

1. Background

Shimizu Elementary School established the Shimizu Kids Sound Network and carried out various safety measures to improve our students' safety. In 2008, there were seven traffic accidents involving our students, of which six were bicycle accidents. We decided to add emphasis on bicycle traffic safety measures in addition to our conventional safety measures.

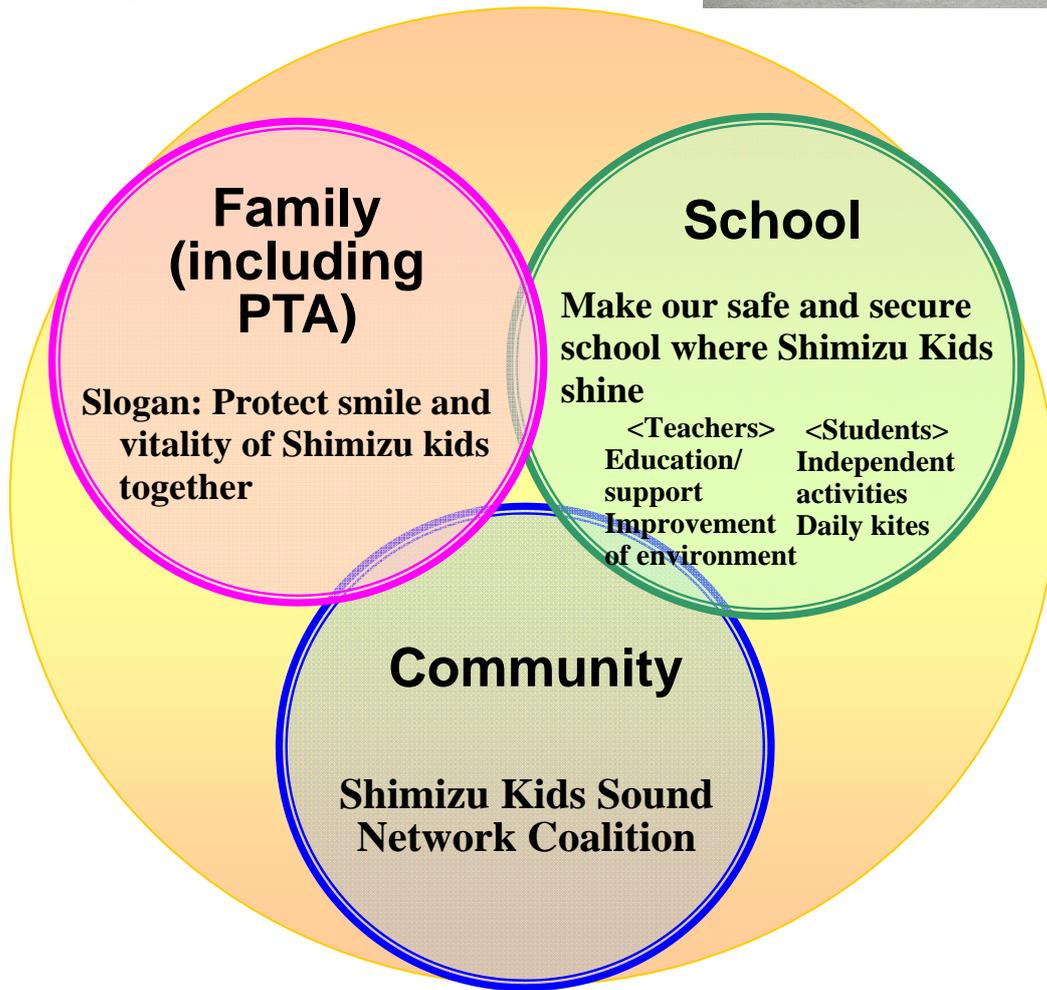
The Road Traffic Act was revised in the same year, and use of bicycle helmets by elementary school students and infants became mandatory. Our activities were expanded to promote wearing of helmets when riding bicycles.

In 2009, Atsugi City was aiming for Safe Community Certification. Since many points of Shimizu Elementary School's safety programs matched the Safe Community concept and methods, the school was assigned as a pilot program of the Safe Community Atsugi Project. This was the start of Safe Community Activities corresponding to the community's situation.

As opportunities for Safe Community activities increased, we learned about the International school Certification policy. It was decided to aim for certification to improve safety at our school. Awareness toward safety future increased, and it was judged that the organization could be systematically and effectively promoted. In addition, these activities allowed us to create stronger ties with the city's Safe Community programs.



2. Image of Programs



Safe Community: Where children can live safely



3. State of Progress

Date	School	City	Prefecture	Japan	Over-seas	Program
July 2006	●					Established Shimizu Kids Sound Network Coalition
Nov. 2008	●					Started survey on bicycle helmet use started
Nov. 2008		●				Reported on activities at the "Citizens Forum for Promotion of Safe Community" (Atsugi City)
Feb. 2009					●	Specialists from the WHO Safe Community Certifying Center, Asian District visited Shimizu Elementary School
Mar. 2009					●	Visited International Safe School in Taiwan
Apr. 2009		●				"Shimizu Kids Network Coalition" assigned as a pilot program of the Safe Community Atsugi Project by Atsugi City
Aug. 2009	●					Held 1st workshop
Sept. 2009	●					Held 2nd workshop
Sept. 2009		●				Introduced programs at the "13th Harmony Forum 2009 in Kanagawa" (Atsugi City)
Oct. 2009	●					Held 3rd workshop
Nov. 2009		●				Introduced programs at the "Citizen Forum for Promotion of Safe Community" (Atsugi City)
Nov. 2009					●	Visited International Safe School in South Korea
Jan. 2010	●					Launched activities for acquiring International Safe School Certification
Feb. 2010	●					Officially announced intentions to acquire International Safe School Certification
Feb. 2010		●				Introduced programs at "31st Conference on PTA Activities at Elementary and Jr. High Schools in Atsugi
Mar. 2010				●		Participated in the International Safe School designation ceremony at Ikeda Elementary School Attached to Osaka Kyoiku University
Mar. 2010				●		Participated in Forum for Improvement of Safety at Schools in Asia/Pacific Region at Ikeda Elementary School Attached to Osaka Kyoiku University (Ikeda City, Osaka)

Date	School	City	Prefecture	Japan	Over-seas	Program
Mar. 2010					●	Made a poster presentation at the 19th International Conference on Community Safety promotion (Suwon, South Korea)
June 2010					●	Specialists from the WHO Safe Community Certifying Center, Asian District visited Shimizu Elementary School
Aug. 2010	●					Invited guest lecturer from Ikeda Elementary School Attached to Osaka Kyoiku University, an ISS Certified School, and held a seminar at school
Sept. 2010		●				Introduced activities at the Nihon Shimin Anzen Gakkai's "Citizens Open College" (Atsugi)
Oct. 2010				●		Introduced activities at "14th United Forum in Fujinomiya the City of Mt. Fuji" (Fujinomiya City)
Oct. 2010		●				Introduced activities at "2010 PTA Chair and Educators Seminar" (Atsugi)
Nov. 2010		●				Introduced activities at "Citizen Safety and Security Festa 2010 in Atsugi" (Atsugi)
Nov. 2010	●					Became the second school in Japan, the first public school, to receive International Safety School certification. Held Certification Ceremony.
Mar. 2011				●		Introduced activities at National School Safety Education and Research Conference, Tokyo Municipal School Safety Education and Training Conference
June 2011				●		Introduced activities at "Toshima Safety and Security Festa" (Toshima Ward, Tokyo)
July 2011				●		Introduced activities at Saitama Prefecture Safety Instructor Research Conference
July 2011		●				Atsugi City designated "Shimizu Kids Sound Network Coalition" as a Safety and Security Safe Community Promotion District
Aug. 2011		●				Introduced activities at "Shimizu Elementary School workshop and Atsugi City Injury Surveillance Task Force Seminar" (at Shimizu Elementary School)
Aug. 2011			●			Introduced activities at Kanagawa Prefecture Yamato City Safety Division Seminar
Sept. 2011					●	Made a poster presentation at the 20th International Conference on Community Safety promotion (Falun, Sweden)
Nov. 2011			●			Introduced activities at "53rd Kanagawa Prefecture PTA Conference" (Atsugi)
Nov. 2011		●				Introduced activities at "Safe Community and International Safe School Certification 1st Anniversary Meeting" (Atsugi)

Date	School	City	Prefecture	Japan	Over-seas	Program
Nov. 2011				●		Introduced activities at "The 5th Japanese Society of Safety Promotion" (Ikeda City, Osaka)
Dec. 2011				●		Introduced activities at "Japan Institution for Safe Communities (JISC) International Symposium" (Osaka)
Jan. 2012				●		Introduced activities at Ministry of Education Central Education Council"
Apr. 2012				●		Participated at the Osaka Kyoiku University School Danger Mental Support Center "Japan International safe School Certified Center Establishment Anniversary Party" and "2nd Asia-Pacific Forum for School Safety Promotion" (Ikeda City, Osaka)
June 2012		●				Atsugi City designated "Shimizu Kids Sound Network Coalition" as a Safety and Security Safe Community Promotion District
June 2012			●			Introduced activities to Kanagawa Prefecture Board of Education
Oct. 2012				●		Introduced activities to group visiting from Kyoto Prefecture Council
Oct. 2012				●		Participated in International Safe School field audit of Hoyu Elementary School, Toshima Ward, Tokyo
Nov. 2012				●		Introduced activities to group visiting from Tohoku University and Yamagata University
Nov. 2012		●				Introduced activities at Atsugi City Elementary and Jr. High School Headmaster Meeting
Nov. 2012				●		Shimizu Elementary School PTA was awarded the Minister of Education Award and National PTA Chairman Award
Nov. 2012				●	●	Participated in International Safe School Certification ceremony at Hoyu Elementary School, Toshima Ward, Tokyo
Nov. 2012				●		Introduced activities at the 6th Asian Region Conference on Safe Communities in Toshima
Nov. 2012				●		Introduced activities to Japan Educational Press
Dec. 2012				●		Introduced activities at "Japan Institution for Safe Communities (JISC) International Symposium" (Osaka)
Dec. 2012		●				Introduced activities at Atsugi City Tsumada Nursery School Employee Training Seminar
Dec. 2012				●		Introduced activities to group visiting from Asahi Elementary School, Kochi Prefecture
Jan. 2013				●		Introduced activities at 2012 Kanagawa Academic Development Symposium

Date	School	City	Pre- fec- ture	Japan	Over- seas	Program
Janu. 2013					●	Introduced activities to group visiting from South Korea
Feb. 2013				●		Introduced activities to “General Education Technology”
June 2013		●				Atsugi City designated “Shimizu Kids Sound Network Coalition” as a Safety and Security Safe Community Promotion District
July 2013				●		Introduced activities to “Education Management Strategies” (a Japanese Journal)

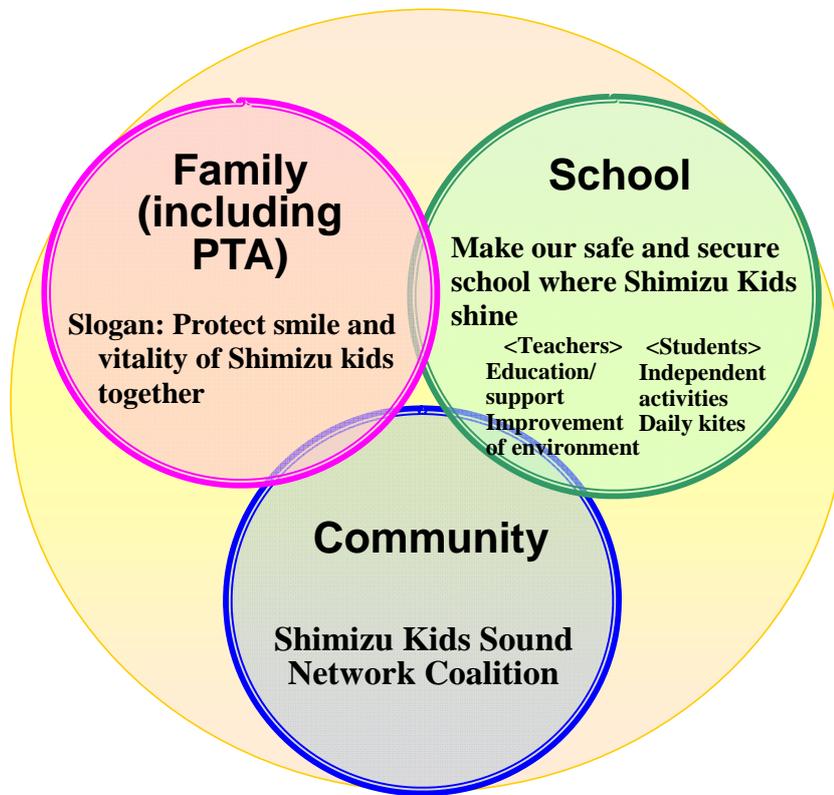
III. Activities based on Eight Indicators

Since our Certification, we have set goals for four challenges and have developed various activities.

Through these activities, we identified programs that could be continued, those that needed to be strengthened, and those that needed to be newly started. Schools, parents, Shimizu Kids Sound Network Coalition and the community have collaborated with each other to carry out various safety-improvement programs.

Indicator 1 Development and improvement of a management infrastructure based on partnership and collaborations to improve safety

[Image of management infrastructure]



System of Cross Sectional Collaboration

(1) Shimizu Kids Sound Network Coalition

Parents, the PTA, Shimizu Elementary School and groups related with children are working closely together to create a network to maintain the safety and health of students at Shimizu Elementary School as well as all children in the community.

Activities to improve the daily safety, traffic safety and instruction of safety, etc., of the community's children have been increased. With community involvement, we are able to create a town where children and the community can live safely.

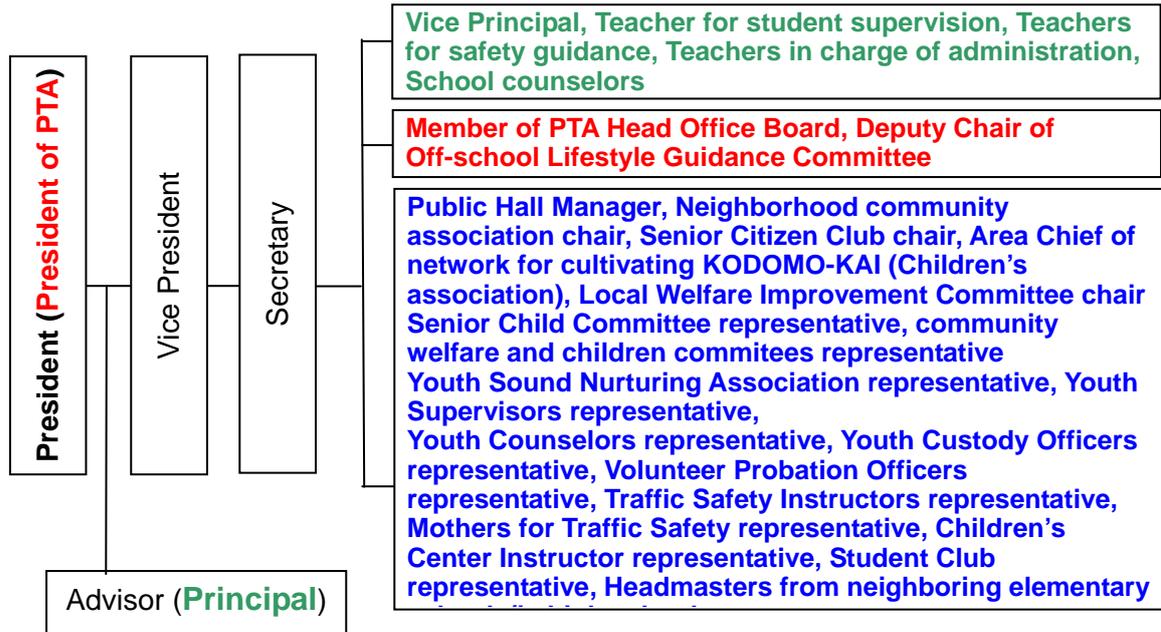
In addition, the network collaborates with the school council organized by the students, as well as various task forces and school study groups organized by the

teachers to share information and work together to develop effective actions.

The school was assigned as a pilot program of the Safe Community Atsugi Project by Atsugi City in April 2009. We have worked with the city's safe community activities and played a central role in activities focusing on the school and children.



○ Shimizu Kids Sound Network Coalition



* The organization chart is color-coded using the colors of the infrastructure image drawing.

[Red – PTA Green – School Blue – Community]

(2) School organizations collaborating with the Shimizu Kids Sound Network Coalition

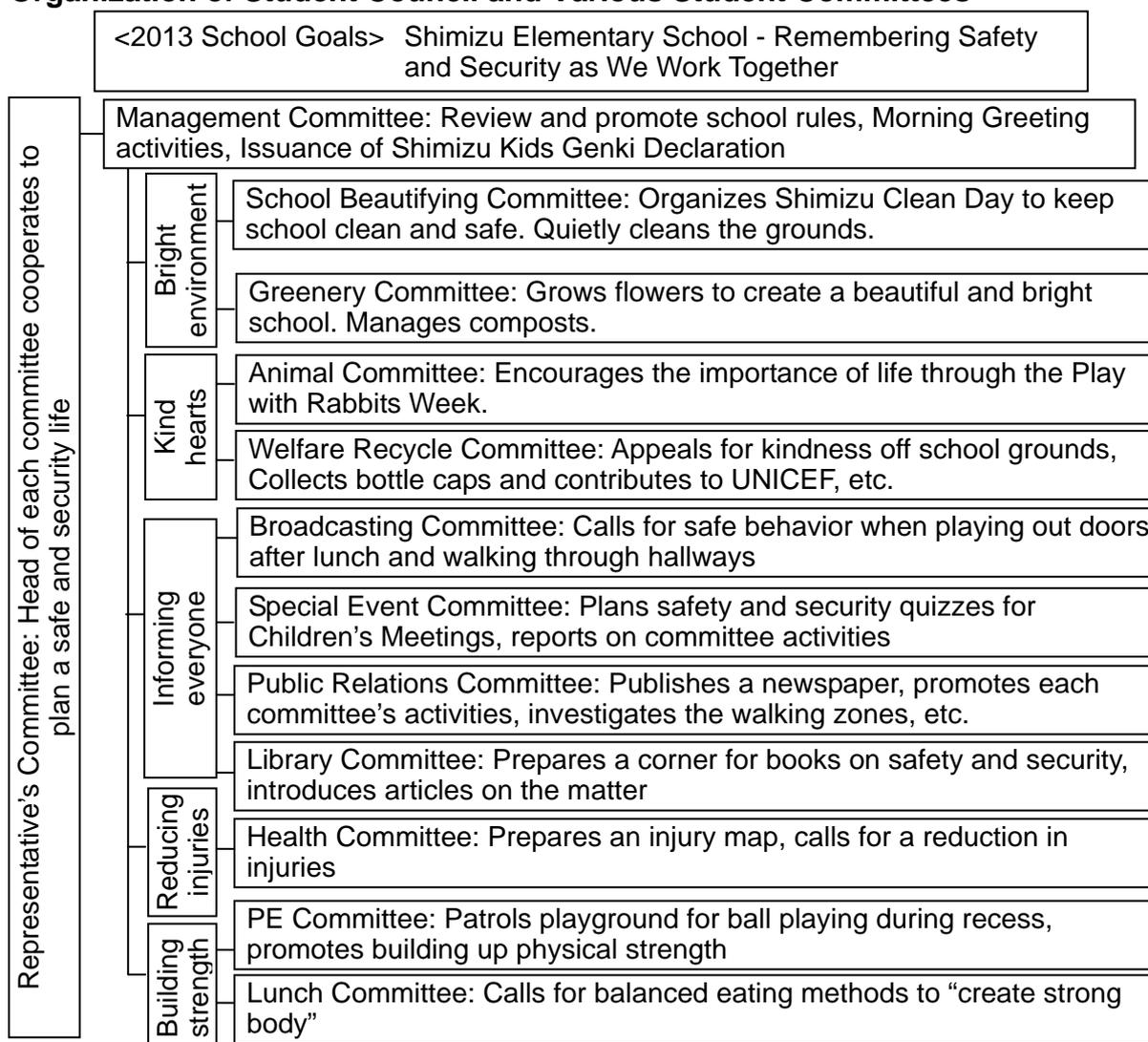
a. Student Council and Various Student Committees

The student council, and especially the various committees including the Health Committee comprised of 5th and 6th graders, propose and carry out safety activities in the school.

The Shimizu Kids Sound Network Coalition collaborates by exchanging information on life in the community, including how to travel safely and securely to and from school. Programs related to safety are developed from each committee's standpoint.



○ Organization of Student Council and Various Student Committees



b. Workshops

All teachers have formed a voluntary workshop organization where they can carry out activities to resolve current educational challenges by holding classes based on the student's actual state.

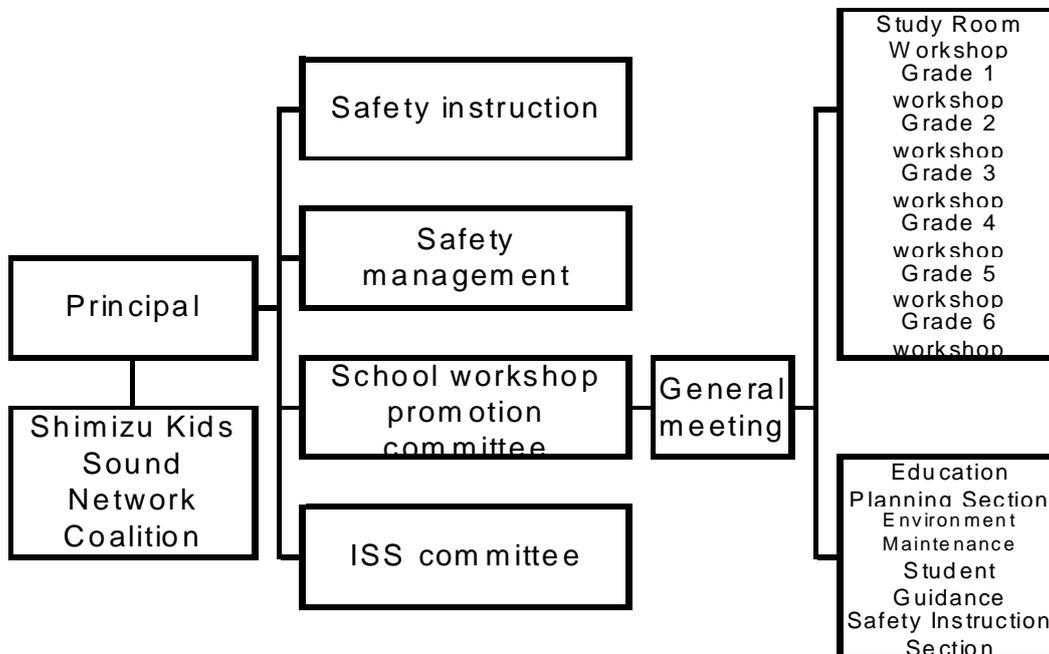
From 2010, all sections of the school have worked under the theme "Value life. Nurture students who can think and act."

In 2012, workshops focused on school activities.

In classroom activities, the students resolved common problems. Creating groups where students can participate comfortably is a focus of safety and security, and is a foundation for ISS programs. The children learned to think about safety and security through these activities, and were able to increase their ability to avoid danger and put the ability to practical use.

○ School Workshop Organization

Make Shimizu Elementary School Brilliant, Safe and Secure for Shimizu Kids
 – Value life. Nurture students who can think and act. –



Education Planning Section:

Develop classes that help students learn to create a safe and secure lifestyle
 ◇ Each subject ◇ Each area (special activities, morals class, general learning time)

Environment Maintenance Section:

Maintain facilities for safe and secure school life
 ◇ Maintain safe environment on school settings and school building
 ◇ Disaster prevention/crime prevention control ◇ Safety and Security Gallery

Student Guidance Section:

Increase student's awareness on safety and security:
 ◇ Activities in Student Council and various committees

Safety Instruction Section:

Improve practical skills for safety and security
 ◇ Traffic safety instruction ◇ Dietary instruction ◇ Crime prevention class



[Safety and Security Gallery]



[Investigation of walking zones]



[Disaster prevention drill]

○ Workshop Concept Diagram

<School Education Goal>
Educate students to become strong and spiritually rich

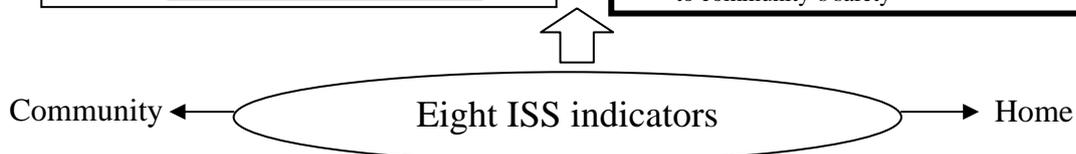
<Shimizu Kids Goal>
Be Clever, Kind, Honest and Brave

<Workshop Theme>
**Make Shimizu Elementary School Brilliant,
 Safe and Secure for Shimizu Kids**
 – Value life. Nurture students who can think and act. –

Target student image			
Special Ed	1st & 2nd grades	3rd & 4th grades	5th & 6th grades
<ul style="list-style-type: none"> • Child who can talk while being aware of other person • Child who knows and obeys rules for safe living 	<ul style="list-style-type: none"> • Child who can get along with classmates and work • Child who can identify nearby dangers, and can obey rules for daily life 	<ul style="list-style-type: none"> • Child who can help and work together with friends • Child who can think about dangers and accidents, and take safe actions 	<ul style="list-style-type: none"> • Child who can value people, property and nature, and can accept each other • Child who can act positively for his/her own safety and other's safety

School Studies	
Education Planning Section	Preparation of a teaching plan to develop the ability of students to create a safe and secure lifestyle
Environment Maintenance Section	Preparation of an environment for leading a safe and secure school life
Student Guidance Section	Increase student's awareness on safety and security
Safety Instruction Section	Improve practical skills for safety and security
ISS committee	

Classroom Studies
* Research classes that enhance the power to think and make judgments about safety and security, and enable students to make appropriate decisions (Focusing on school activities) <ul style="list-style-type: none"> ○ Creation of curriculum ○ Systematic understanding and learning of fundamental and basic items ○ Preparation of classes <ul style="list-style-type: none"> • Students' voluntary and self-governing activities • Nurturing the ability to have respect for own and other's lives, ability to care about and accept others • Nurturing of self-respect • Nurturing of ability to predict and avoid danger • Improvement of ability to think and make judgments, nurturing of appropriate decision making and activity • Skills (Knowledge and practical skills) • Nurturing of ability and behavior that can contribute to community's safety



Indicator 2 Safe School policies decided by the School Board (representative of school policy governance) and the Community Council in a Safe Community setting

The “Shimizu Kids Sound Network Coalition”, organized by parents, teachers and community residents, has played a leading role in actively sharing information with the community and developing programs centering on the school.

The “Shimizu Kids Sound Network Coalition” has positively participated in Atsugi Safety Community activities. Since being designated as a pilot program of the Safe Community Atsugi Project in 2009, the coalition worked to share information with the Atsugi Safe Community.

(1) Shimizu Elementary School Education Plan

Make Shimizu Elementary School Brilliant, Safe and Secure for Shimizu Kids
<Workshop Theme>



Educate students to become strong and spiritually rich
<Goal of School Education>

Be Clever, Kind, Honest and Brave
<Goal of Shimizu Kids>

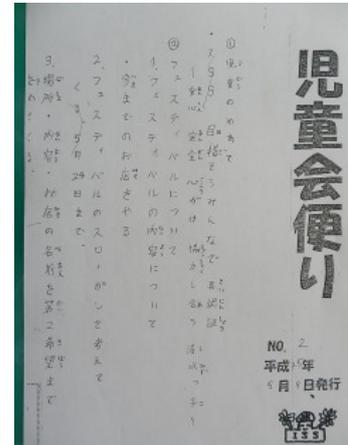
a. Priority topic “Safe and Healthy Body”

- (a) Improve school environment so that students, teachers and all staff can be safe
- (b) Promote health through students’ self-motivated activities
- (c) Reinforce traffic safety education (Zero traffic accidents)
- (d) Promote dietary education and lunch guidance
- (e) Promote physical fitness with school ground facilities, etc.



b. Actual Activities

- (a) Thoroughly educate students to improve safety awareness
- (b) Improve safety inspections
- (c) Prevent injuries caused by voluntary and self-governing activities such as student meetings, as well as activities organized by Health, Lunch or PE committees
- (d) Maintain and promote physical fitness through dietary education and fitness
- (e) Educate with “Hoken-Kenko Dayori” newsletter
- (f) Improve traffic safety classes (how to safely ride bicycle)
- (g) Improve physical education classes
- (h) Utilize community Safety Map



(2) Students' Goals

Aim for ISS recertification together

– Try to increase awareness of safety together at Shimizu Elementary School –

(3) Shimizu Elementary School PTA 2013 Goals

The PTA has been planning and carrying out activities as an adult education institution to improve its members' qualities and to create an environment in which the children can learn to support each other with strong and spiritually rich minds. The PTA is also working with the community to promote the creation of a safe and secure community, while promoting programs that correlate to the school's education philosophy.

To effectively achieve these goals, activities are promoted while aiming for collaboration between the Atsugi PTA Network and interested groups in the community.

Furthermore, through the “Shimizu Kids Sound Network Coalition”, the PTA plays a central role in the Safe Community promotion area, and is fully supporting the school's International Safe School activities.

(4) Purpose of Shimizu Kids Sound Network Coalition (excerpt)

Contribute to community development so that all residents including children live safely by developing current activities for children's safety to those for which all community members work together.



General Image of Programs related to Indicators 3 and 4

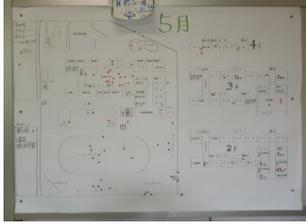
		Target																
		Students						Teachers						PTA/community				
School	In school	3-1	3-2	3-3	3-5	3-6	3-7	3-1	3-2	3-3	3-5	3-7	3-8	3-11	3-12			
		3-10	3-11	3-12	3-16	3-20	3-27	3-9	3-10	3-16	3-20	4-6						
		4-3	4-4	4-6				4-5	4-7									
	Playground	3-1	3-2	3-3	3-4	3-5	3-6	3-1	3-2	3-3	3-4	3-5	3-8	4-6				
		3-10	3-14	3-16	3-20	3-26	3-27	3-9	3-10	3-16	3-20							
		4-3	4-4	4-6				4-5	4-7									
Off school	School route	3-5	3-10	3-11	3-12	3-13	3-15	3-5	3-8	3-9	3-10	3-16	3-17	3-11	3-12	3-17	3-21	3-22
		3-16	3-17	3-18	3-19	3-20	3-21	3-18	3-20	3-21	3-22	3-23	3-24	3-23	3-24	3-25		
		3-22	3-23	3-25	3-27			3-25						4-6				
		4-1	4-2	4-6				4-2	4-5									
	School district	3-5	3-10	3-11	3-12	3-13	3-15	3-5	3-8	3-9	3-10	3-16	3-17	3-11	3-12	3-17	3-21	3-22
		3-16	3-17	3-18	3-19	3-20	3-21	3-18	3-20	3-21	3-22	3-23	3-24	3-23	3-24	3-25		
		3-22	3-23	3-25	3-27			3-25						4-6				
		4-1	4-2	4-6				4-2	4-5									

Indicator 3 Long-term, sustainable, operational programs covering both genders and all school ages, environments and situations

Indicator 4 Programs that target high-risk groups and environments, and programs that promote safety for vulnerable groups

Indicator 3 Long-term, sustainable, operational programs covering both genders and all school ages, environments and situations

1. Injury Prevention

1	Continued <Results of activities are listed in Indicator 7 Measures 1 (page 58)>				
Action	Posting of places where injuries have occurred in and off school grounds				 
Purpose	Sharing of information on dangerous places, collection of data				
Overview	<p>Floor plans of the school are posted in the school. Children put up stickers to show where they have been injured. Interest in safety is increased while making dangerous spots visible.</p> <p>Children and teachers can discover points needing improvements, and can take actual actions.</p>				
Enforcer	Students, teachers, staff	Main targets	Students, teachers, staff	Environment	In school, playground

2	Continued <Results of activities are listed in Indicator 7 Measures 2 (page 58)>				
Action	Injury prevention on school settings				 
Purpose	Reduce number of injuries on school settings				
Overview	<p>The Student Council and various committees use data on occurrence of injuries on school settings, and promote caution by educating students about “time zone”, “place” and “cause” of most injuries.</p> <p>The number of injuries has dropped every year. The most injuries occur during 15-minute recess and lunch recess. Since most students are now calmer, the rate of injuries in classrooms has dropped. To prevent injuries caused by “bumping into something”, which is listed as one of the common causes of injuries in the playground, the main committee has reviewed rules for playing and the PE committee has increased patrols. As there are many injuries in the 1st grade and 2nd grade classrooms, the older students visited the classrooms to teach about safety in the classroom. The entire school decided to make it a rule to not place belongings next to desks.</p> <p>Actions will be taken to create more rules and increase students’ awareness of safety.</p>				
Enforcer	Students	Main targets	Students	Environment	In school, playground

3	Continued <Results of activities are listed in Indicator 7 Measures 3 (page 59)>				
Action	School building safety inspection				
Purpose	Improve dangerous environment on school settings				
Overview	<p>The students themselves patrolled the school grounds and inspected for potentially dangerous environments, etc. Hazards identified with the “School building safety inspection” were reviewed and actions to improve the environment were taken. Some actions included adding cushions to sharp corners and placing wood slats to eliminate steps.</p> <p>The employees carry out a safety inspection on the 1st and 15th of each month to identify areas that are deteriorating or need maintenance. An effort is made to find hazards from structural problems. Several persons inspect the playground equipment every day.</p> <p>Identified hazards are quickly acted upon with repairs or improvements.</p>				
Enforcer	Students, teachers, staff	Main targets	Students, teachers, staff	Environment	In school, playground

4	Continued <Results of activities are listed in Indicator 7 Measures 4 (page 60)>				
Action	Improvement of entrance slope to playground and promotion of caution				
Purpose	Improvement of environment where many injuries have occurred, and promotion of caution				
Overview	<p>Many children were injured by collisions, slipping or falling at the downward slope on the way to the playground. To prevent this, the slope was treated with an anti-slip coating, and named the “walking zone”. A rule to walk instead of running was enacted.</p> <p>The Public Relations committee investigated the number of children running down the slope during recess and presented their findings at the morning assembly, and children are continuously reminded to take caution.</p>				
Enforcer	Students, teachers, staff, Atsugi City	Main targets	Students	Environment	Playground

5	Continued				
Action	Studies on the Importance of Life (Studies on improving ability to avoid danger and predict danger)				
Purpose	Educating students to value life, and improve ability to avoid and predict danger)				
Overview	<p>Curriculum to educate children on the importance of life and to nurture the ability (ability to avoid and prevent danger) to take safe actions is incorporated in the Moral lessons and Classroom Activities.</p> <p>In 3rd grade, the children learned about the dangers when an earthquake or fire occurs, and studied about actions they can take to quickly ensure safety. Children practiced on how to protect their lives, assuming that the incident took place during recess or other situations. The achievements of their learning was utilized in their daily lives. 6th graders learned about first aid in their "General Studies Hour". Each student practiced rescue drills and experienced CPR. The students were able to learn about the importance of life and what they could do.</p>				
Enforcer	Teachers, staff	Main targets	Students	Environment	

6	Continued				
Action	Setting of Health Goals				
Purpose	Increase awareness on safety and security				
Overview	<p>On the 1st of each month, each class room confirms their Health goal to increase interest in one's health. A "Health and Safety Quiz" is carried out to increase student's participation in safety inspections, and to increase awareness toward safety and security.</p>				
Enforcer	Teachers, staff	Main targets	Students	Environment	

7	Continued				
Action	Installation of fixtures to prevent falls from windows				
Purpose	Improvement of dangerous environment on school settings				
Overview	<p>Some of the school sections do not have balconies outside the windows. Thus, a student could fall out of a window and be injured. Fixtures to control the window opening were installed on Windows higher than the 2nd floor.</p>				
Enforcer	Teachers, staff	Main targets	Students	Environment	

8	Strengthening	* The number of sessions was increased, or the range of studied matters were increased.			
Action	Workshops for teachers and staff				
Purpose	Improvement of teacher and staff ability to handle dangers				
Overview	<p>The school has continually made an effort to pay attention to and prevent dangers by installing security cameras, providing a reception desk for visitors, etc. However, periodic crime prevention workshops are carried out. The aim is to improve the individual ability to avoid danger and increase the organizations system so that even if a suspicious person enters the school grounds, the students' lives as well as the teacher's own life can be protected and danger can be avoided.</p> <p>A 2012 workshop featured a security company. Teachers learned various security measures such as how to talk or stand away from a suspicious person, and how to alert the entire school on the invasion by a suspicious person. The actions of students, teachers and staff was confirmed through drills involving a suspicious person entering a classroom.</p> <p>[Workshops]</p> <ul style="list-style-type: none"> • Study groups regarding International Safe School: 8 sessions • Workshops regarding safety education: 3 sessions • Workshops regarding traffic safety, crime prevention and disaster prevention: 6 sessions 				
Enforcer	Teachers, staff, guest lecturers	Main targets	Teachers, staff	Environment	In school, playground



9	New				
Action	Review of School Safety plan				
Purpose	Establishment of safety policy for school and school safety plan				
Overview	<p>The school's safety policy and school safety plan are reviewed every year, and the transition of effect and results through safety actions are deliberated. The aim is for all teachers to take part in activities to enhance awareness of safety and security with the same understanding.</p>				
Enforcer	Teachers, staff	Main targets	Teachers, staff	Environment	School building



10	Continued				
Action	Periodic safety instruction				
Purpose	Increase awareness on safety and security				
Overview	<p>Periodic instruction on how to wear helmets and observe traffic rules are carried out at group meetings and homeroom to increase the student's awareness on making a safe and secure lifestyle.</p> <p>Some actual activities include the "Health and Safety Quiz" held on the first of each month. Here, children can check safety around them. On the 5th of each month, students are checked to make sure they have their safety buzzers, and on the 15th they are questioned about traffic safety rules. At the end of the month and before holidays, the children are reminded about safe playing and where they should not play. The monthly assembly is an opportunity for the children themselves to promote safety as the various committees present their ISS activities and hold an "ISS Quiz".</p>				
Enforcer	Students, teachers, staff	Main targets	Students	Environment	All

2. Prevention of bicycle accidents

11	Continued <Results of activities are listed in Indicator 7 Measures 5 (page 60)>				
Action	Program to promote bicycle helmet use, posting of helmet wearing rate graph				
Purpose	Increase the bicycle helmet wearing rate				
Overview	<p>Various means are taken to educate children and increase their awareness on helmet use. These include flyers promoting the use of bicycle helmets, a permanent bicycle helmet display, graphs showing the results of wearing rate, and posters in the school building urging children to wear their helmets.</p>				
Enforcer	Teachers, staff	Main targets	Students, PTA	Environment	School building, school routes, school district

12	Continued <Results of activities are listed in Indicator 7 Measures 5 (page 60)>				
Action	Program to call for parents to purchase and wear bicycle helmets				 
Purpose	Increase the bicycle helmet wearing rate				
Overview	<p>To increase the bicycle helmet wear rate, it is essential to promote correct understanding and awareness among parents in addition to increasing the students' awareness. The PTA has led activities to purchase bicycle helmets and call for proper wearing of them. Parents are urged to always wear their helmets when coming to Parent Meetings. Surveys and promotion of helmet wearing has also been carried out through the PTA gazette "Shimizu Kids News". During the PTA Chair's address at entrance ceremonies, the PTA Chair wears a helmet and talks about the necessity.</p>				
Enforcer	Teachers, staff, PTA	Main targets	Students, PTA	Environment	School building, school routes, school district

13	Continued <Results of activities are listed in Indicator 7 Measures 6 (page 61)>				
Action	Bicycle Safety Classes				
Purpose	Learning safe bicycle riding techniques and manners				
Overview	<p>The PTA sponsors bicycle safety classes, etc. for all students to help them learn safe riding methods and manners. Students who have taken this class have participated in the "Kanagawa Traffic Safety Children's Bicycle Competition" and have shown their bicycle riding skills they learned through the bicycle safety classes, etc.</p>				
Enforcer	Teachers, staff, PTAS, community, visiting lecturers	Main targets	Students	Environment	School route, school district

14	Continued	<Results of activities are listed in Indicator 7 Measures 6 (page 61)>			
Action	Improvement of bicycle riding training course				 
Purpose	Improvement of bicycle riding skills				
Overview	The school's bicycle riding training course is used by students during the bicycle traffic safety classes and during recess to practice for the "Traffic Safety Children's Bicycle Competition". Students from the school won the "44th Kanagawa Traffic Safety Children's Bicycle Competition" held in July 2013.				
Enforcer	Teachers, staff, Atsugi City	Main targets	Students	Environment	Playground

15	New	* Program carried out from a scientific stance in cooperation with the National Institute of Advanced Industrial Science and Technology (AIST)			
Action	Measurement of physical size and bicycle brake response time				
Purpose	Prevention of bicycle accidents				
Overview	The height of 120 students between grades 1 and 6 were measured and their bicycle braking response time was measured. This information was used to analyze near-misses and accidents from a scientific perspective and apply when instructing children to ride safely. Based on these results, the necessity of adjusting the brake width to fit the child's hands, the importance of wearing a helmet, and cases of near-miss accidents were introduced to the children at the morning assemblies.				
Enforcer	AIST	Main targets	Students, teachers, staff	Environment	School routes, school district

16	New	* Program carried out from a scientific stance in cooperation with the National Institute of Advanced Industrial Science and Technology (AIST)			
Action	Scientific seminar for protecting children from dangers				
Purpose	Prevention of accidents				
Overview	Various examples of preventing student accidents and actions to be taken when an accident does occur were studied. Countermeasures were proposed by collecting and analyzing data on accidents. Data from injuries occurring at Shimizu Elementary was analyzed and measures to reduce such injuries were proposed. Participants also learned about the effect of wearing bicycle helmets. This information was applied to subsequent instructions.				
Enforcer	AIST	Main targets	Students, teachers, staff	Environment	All

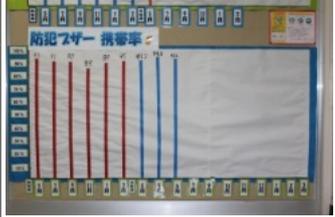
3. Securing Safety in School Routes

17	Continued <Results of activities are listed in Indicator 7 Measures 7 (page 61)>				
Action	Expanding Shelter Points				
Purpose	Securing students' safety, prevention of crime, etc. (early prevention)				
Overview	<p>At Shimizu Elementary School, homes and shops are designated as emergency shelter points to protect students from suspicious persons, etc. The number of "Shelter Points" along school routes, etc., were increased, and homes and shops were asked for cooperation. As a result, there are currently 950 registered Shelter Points.</p> <p>This expansion of Shelter Points is a barometer to crime prevention awareness. Posting of the Shelter Point signs has helped to suppress the occurrence of crimes.</p>				
Enforcer	Teachers, staff, PTA, community	Main targets	Students	Environment	School routes, school district



18	Continued				
Action	Preparation of Community Safety Map				
Purpose	Sharing of information on dangers spots, etc. Nurturing of love for community				
Overview	<p>The children themselves have confirm spots in the community where they feel danger or unsafe, and listed them in a map. This activity increases the children's ability to predict and avoid danger, increases their awareness on crime prevention, and nurtures a love for the community.</p>				
Enforcer	PTA, visiting lecturers	Main targets	Students, teachers, staff, PTA, community	Environment	All



19	Continued				
Action	Distribution and inspection of Safety Buzzers				
Purpose	Measure against suspicious persons, increase in crime prevention awareness				
Overview	In Atsugi City, all first graders are given a safe Buzzer and instructed to wear it to and from school and when they are out playing. At every morning's assembly at our school, the children are inspected for possession of their Safe Buzzer and that it is not faulty. If necessary, they are given a replacement to ensure they have a Safe Buzzer at all times. The possession rate on the 5th of every month is graphed and posted in the hallways to educate the students on the necessity. The possession rate for the entire school is 85%.				
Enforcer	Teachers, staff, Atsugi City	Main targets	Students	Environment	School routes, school district

20	Continued				
Action	Crime Prevention Classes				
Purpose	Increase ability to avoid danger				
Overview	Lecturers from a security company are invited to hold crime prevention classes and drills assuming that a suspicious person has broken in. Through these activities the children learn the ability to avoid danger and secure safety even if they should run into a suspicious person in the community.				
Enforcer	Teachers, staff, visiting lecturers	Main targets	Students, teachers, staff	Environment	All

21	Continued				
Action	Eyes of Love Program				
Purpose	Ensuring students' safety on the way home from school				
Overview	Volunteers from the neighborhood association, senior clubs, traffic safety instructors, Mothers for Traffic Safety and PTA stand on the street to watch and guard the children on their way home from school. (Cooperators: 195 persons)				
Enforcer	PTA, community	Main targets	Students	Environment	School route, school district

22	Continued				
Action	Safety Vest Program				
Purpose	Crime prevention, etc. (early prevention)				
Overview	Various means are taken to show suspicious persons that the community is working for safety including wearing safety vests during various activities and events, such as the Eyes of Love Programs, and attaching crime prevention signs prepared by the PTA onto bicycle baskets. These activities help to prevent crimes, etc.				
Enforcer	Teachers, staff, PTA, community	Main targets	Students	Environment	School route, school district

23	New	* Requested to City in danger spots having no sidewalks			
Action	Expansion of green belts				
Purpose	Securing safety along school routes				
Overview	Since the school routes near the front gate and Yakushi Gate are narrow and have car traffic, electric poles along the road were removed and a green belt was painted to increase safety. These road improvements made it possible to ensure a road that children could safely walk down.				
Enforcer	Atsugi City	Main targets	Students	Environment	School route, school district

24	Continued				
Action	Information Sharing Network				
Purpose	Swift sharing of information				
Overview	Instead of the traditional phone network, the Shimizu Kids Sound Network Coalition uses cell phones, e-mail and faxes to send out information on suspicious persons in the area and any changes in the time children leave from school. This allows the parents to have information readily available and to take actions.				
Enforcer	Teachers, staff, PTA, community	Main targets	Teachers, staff, PTA, community	Environment	School route, school district

25	Continued				
Action	Provision of information on dangerous places				
Purpose	Improvement of dangerous environment				
Overview	<p>Neighborhood association chairs, who are members of the Shimizu Kids Sound Network Coalition, provide information on things they see in their daily lives such as blind spots and shadows created by trees, hazardous rivers and streams, and information on hazards at intersections. A safe environment is maintained and improvements are made using this information together with that obtained from parents (PTA) and the school.</p>				
Enforcer	Community	Main targets	Teachers, staff, PTA, community	Environment	School route, school district



4. Preventing Trouble with Friends

26	New				
Action	"Friendship Pond" Biotope and Greenery Project				
Purpose	Raising students who are aware of nature around them and who value life				
Overview	<p>In 2011, the 6th graders undertook a project to revitalize the "Friendship Pond" into a biotope. Through the students' activities and help from various experts, the students were able to resurrect the functions of the pond and create a place to protect rare organisms.</p> <p>In 2012, the students worked on utilizing the pond for environmental studies and science studies. The teachers and staff made an effort to learn more.</p> <p>The 6th grade students carried out periodic observations every day and posted their findings on the homepage. A "Biotope Explanation" was given to the 1st and 2nd graders to gain their interest. This pond not only functions as a learning material, but also functions as a place for students to relax. Many 1st and 2nd graders enjoy looking at the plants and organisms. The 5th and 6th graders feel responsible for keeping the biotope alive and are protective of the rare plants. There are many students who enjoy Friendship Pond as a place to communicate with children from lower grades.</p>				
Enforcer	Students, teachers, staff, experts	Main targets	Students	Environment	Playground



27	Strengthening <Results of activities are listed in Indicator 7 Measures 8 (page 62)>				
Action	Four-leaf Clover Campaign (Program name changed)				 
Purpose	Prevention of bullying and violence				
Overview	<p>Our school has made an effort to nurture kindness and spirits through school activities and moral classes. Our hope is that the school and classroom is a comfortable place for the children, that they may create good human relations through true exchanges. One of the achievements has been presented in the results of the “Students’ Survey on School Creation”.</p> <p>In addition to these positive programs, each October is designated as the “Four-leaf Clover Campaign Month” where we aim to create an atmosphere that does not tolerate bullying or violence. Ways to make improvements to prevent bullying and violence (i.e., using nice language, and greeting everyone) were talked over by each class. Slogans were made and posted.</p> <p>In October 2012, “Words we should not use” were set and put in place. This was effective in reducing bad language and fights in the classroom. Each class’s results were summarized in the “Student Council Newsletter” and distributed to all students in the school.</p>				
Enforcer	Students, teachers, staff	Main targets	Students	Environment	All

Indicator 4 Programs that target high-risk groups and environments

When promoting the themes of programs for resolving challenges, including “Prevention of Injury”, “Prevention of bicycle accidents”, “Securing of safety in school routes”, and “Preventing trouble with friends”, the following high-risk groups and environments were set.

1st and 2nd grade students	Since their ability to make decisions is low compared to 3rd/4th grade and 5th/6th grade groups.
Bullying	Since it is essential for students that school be a place where they can study safely and securely. “Bullying” greatly harms that environment.
Disaster prevention	To comply with Japan’s unique environment having many earthquakes

1. 1st and 2nd grade students

1	Continued				
Action	Passing on bicycle riding skills				
Purpose	Learning bicycle riding skills				
Overview	Students with outstanding bicycle riding skills (those who participated in bicycle competitions) teach students who need to learn bicycle riding skills, such as 1st and 2nd graders. Further improvement of skills can be anticipated with student teachers, and this provides a chance for students to mingle.				
Enforcer	Community	Main targets	Students	Environment	School route, school district

2	Strengthening	A program that allows 1st/2nd graders to go home in stages was created.			
Action	Securing safety to go to and from school in groups				
Purpose	Securing safety when 1st/2nd graders are going to and from school				
Overview	To ensure safety along school routes, 5th and 6th graders lead the 1st and 2nd graders to school and home. Students learn about traffic rules and manners, etc., and the 1st/2nd graders gain the ability to avoid and predict danger. 1st graders go home earlier than other grades, so for the first month of school in April, teachers and staff accompany them on their way home.				
Enforcer	Teachers, staff, PTA	Main targets	Students	Environment	School routes, school district

3	Continued				
Action	Pairing Grades				
Purpose	Prevention of injury among 1st graders				
Overview	<p>During the first year of school, everything is a new experience. There is a risk of unexpected accidents depending on activities.</p> <p>Older students work in pairs with 1st graders and help them for a set period. For example, 4th graders help during lunchtime and cleaning times, and 6th graders help with Radio exercises and jump rope.</p>				
Enforcer	Teachers, staff	Main targets	Students	Environment	In school, playground

2. Bullying

4	Strengthening	Re-listing <Indicator 3-27 P28>			
Action	Four-leaf Clover Campaign (Program name changed)				
Purpose	Prevention of bullying and violence				
Overview	See Indicator 3 Action 27				
Enforcer	Students, teachers, staff	Main targets	Students	Environment	All

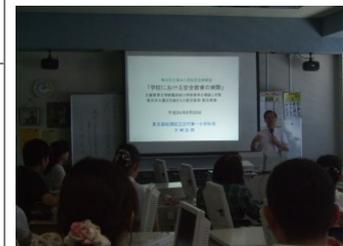
5	Continued				
Action	Staff seminar for bullying prevention measures				
Purpose	Increase staff's ability to handle situations when bullying occurs				
Overview	<p>Seminars on how to suppress bullying, identify bullying situations at an early stage and to take actions after bullying is identified are held for staff.</p> <p>Actual meetings take place at the monthly staff meeting. The School Safety Accident Prevention Meeting is held, and the staff learn about how to identify bullying at an early stage and take appropriate actions.</p>				
Enforcer	Teachers, staff	Main targets	Teachers, staff	Environment	All

3. Disaster prevention

6	New	* Programs are carried out in consideration of Japan's unique environment having many earthquakes.			
Action	Disaster Prevention and Evacuation Drills				
Purpose	Securing of safety in event of earthquakes and fires				
Overview	<p>Disaster prevention and evacuation drills are held three times a year. From 2012, we have incorporated evacuation drills using the Emergency Earthquake Alerts. Once a year, the students and staff carry out drills without prior notice to show the results of their daily training. Students gain the ability to act no matter what disaster happens where, and gain a strong awareness of actions to protect themselves.</p> <p>In May 2013, an evacuation and hand-over drill was held with five elementary and junior high schools in the area. The entire community worked together to increase awareness toward disaster prevention.</p>				
Enforcer	Teachers, staff	Main targets	Students, PTA	Environment	In school, playground



7	New	* Programs are carried out in consideration of Japan's unique environment having many earthquakes.			
Action	Teach and staff seminar on evacuation drills, handling of suspicious persons and school activities				
Purpose	Provide opportunity for teachers and staff to gain knowledge on safety and increase awareness				
Overview	<p>For drills regarding evacuation from natural disasters such as earthquakes, etc., and drills on how to handle suspicious people, workshops featuring experts from security companies and the Meteorological Agency were held. Teachers and staff also carried out voluntary workshops using DVD materials borrowed from the Japanese Cabinet Office. From 2010, school workshops have focused on safety training. Guest lecturers have been invited to deepen understanding and increase the teacher and staff's awareness on safety.</p>				
Enforcer	Teachers, staff, visiting lecturers	Main targets	Teachers, staff	Environment	In school



Indicator 5 Programs based on available evidence

While indicating the themes/challenges and goals set when Shimizu Elementary School was certified as a International Safe School in 2010, this program indicates programs continued after certification as well as those newly started after certification.

1. Injury Prevention

Themes/challenges identified from data on injuries on school grounds

(1) Theme/challenge and goal at time of certification

Theme/ challenge	<ul style="list-style-type: none"> • There are many injuries caused by colliding with things during lunchtime. • There are many injuries in classrooms and the playground. (Causes include collisions and falling.)
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Goal	<ul style="list-style-type: none"> • Reduce the number of injuries. Number of injuries in 2008: 5,636 cases → in 2012: 3,600 cases (approx. 36% reduction) The daily average was reduced from 28 persons to 18 persons
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(2) Programs for resolving themes and challenges

Activity			
Activity	Indicator	Activity	Indicator
Posting of places where injuries have occurred in and off school grounds	3-1 (P17)	Studies on the Importance of Life (Studies on improving ability to avoid danger and predict danger)	3-5 (P19)
Injury prevention on school settings	3-2 (P17)	Installation of fixtures to prevent falls from windows	3-7 (P19)
School building safety inspection	3-3 (P18)	Review of School Safety plan	3-9 (P20)
Improvement of entrance slope to playground and promotion of caution	3-4 (P18)	Periodic safety instruction	3-10 (P21)

(3) Data used as evidence for setting activity

Fig. 1 School infirmary visit per day

Source: 2008 to 2010 Data on injury occurrence on school settings

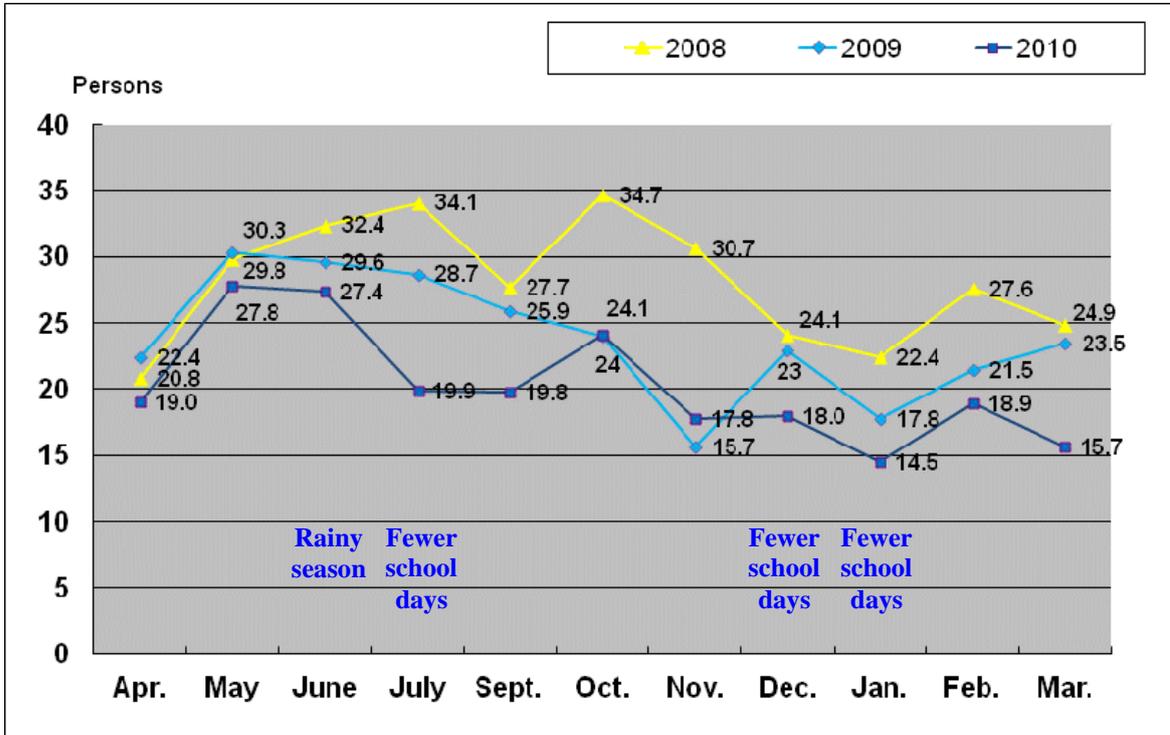
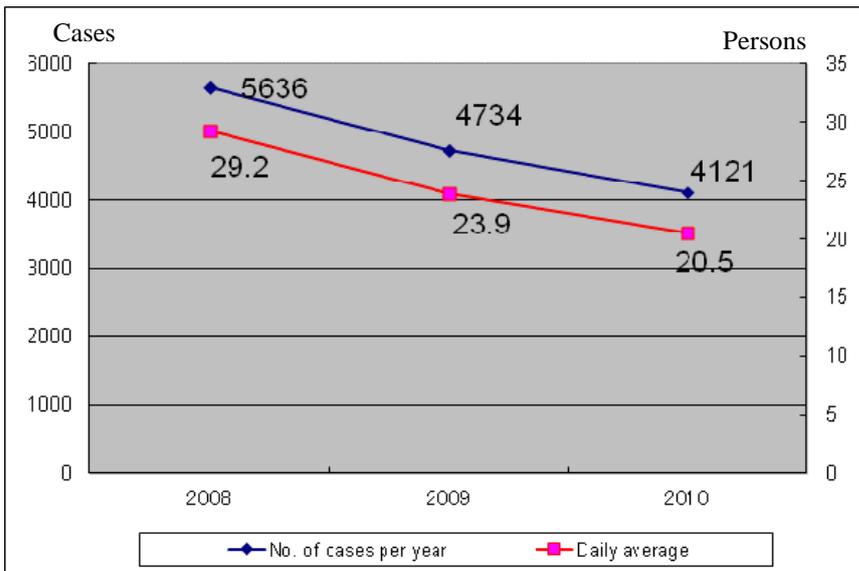


Fig. 2 Comparison of School infirmary visit per day and per year

Source: 2008 to 2010 Data on injury occurrence on school settings



Record form

Completed when students visit Nurse's Room

けが 年 組

★ 月 日 よう日 びきえ

★ 担任しつにきた じかん 時 分

1 けがをしたのはいつ? (○をつける)

○ 朝のきた時 ○ 登校中 ○ 学校についてから

○ 授業中 (1, 2, 3, 4, 5, 6 校時)

○ 15 分休時 ○ 給食 ○ せうじ ○ 昼休時

○ 帰る時 ○ 色のう ○ ずっと前 ○ わからぬ

2 けがをしたのはどこで?

3 けがをしたのはどうして?

4 けがのしゅち (○をつける) 5 けがをした体のぶら (しるしをつける)

○ すりこぎ ○ 転ぶ ○ いたげ

○ 走りこぎ ○ つまゆび ○ 筋肉痛

○ ささくれ ○ おんざ ○ けずり

○ 虫さされ ○ 目のけが ○ やけど

○ かゆみ ○ 出血 ○ とげ

○ その他 () ○ その他 ()

6 しゅち (○をつける)

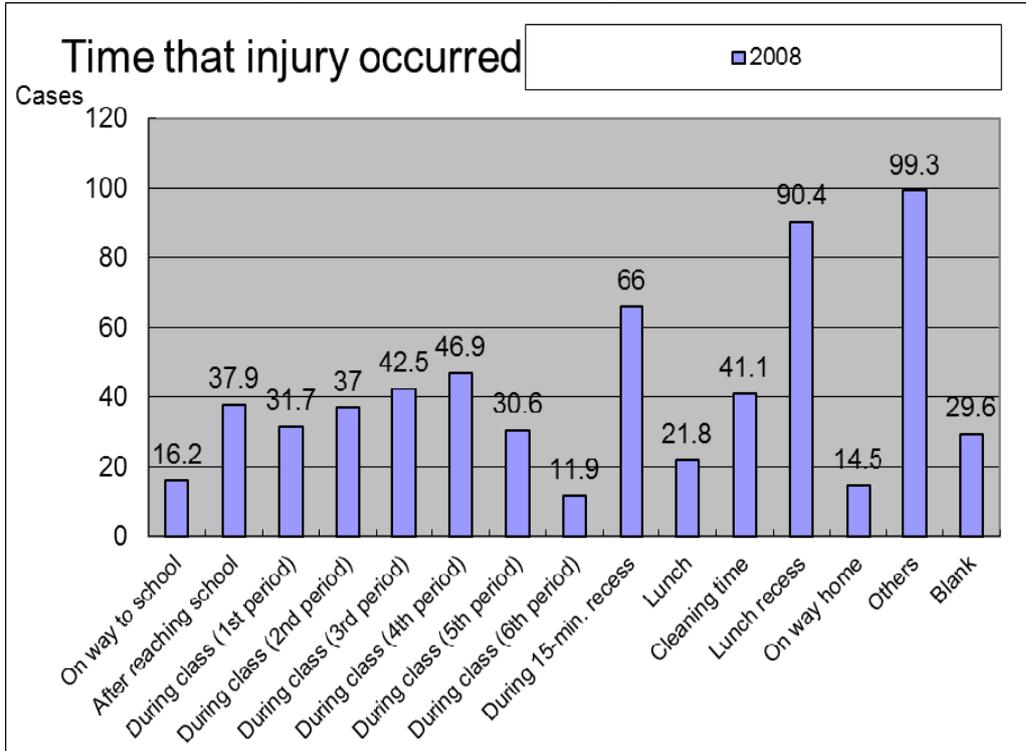
○ ぶらう ○ しっぽ ○ ひやせ ○ かゆみどめ

○ 筋肉痛の薬 ○ 様子を見る ○ その他 ()

Fig. 3 Injury cases by scene(per 100 students)

Source: 2008 Data on injury occurrence on school settings

n= 5,636 persons

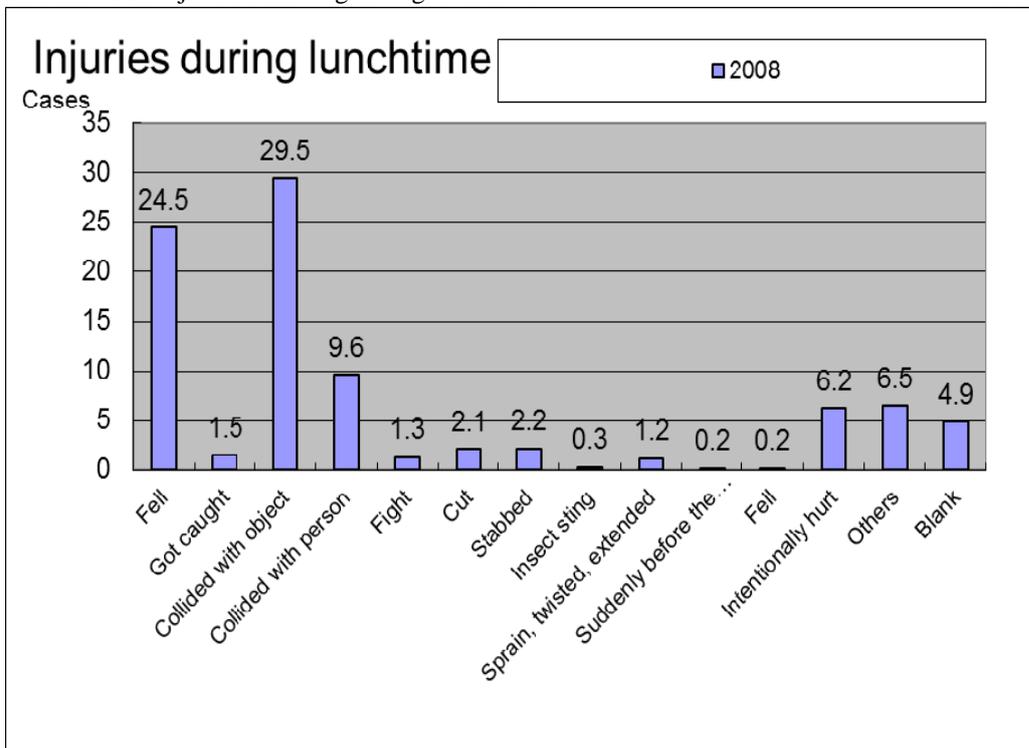


◇ Most injuries occurred “During Lunchtime”, followed by “15-minute recess”.

Fig. 4 Injuries occurrence by cause during lunchtime(per 100 students)

Source: 2008 Injuries occurring during lunchtime

n= 825 persons

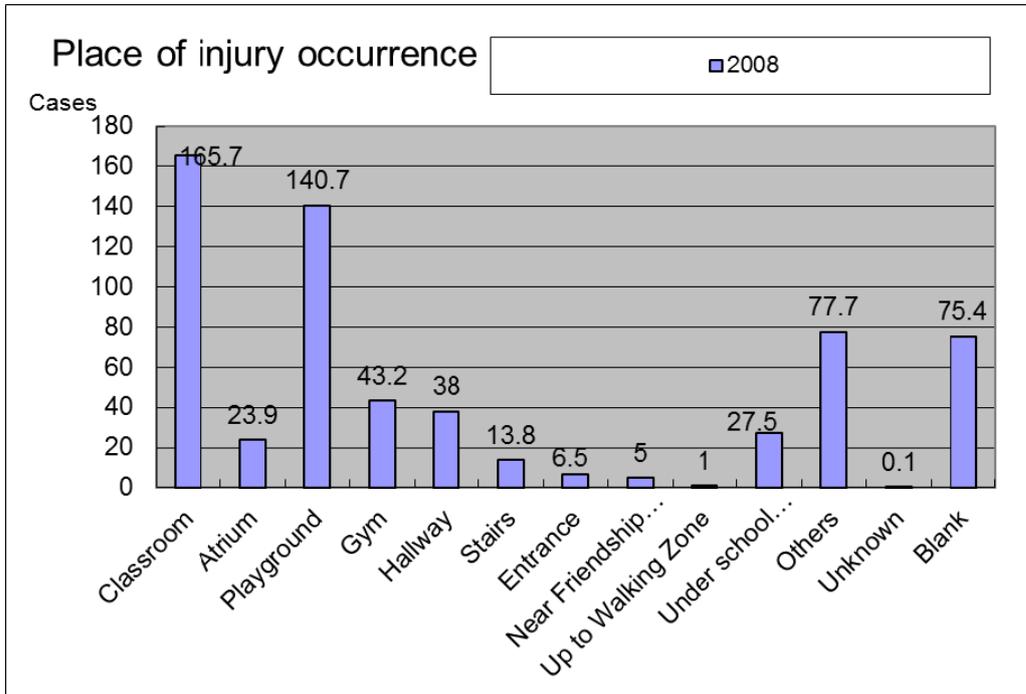


◇ Cause of injuries during lunchtime were “Collided with object” at the most, followed by “Fell”.

Fig. 5 Place of injury occurrence (per 100 students)

Source: 2008 Place where injury occurred

n= 5,636 persons

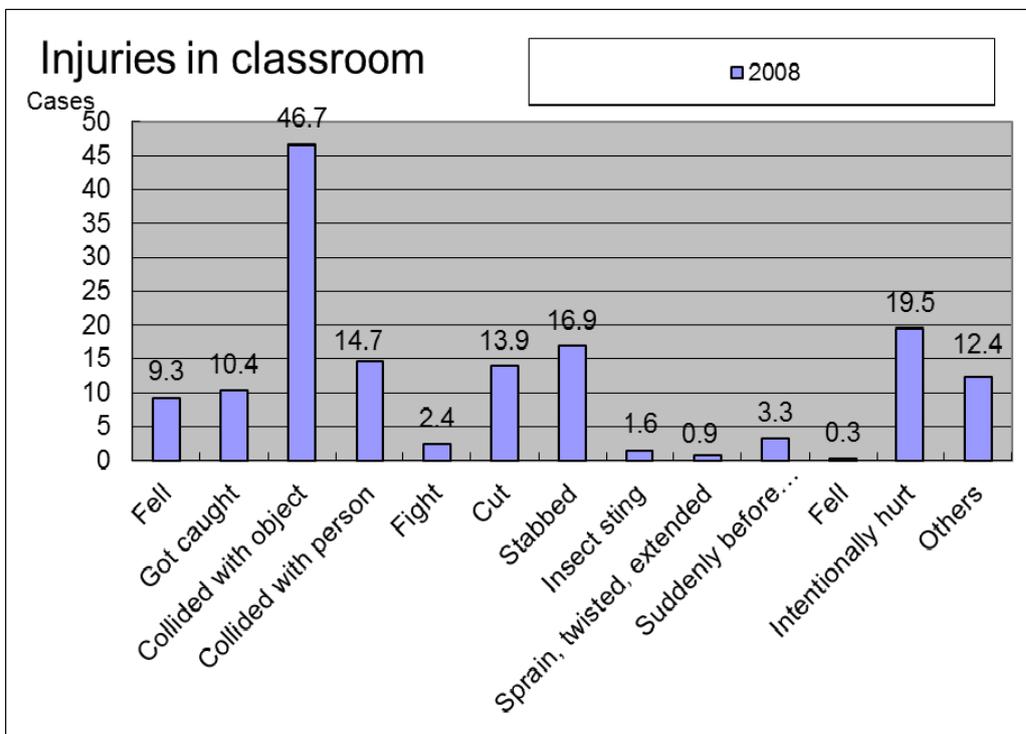


◇ Most injuries occurred in the “Classroom”, followed by the “Playground”. These two places take around 50% of the whole injury cases.

Fig. 6 Classroom injuries (per 100 students)

Source: 2008 Injuries at school setting

n= 1,390 persons

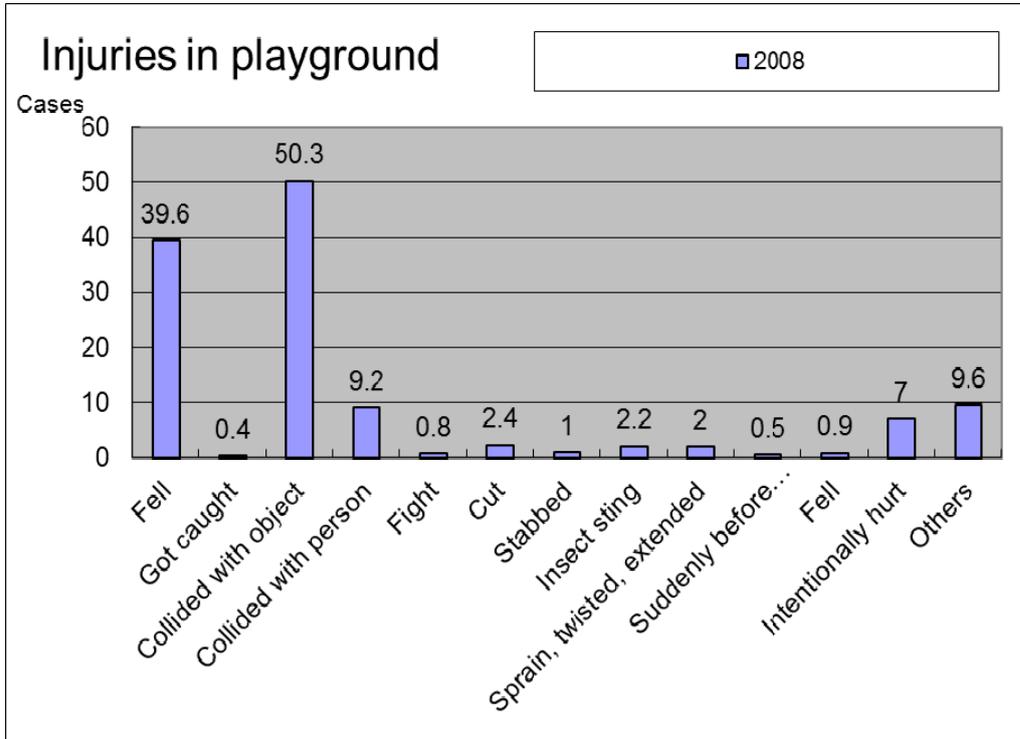


◇ As for injuries in the classrooms “Collided with object” takes the most.

Fig. 7 Playground injuries (per 100 students)

Source: 2008 Playground injuries

n= 1,150 persons



◇ Most playground injuries were “Collided with object”, followed by “Fell”. These two take around 70% of whole injury cases.

2. Prevention of bicycle accidents

(Themes/challenges identified from survey on bicycle helmets)

(1) Theme/challenge and goal at time of certification

Theme/ challenge	<ul style="list-style-type: none"> • The risk of bicycle accidents is high. • The survey shows that awareness on traffic safety is low. • Students’ bicycle riding skills are weak.
Goal	<ul style="list-style-type: none"> • Aim for zero traffic accidents. • Increase awareness on traffic safety by making a conscious effort to wear bicycle helmets. • Aim to increase bicycle helmet wearing rate from 8.8% (2008) to 70% (2012). • Improve bicycle riding skills, and learn traffic manners. • Learn to predict and avoid danger.

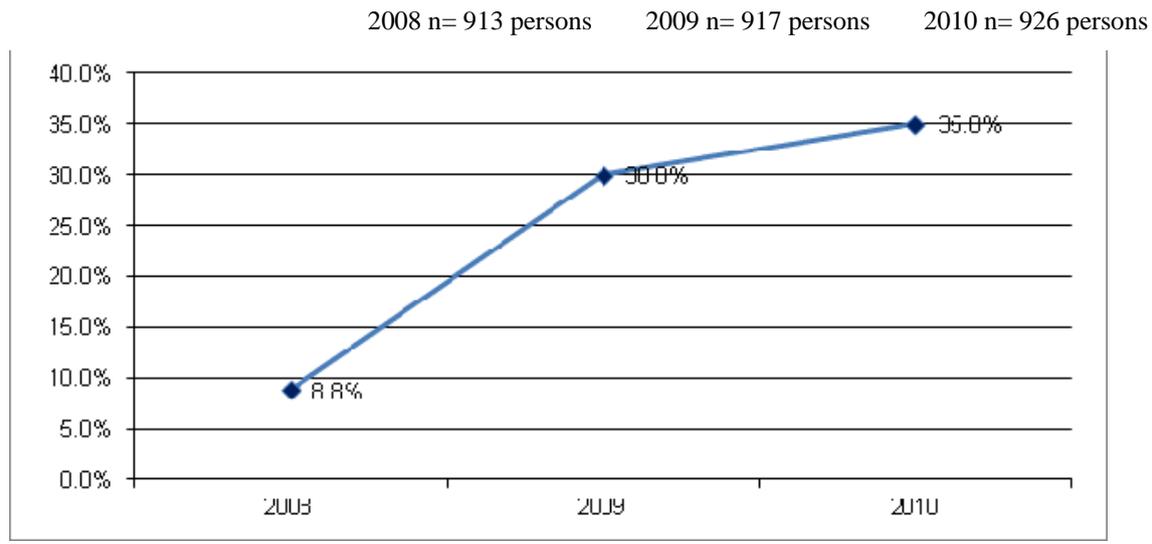
(2) Programs for resolving themes and challenges

Activity			
Activity	Indicator	Activity	Indicator
Program to promote bicycle helmet use	3-11 (P21)	Measurement of physical size and bicycle brake response time	3-15 (P23)
Program to call for parents to purchase and wear bicycle helmets	3-12 (P22)	Scientific seminar for protecting children from dangers	3-16 (P23)
Bicycle Safety Classes	3-13 (P22)	Learning bicycle riding skills	4-1 (P29)
Improvement of bicycle riding training course	3-14 (P23)		

(3) Data used as evidence for setting activity

Fig. 8 Propotion of helmet use among students

Source: 2008 to 2010 Survey on bicycle helmets

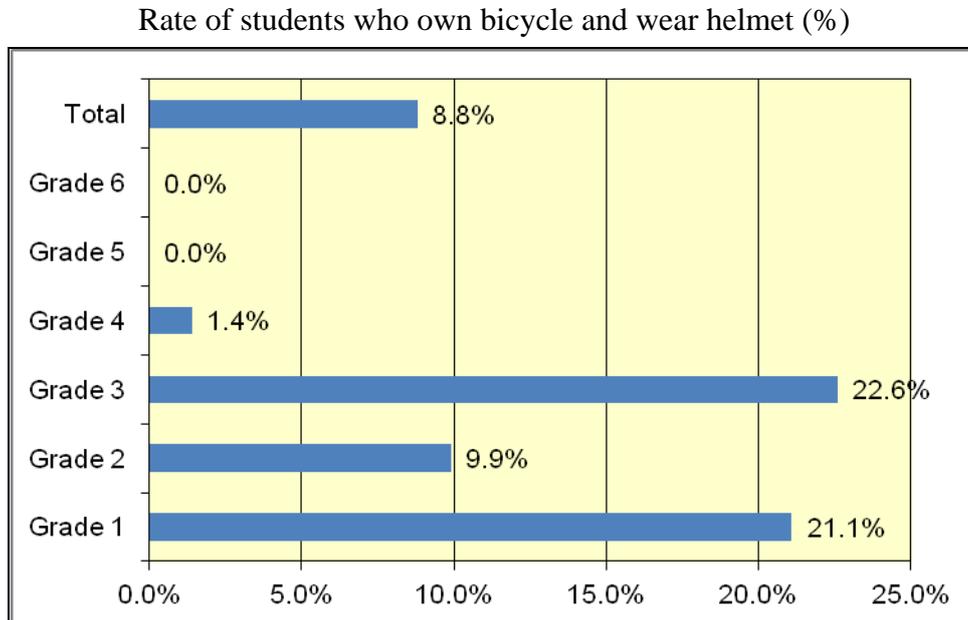


◇ Of the children who own a bicycle, only 10% or less of them always wear a helmet.

Fig. 9 Propotion of helmet use by grade

Source: 2008 Survey on bicycle helmets

n= 913 persons



3. Securing Safety in School Routes

(Themes/challenges identified from survey on changes in children’s behavior regarding traffic safety)

(1) Theme/challenge and goal at time of certification

Theme/ challenge	<ul style="list-style-type: none"> • The survey shows that traffic rules are not observed. Jaywalking is often seen.
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Goal	<ul style="list-style-type: none"> • Increase intent to observe traffic rules.
-------------	-----------------------------------------------------------------------------------------------

(2) Programs for resolving themes and challenges

Activity			
Activity	Indicator	Activity	Indicator
Expanding Shelter Points	3-17 (P24)	Safety Vest Program	3-22 (P26)
Preparation of Community Safety Map	3-18 (P24)	Expansion of green belts	3-23 (P26)
Distribution and inspection of Safety Buzzers	3-19 (P25)	Information Sharing Network	3-24 (P26)
Crime Prevention Classes	3-20 (P25)	Provision of information on dangerous places	3-25 (P27)
Eyes of Love Program	3-21 (P25)	Going from school in groups	4-2 (P29)

(3) Data used as evidence for setting activity

Fig. 10 Proportion of children who ignore traffic light and cross the street

Source: 2008 Student survey on school creation

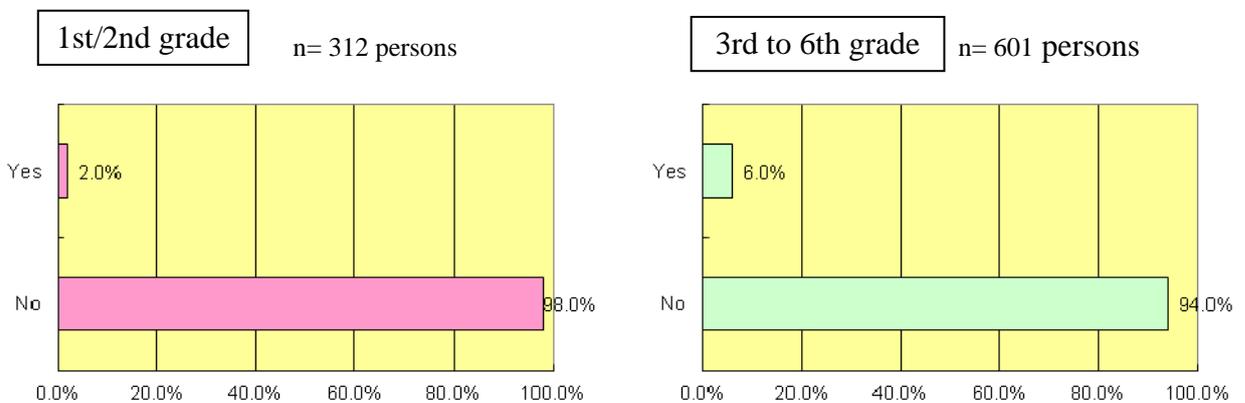


Fig. 11 Proportion of children who cross road instead of using pedestrian bridge nearby

Source: 2008 Student survey on school creation

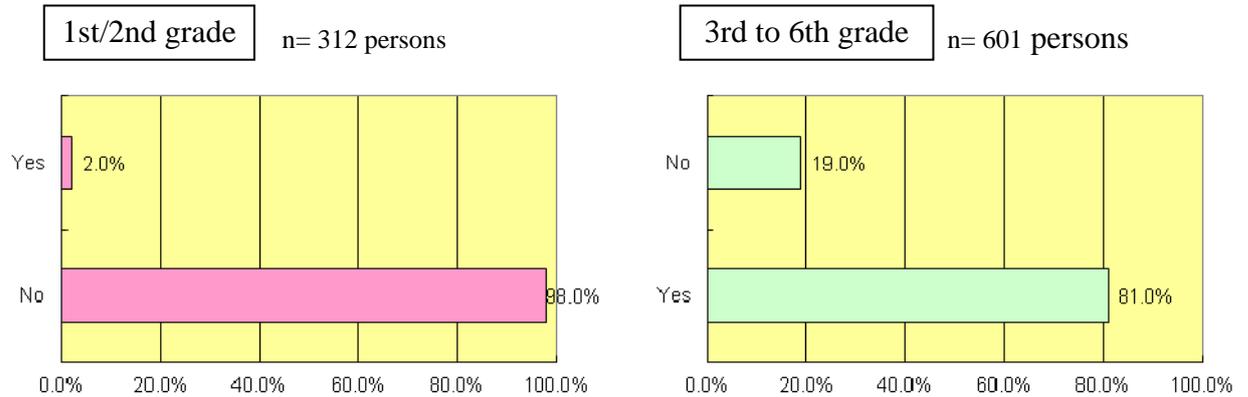
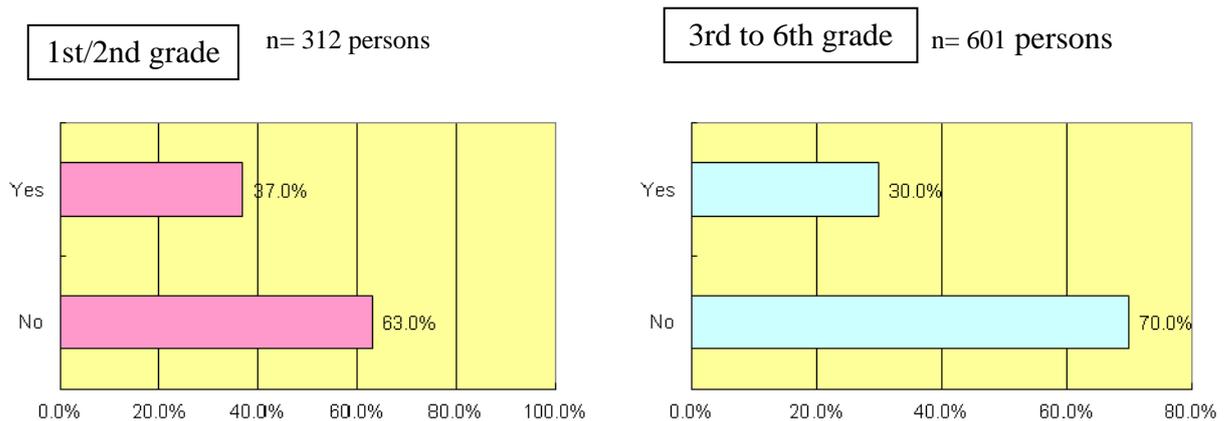


Fig. 12 Proportion of children who carry Safe Buzzer when playing with friends after school or on holidays

Source: 2008 Student survey on school creation



4. Preventing Trouble with Friends

(Themes/challenges identified from survey regarding students' interpersonal relations that could lead to bullying)

(1) Theme/challenge and goal at time of certification

Theme/ challenge	<ul style="list-style-type: none"> • There are many injuries caused by trouble such as fights with friends.
Goal	<ul style="list-style-type: none"> • Reduce trouble with friends. • Reduce injuries caused by trouble with friends.

(2) Programs for resolving themes and challenges

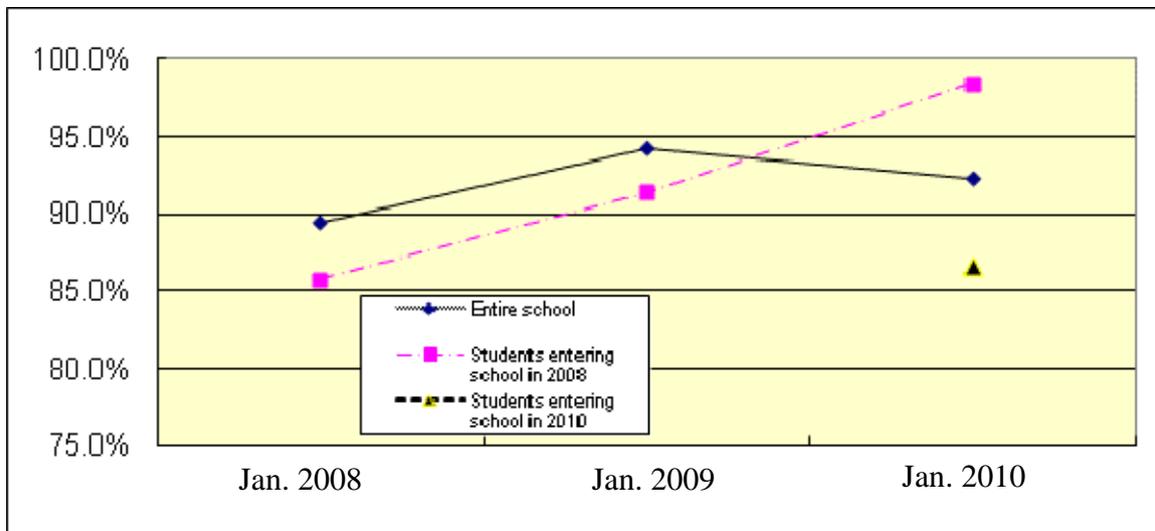
Activity			
Activity	Indicator	Activity	Indicator
“Friendship Pond” Biotope and Greenery Project	3-26 (P27)	Staff seminar for bullying prevention measures	4-5 (P30)
Four-leaf Clover Campaign	3-27 (P28)		

(3) Data used as evidence for setting activity

Fig. 13 Students who answered they got along with friends

Source: 2008 to 2010 Student Awareness Survey

2008 n= 913 persons 2009 n= 917 persons 2010 n= 926 persons



As a general trend, it can be seen that the children have built up favorable interpersonal relations during their time at school.

However, we cannot overlook that there are a few students who responded “They do not get along with their friends”. In recent years, violence and bullying at school has become a nationwide problem. It is possible that small trouble and a few bad words could lead to bullying. It is essential that we build favorable interpersonal relations through heart-to-heart exchanges, and create an atmosphere that does not tolerate bullying or violence.

Indicator 6 Programs that document the frequency and causes of injuries

The school collected information on the frequency and cause of injuries, and together with the Shimizu Kids Sound Network Coalition analyzed the data while working in cooperation with the Atsugi City Injury Surveillance Committee.

(1) Collection of data on injuries on school settings: Daily

The Nurse's Room collected data on injuries occurring on school settings. Information on the time, place, cause, type and injured member was recorded.



(2) Collection of data on places where injuries occurred on school settings: Daily

A map of the school was posted and the students put stickers up to show where they sustained injuries.

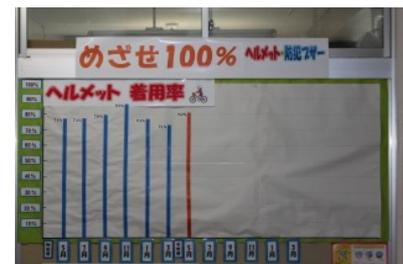
- Method: Students were given forms that were collected at a later date
- Target: All students
- Collection rate: 100%



(3) Survey regarding bicycle helmets: Every odd month

The survey asked all students whether they owned a bicycle and bicycle helmet, and whether they used the bicycle helmet. The survey started in November 2008, and has continued every odd month since May 2009. The transition in numerical data are posted as a graph to inform and educate the students.

- Method: Students were given forms that were collected at a later date
- Target: All students
- Collection rate: 100%



(4) Student Awareness Survey: Every four months

All students are surveyed on their awareness of safety and security. This survey started in June 2010 and is carried out every four months. This survey allows us to understand changes in the students' awareness and behavior, and allows us to verify whether various seminars and instruction are effective in improving the students' awareness.

- Method: Students were given forms that were collected at a later date
- Target: All students
- Collection rate: 100%

(5) Students' Survey on School Creation: Every July and December

Every July and December, all students are surveyed on school life. Responses to the question "Are you getting along with your friends?" is effective as a barometer on whether school and classes are a safe and comfortable place to be, and whether the students are enjoying school life with favorable interpersonal relations.

(6) Disaster Aid Mutual Payment data: As needed

The Mutual Aid Disaster system is a policy that pays aid (Mutual Disaster Aid Payment) to a parent when a student is "injured" while under the school's care.

To use this policy, the cost of medical treatment paid must exceed the minimum amount set by the policy. There may be cases where mild injuries are not covered by this policy. Using this data, we can analyze the increase or decrease of injuries requiring treatment at a hospital.

When using this policy, the "state, type and cause of injury" occurring at an elementary or jr. high school in the city is recorded, and the data can be analyzed as needed.

(7) Atsugi City Emergency Transport Data: Once a year

Data on emergency transports in the city are extracted from the Atsugi City Fire Department's annual report.

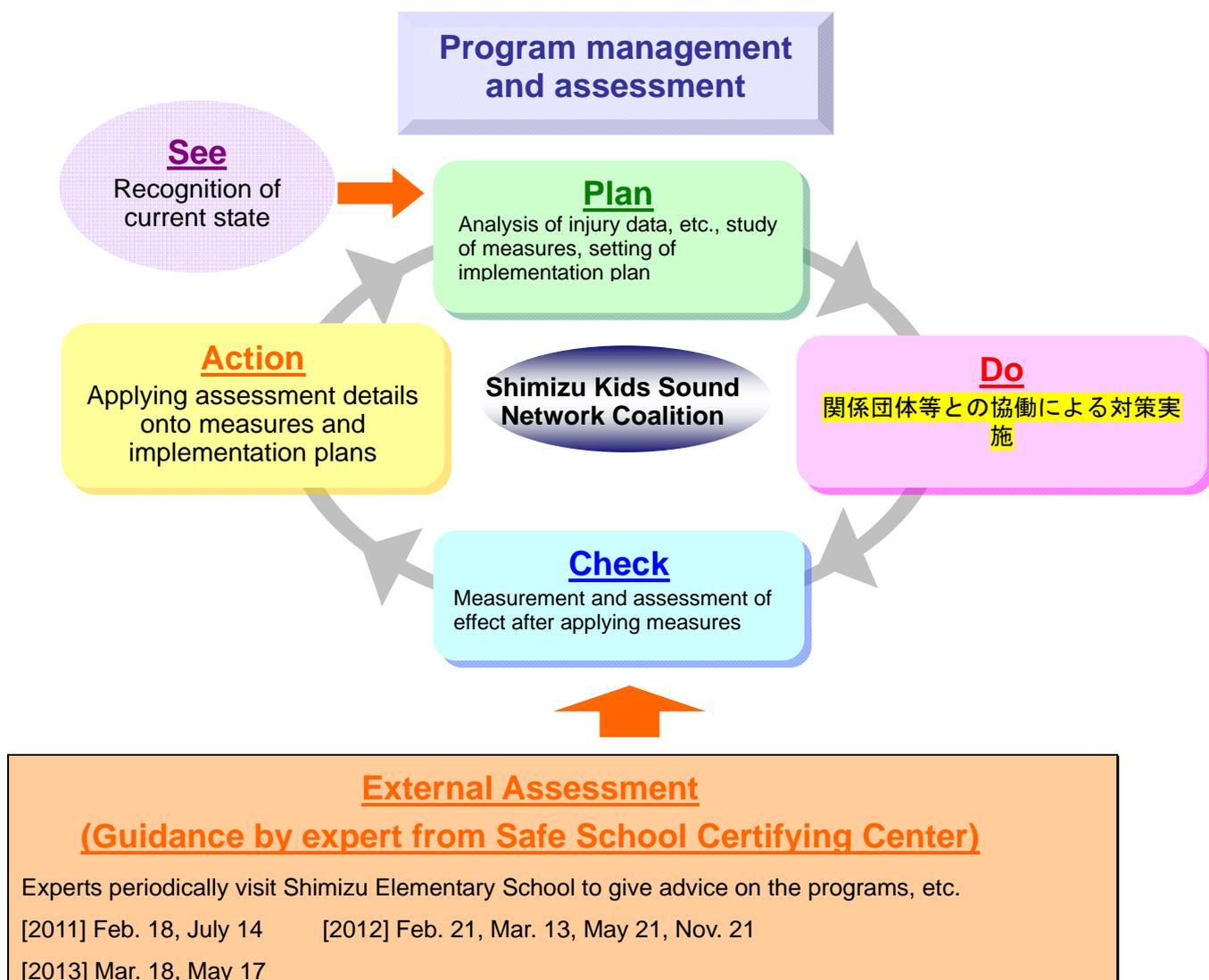
The target is limited to elementary school children (between 7 and 12 years old). The data is used to analyze traffic accidents and general injuries.

Indicator 7 Evaluation measures to assess policies, programs, processes and the effects of change

The Shimizu Kids Sound Network Coalition plays a central role in managing the progress of programs. The coalition also confirms the effect based on evaluation indicators (as shown in the general image diagram).

In developing the PCDA cycle in the program, experts from the Safe School Certifying Center visited the school and gave advice on each program and on managing the progress.

[General image drawing]



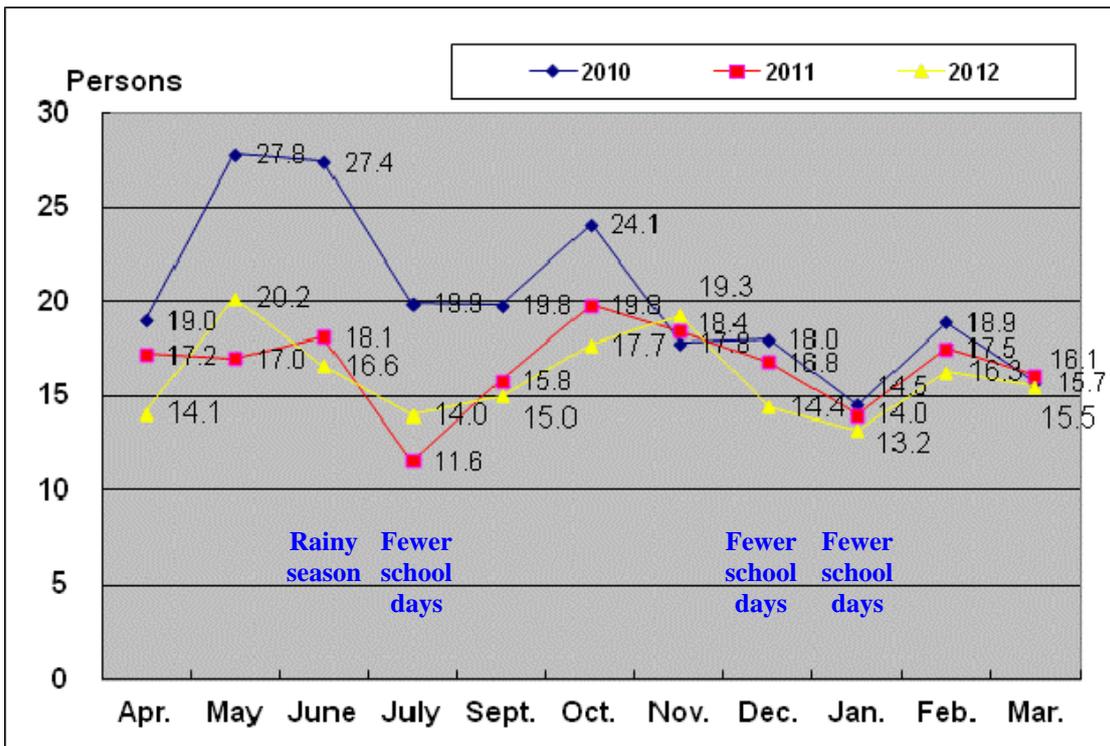
1. Injury Prevention

Data on injuries, recorded by the Nurse's Office between April 1, 2008 and March 31, 2013 was tabulated, and it was found that injuries occurring on the school grounds were dropping each year.

Goal (Set in 2010)	Number of injuries on school settings (Data on school ground injuries collected by Nurse's Office) 2008: 5,636 cases → 2012: 3,600 cases (approx. 36% reduction)
Results of programs	2008: 5,636 cases → 2012: 3,278 cases (approx. 42% reduction)

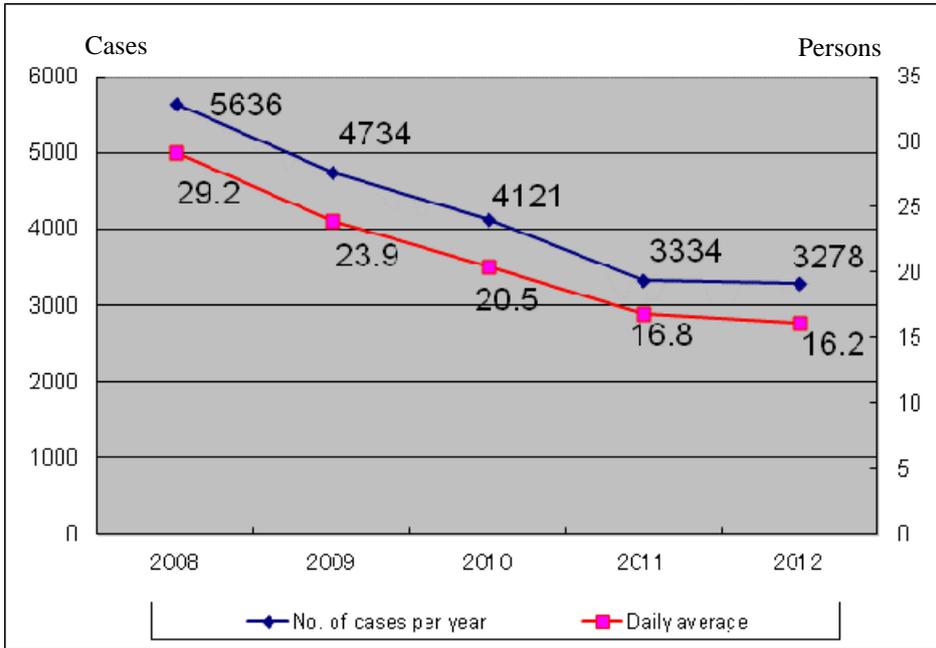
Fig. 14 Number of visits to school infirmary due to injury (per day)

Source: 2010 to 2012 Data on injury occurrence on school settings



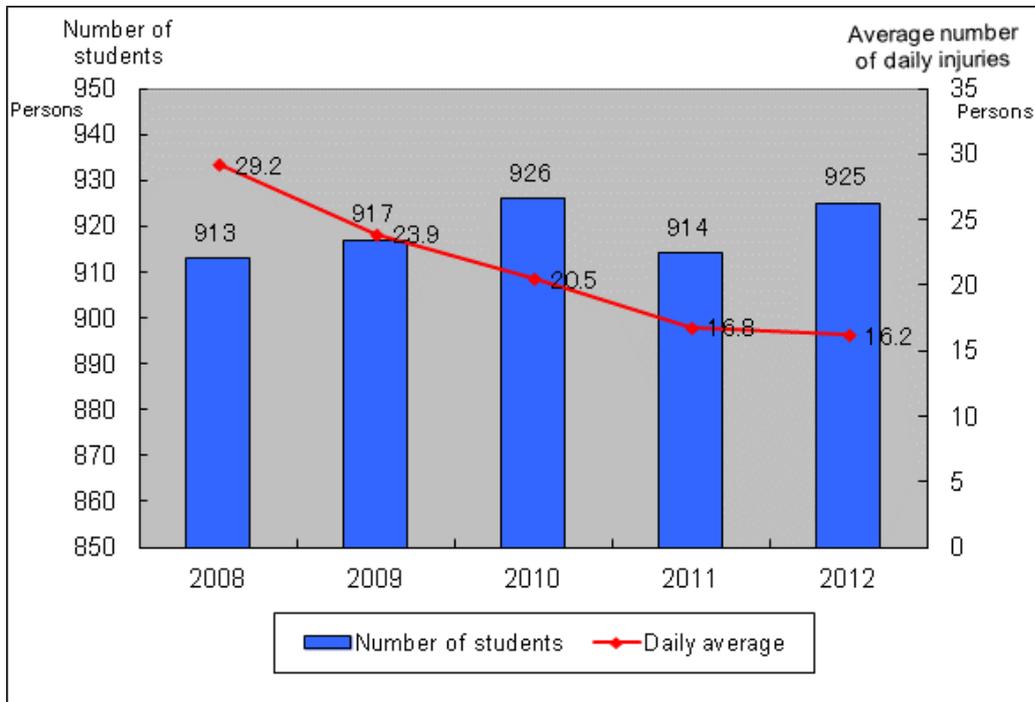
◇ While the number of students is increasing (see Fig. 16), the total number of injuries per year dropped together with the number of injuries per day.

Fig. 15 Average number of injuries per day and per year
 Source: 2008 to 2012 Data on injury occurrence on school settings



◇ The total number of injuries in a year dropped by 42%, and the average number of daily injuries dropped by 44%.

Fig. 16 Number of students and average number of injuries per day.
 Source: 2008 to 2012 Data on injuries on school settings, Number of elementary/jr. high students, number of students tabulation table



◇ While the number of students increased from 2008 to 2012, the average number of daily injuries dropped by 13 cases.

Fig. 17 Injury cases by situation of injury occurrence (per 100 students)

Source: 2008, 2012 Data on injuries on school settings

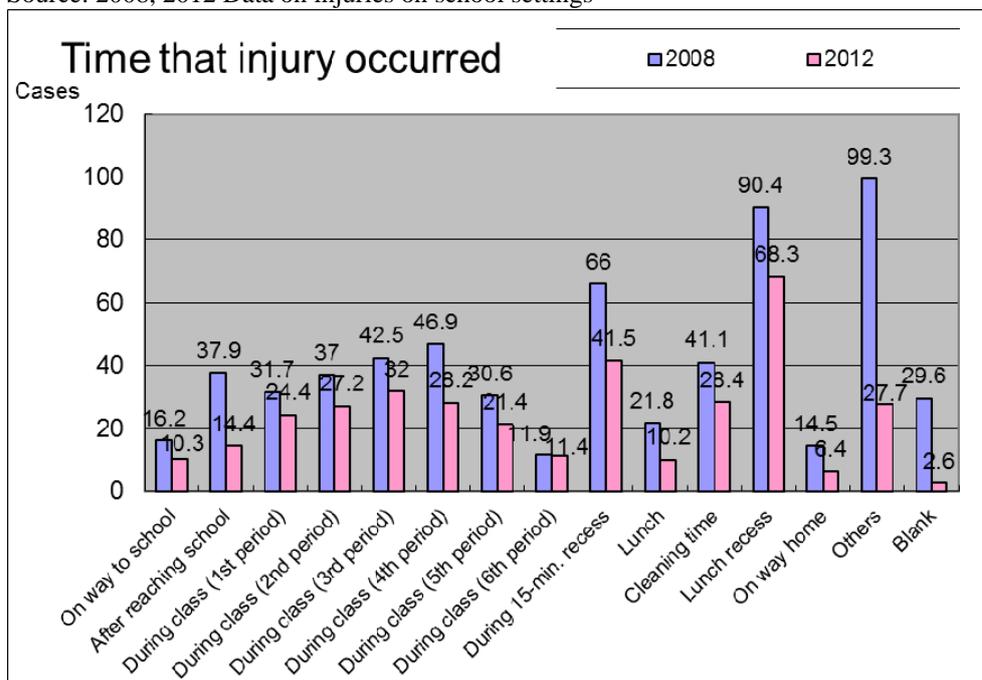


Table 2 Comparison of injury occurrence in 2008 and 2010 (per 100 students)

Source: 2008, 2012 Data on injuries on school settings

	Cases			Cases per 100 students		
	2008	2012	Comparison	2008	2012	Comparison
On way to school	148	95	-53	16.2	10.3	-5.9
After reaching school	346	133	-213	37.9	14.4	-23.5
During class (1st period)	289	226	-63	31.7	24.4	-7.3
During class (2nd period)	338	252	-86	37.0	27.2	-9.8
During class (3rd period)	388	296	-92	42.5	32.0	-10.5
During class (4th period)	428	261	-167	46.9	28.2	-18.7
During class (5th period)	279	198	-81	30.6	21.4	-9.2
During class (6th period)	109	105	-4	11.9	11.4	-0.5
During 15-min. recess	603	384	-219	66.0	41.5	-24.5
Lunch	199	94	-105	21.8	10.2	-11.6
Cleaning time	375	263	-112	41.1	28.4	-12.7
Lunch recess	825	632	-193	90.4	68.3	-22.1
On way home	132	59	-73	14.5	6.4	-8.1
Others	907	256	-651	99.3	27.7	-71.6
Blank	270	24	-246	29.6	2.6	-27.0
Total	5,636	3,278	-2,358			

◇ The number of injury occurrence per 100 students has druped at all situations. “Lunch time” whcih was raked as top of the list of injury occurrence in 2008 has decreased by 100 per 100 students in 2012.

Fig. 18 Injuries during lunchtime (per 100 students)

Source: 2008, 2012 Data on injuries on school settings

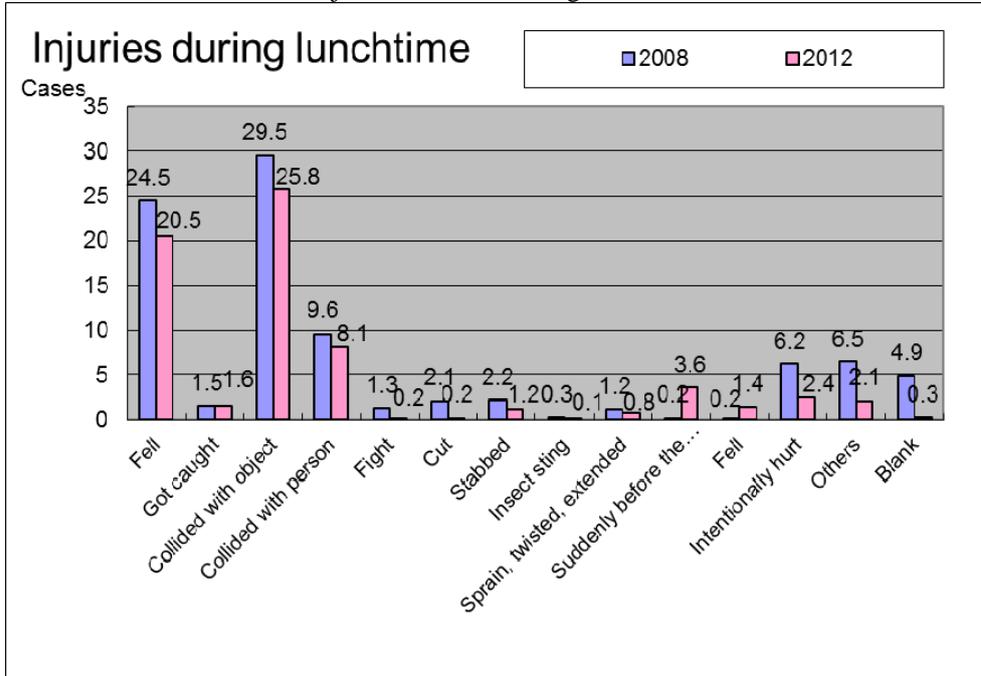


Table 3 Comparison of injuries during lunchtime in 2008 and 2010(per 100 students)

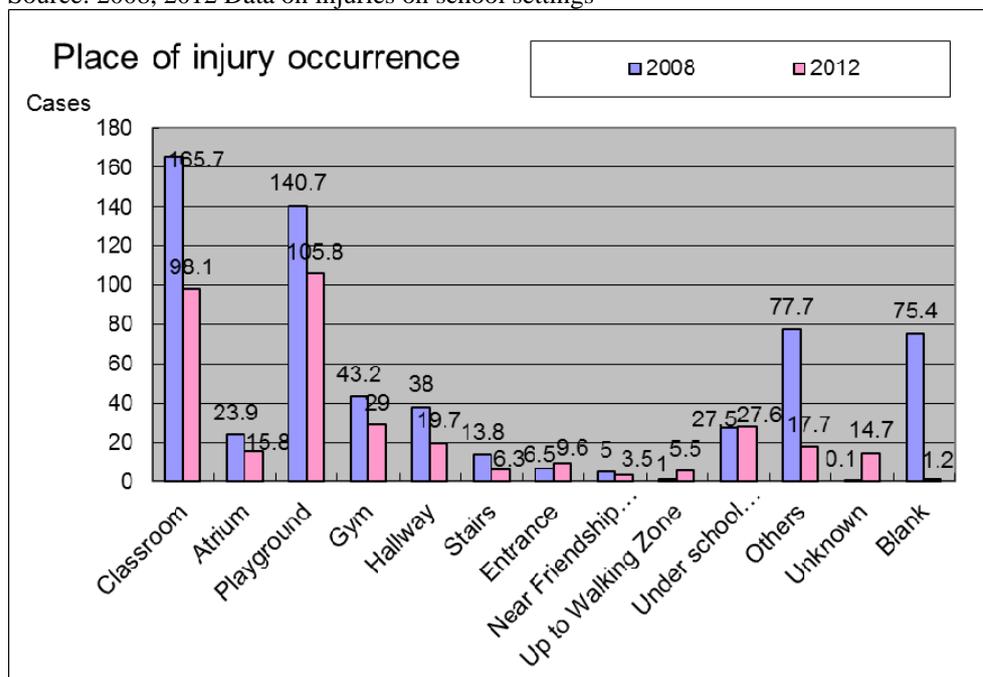
Source: 2008, 2012 Data on injuries on school settings

	Cases			Cases per 100 students		
	2008	2012	Comparison	2008	2012	Comparison
Fell	224	190	-34	24.5	20.5	-4.0
Got caught	14	15	1	1.5	1.6	0.1
Collided with object	269	239	-30	29.5	25.8	-3.7
Collided with person	88	75	-13	9.6	8.1	-1.5
Fight	12	2	-10	1.3	0.2	-1.1
Cut	19	2	-17	2.1	0.2	-1.9
Stabbed	20	11	-9	2.2	1.2	-1.0
Insect sting	3	1	-2	0.3	0.1	-0.2
Sprain, twisted, extended	11	7	-4	1.2	0.8	-0.4
Suddenly before the person knew it	2	33	31	0.2	3.6	3.4
Fell	2	13	11	0.2	1.4	1.2
Intentionally hurt	57	22	-35	6.2	2.4	-3.8
Others	59	19	-40	6.5	2.1	-4.4
Blank	45	3	-42	4.9	0.3	-4.6
Total	825	632	-193			

◇ Most kind of injury at lunch time break per 100 students has decreased except “suddenly before the person knew”.

Fig. 19 Place if injury occurence (per 100 students)

Source: 2008, 2012 Data on injuries on school settings



* The name “Walking Zone” was not used in 2008, so it was either blank or included under school control.

Table 4 Comparison of place if injury occurrence (Actual number and per 100 students)

Source: 2008, 2012 Data on injuries on school settings

	Cases			Cases per 100 students		
	2008	2012	Comparison	2008	2012	Comparison
Classroom	1,513	907	-606	165.7	98.1	-67.6
Atrium	218	146	-72	23.9	15.8	-8.1
Playground	1,285	979	-306	140.7	105.8	-34.9
Gym	394	268	-126	43.2	29.0	-14.2
Hallway	347	182	-165	38.0	19.7	-18.3
Stairs	126	58	-68	13.8	6.3	-7.5
Entrance	59	89	30	6.5	9.6	3.1
Near Friendship Pond	46	32	-14	5.0	3.5	-1.5
Up to Walking Zone	0	51	51	0.0	5.5	5.5
Under schoolmanagement (others)	251	255	4	27.5	27.6	0.1
Others	709	164	-545	77.7	17.7	-60.0
Unknown	0	136	136	0.0	14.7	14.7
Blank	688	11	-677	75.4	1.2	-74.2
Total	5,636	3,278	-2,358			

◇ Number of injury at all places has decreased. The classroom which has the most injury cases in 2008 had 67 less cases per 100 students in 2012.

Fig.20 Injuries at classroom (per 100 students)

Source: 2008, 2012 Data on injuries on school settings

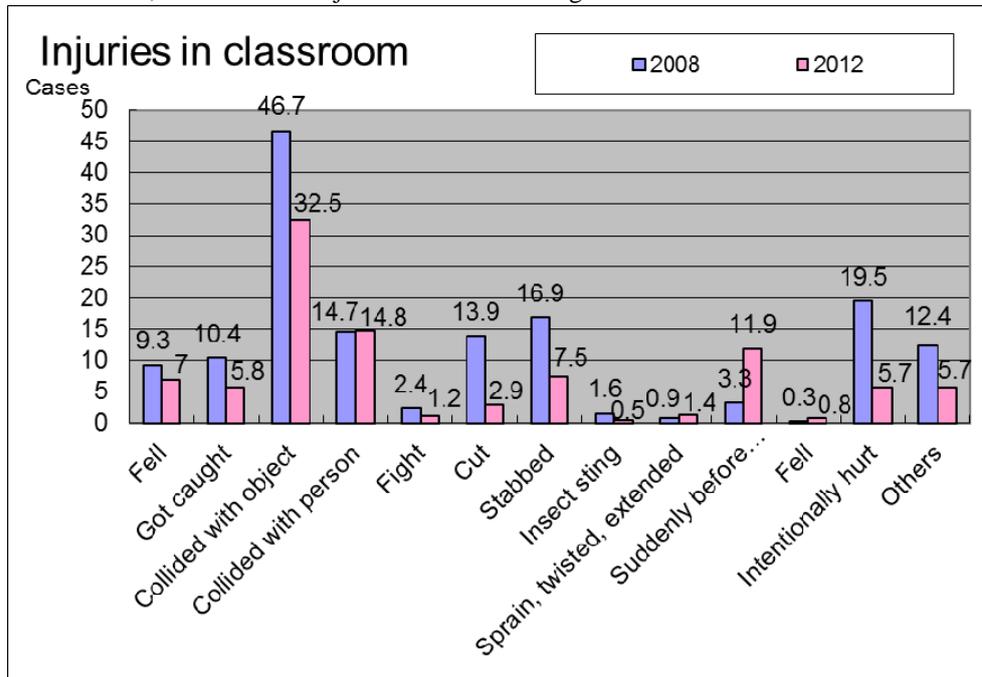


Table 5 Comparison of injuries at classroom (Actual number and per 100 students)

Source: 2008, 2012 Data on injuries at school settings

	Cases			Cases per 100 students		
	2008	2012	Comparison	2008	2012	Comparison
Fell	85	65	-20	9.3	7.0	-2.3
Got caught	95	54	-41	10.4	5.8	-4.6
Collided with object	426	301	-125	46.7	32.5	-14.2
Collided with person	134	137	3	14.7	14.8	0.1
Fight	22	11	-11	2.4	1.2	-1.2
Cut	127	27	-100	13.9	2.9	-11.0
Stabbed	154	69	-85	16.9	7.5	-9.4
Insect sting	15	5	-10	1.6	0.5	-1.1
Sprain, twisted, extended	8	13	5	0.9	1.4	0.5
Suddenly before the person knew it	30	110	80	3.3	11.9	8.6
Fell	3	7	4	0.3	0.8	0.5
Intentionally hurt	178	53	-125	19.5	5.7	-13.8
Others	113	53	-60	12.4	5.7	-6.7
Total	1,390	905	-485			

◇ The number of classroom injuries per 100 students has dropped by any causes except “suddenly before knowing it”.

Fig. 21 Playground injuries (per 100 students)

Source: 2008, 2012 Data on injuries on school settings

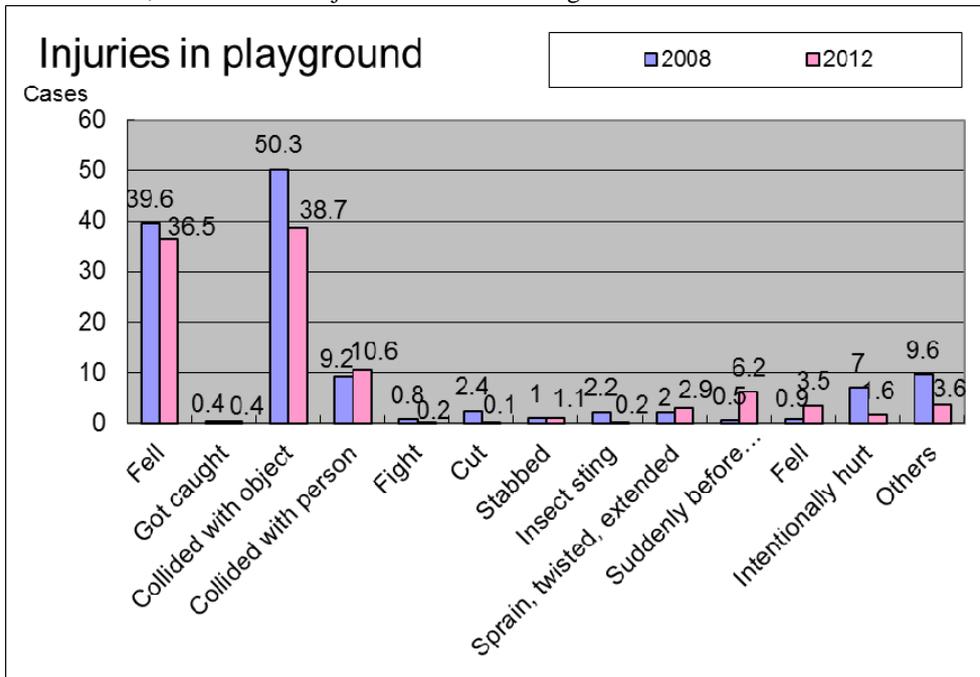


Table 6 Comparison of playground injuries in 2008 and 2012 (Actual number and pwe100 students)

Source: 2008, 2012 Data on injuries on school settings

	Cases			Cases per 100 students		
	2008	2012	Comparison	2008	2012	Comparison
Fell	362	338	-24	39.6	36.5	-3.1
Got caught	4	4	0	0.4	0.4	0.0
Collided with object	459	358	-101	50.3	38.7	-11.6
Collided with person	84	98	14	9.2	10.6	1.4
Fight	7	2	-5	0.8	0.2	-0.6
Cut	22	1	-21	2.4	0.1	-2.3
Stabbed	9	10	1	1.0	1.1	0.1
Insect sting	20	2	-18	2.2	0.2	-2.0
Sprain, twisted, extended	18	27	9	2.0	2.9	0.9
Suddenly before the person knew it	5	57	52	0.5	6.2	5.7
Fell	8	32	24	0.9	3.5	2.6
Intentionally hurt	64	15	-49	7.0	1.6	-5.4
Others	88	33	-55	9.6	3.6	-6.0
Total	1,150	977	-173			

◇ Injuries at playground have decreased by most causes except “suddenly before person knew it” like injuries at the classroom.

2. Prevention of bicycle accidents

The helmet wearing rate improved dramatically through continuous programs such as periodic safety instruction, as well as programs designed with a scientific aspect. The children's awareness of traffic safety also increased, and has led to a drop in bicycle accidents.

Goal (Set in 2010)	<ul style="list-style-type: none"> • Aim for zero traffic accidents. • Increase awareness on traffic safety by making a conscious effort to wear bicycle helmets. • Aim to increase bicycle helmet wearing rate from 8.8% (2008) to 70% (2012). • Improve bicycle riding skills, and learn traffic manners. • Learn to predict and avoid danger.
Results of programs	<ul style="list-style-type: none"> • Bicycle helmet wearing rate November 2008: 8.8% → November 2012: 74% • The number of bicycle accidents in Atsugi City involving students of Shimizu Elementary School dropped.

Fig. 22 Promotion of student who here helmets

Source: 2008 to 2012 Survey on bicycle helmets

2008 n= 913 persons 2009 n= 917 persons 2010 n= 926 persons 2011 n= 914 persons
2012 n= 925 persons

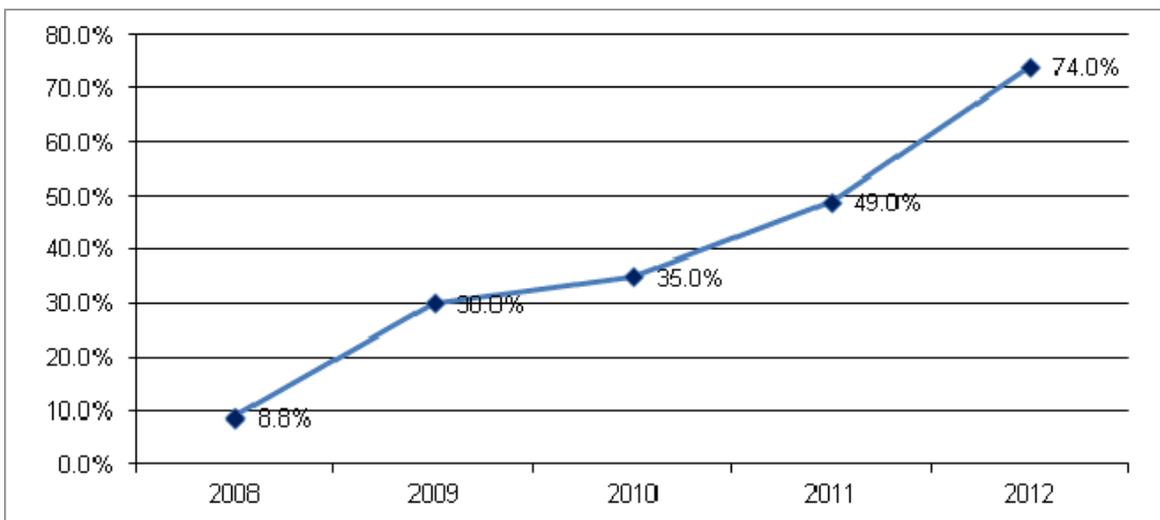


Fig. 23 Promotion of student who here helmets by grade

Source: 2008, 2012 Survey regarding bicycle helmets

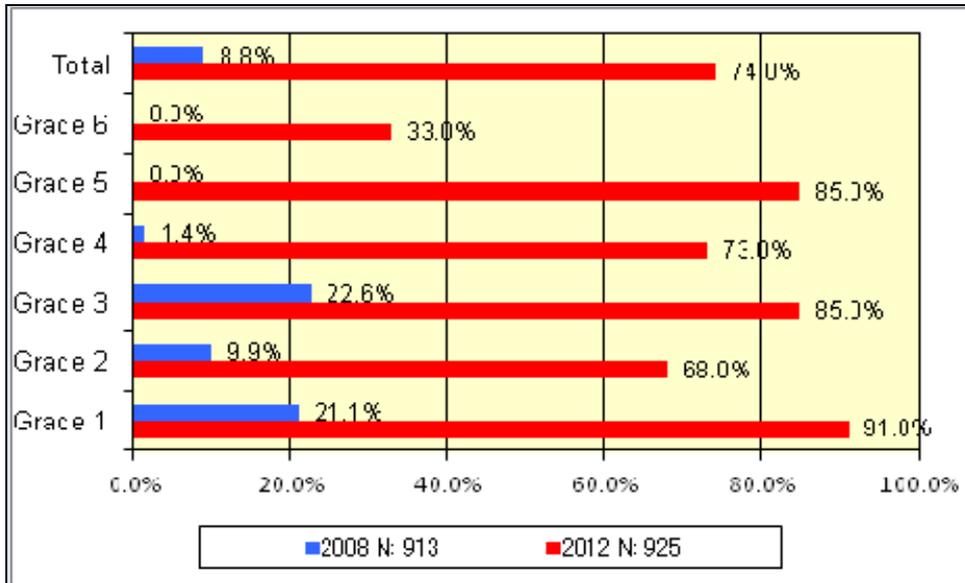


Fig. 24 Comparison of bicycle accident occurrence in Atsugi City and Shimizu Elementary School

Source: 2007 to 2012 Fire Department's annual report

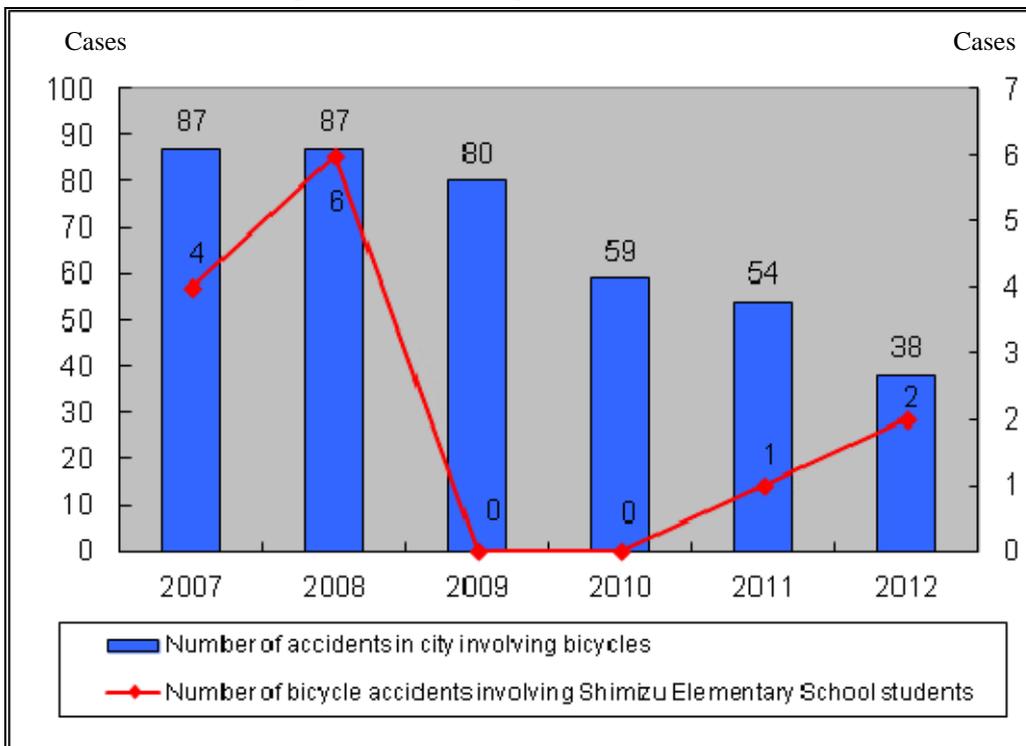


Table 7 Comparison of children’s accidents in Atsugi City and among Shimizu Elementary School students

Source: 2007 to 2012 Fire Report

Fiscal year	Number of traffic accidents	Number of accidents involving children	Number of accidents involving bicycles	Number of bicycle accidents involving Shimizu Elementary School students
2007	1,899	145	87	4
2008	1,751	149	87	6
2009	1,663	149	80	0
2010	1,499	109	59	0
2011	1,393	114	54	1
2012	1,330	98	38	2

- ◇ Due to the high level of traffic in the school district, programs to encourage children to wear helmets and protect their heads were implemented at the time of certification. This was in response to concerns from parents and the community regarding the risk of bicycle accidents involving students.
- ◇ One case in 2011 ... Child got off bicycle and started playing while wearing helmet. He collided with a motorcycle but was not injured.
Two cases in 2012 ... Children were wearing helmets when pushing bicycles down a narrow road. They collided with a truck, but were not injured.

3. Securing Safety in School Routes

As a result of continuous programs, etc., the students became more aware of safety and started to observe traffic rules. An improvement in each student’s ability to avoid danger was seen.

Goal (Set in 2010)	Changes in children’s action regarding safety (Tabulated from Student Awareness Survey) Increase intent to observe traffic rules.
Results of programs	When the survey data from 2008 and 2012 was compared, the number of children ignoring traffic lights had dropped. The number of children keeping their Safe Buzzer on hand on holidays, etc., increased.

Fig. 25 Proportion of children who ignore traffic light and cross the street

Source: 2008, 2012 Students' Survey on School Creation

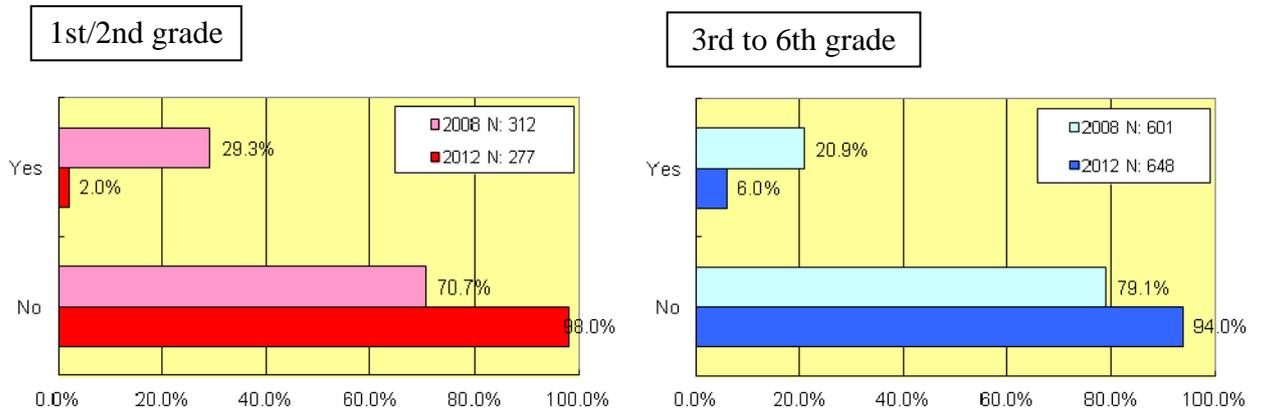


Fig. 26 Proportion of children who cross road instead of using pedestrian bridge nearby

Source: 2008, 2012 Students' Survey on School Creation

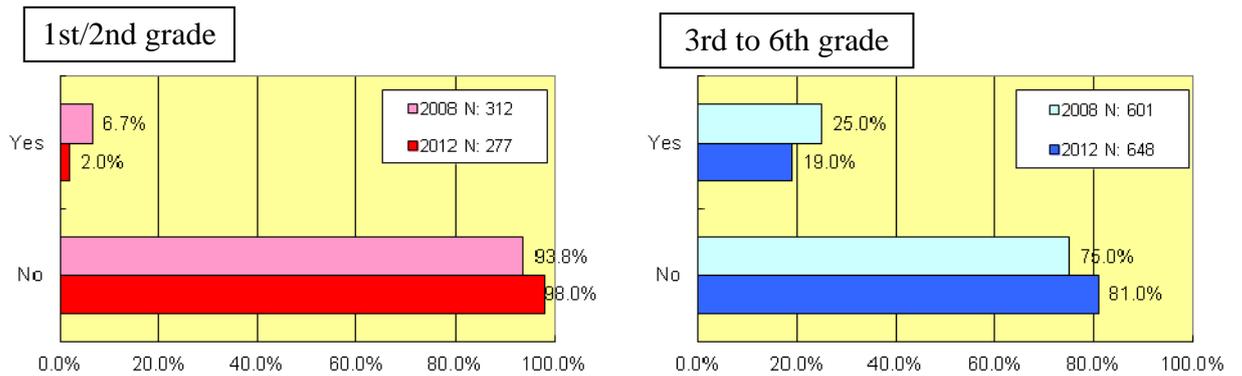
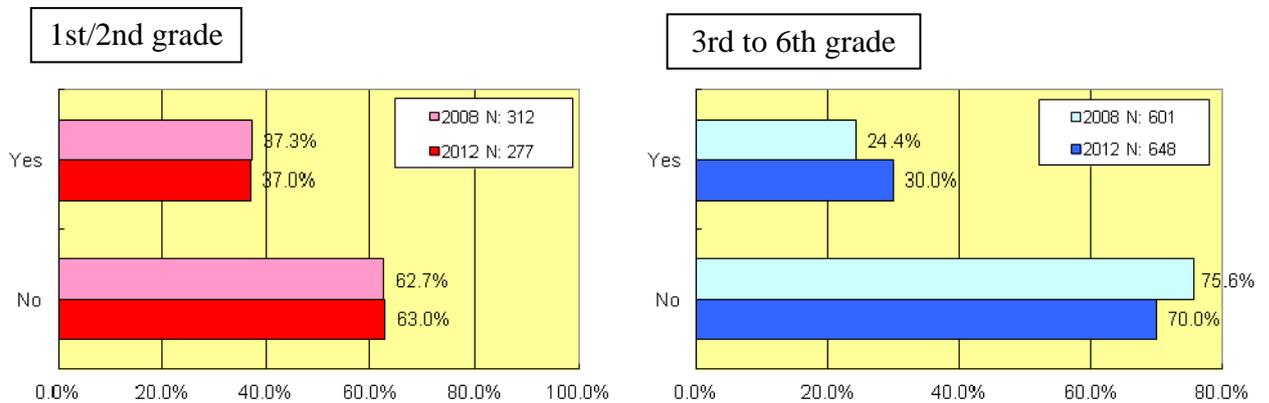


Fig. 27 Proportion of children who carry Safe Buzzer when playing with friends after school or on holidays

Source: 2008, 2012 Students' Survey on School Creation



4. Preventing Trouble with Friends

As a result of interpersonal relation building programs, especially the Four Leaf Clover campaign, the number of students facing bullying and truancy from school have dropped.

Goal (Set in 2010)	Forming interpersonal relations that prevent bullying (Tabulated from Students' Survey on School Creation) <ul style="list-style-type: none"> • Reduce trouble with friends • Reduce injuries caused by trouble with friends
Results of programs	Comparing the 2008 data with the 2012, it is seen that the rate of children who are getting along with their friends has increased. The number of "cases of bullying and truant children" known at this time has dropped.

Fig. 28 Students who answered they got along with friends

Source: 2008 to 2010 Student Awareness Survey

◇ Do you get along with your friends?

2008 n= 913 persons 2009 n= 917 persons 2010 n= 926 persons 2011 n= 914 persons

2012 n= 925 persons

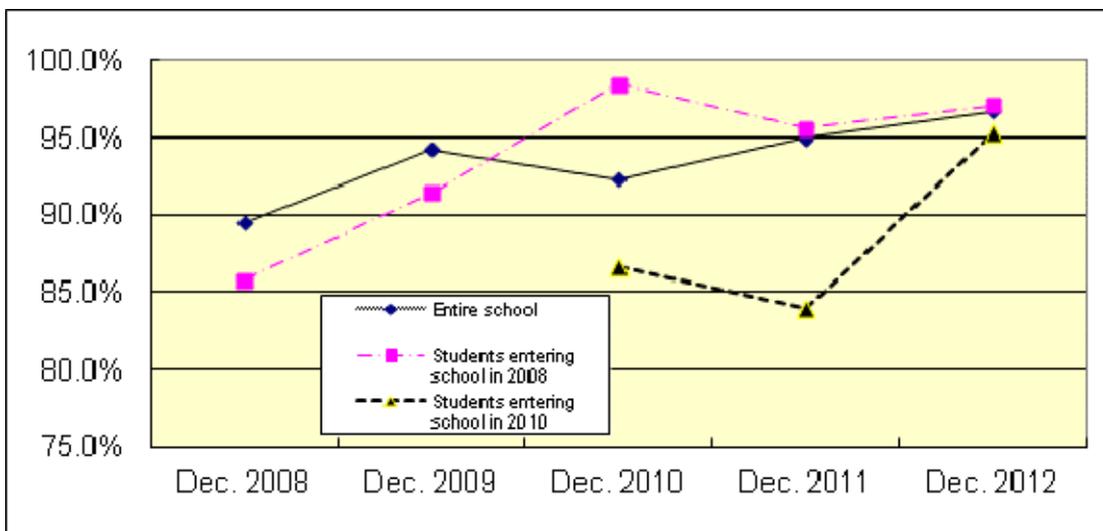


Table 8 Cases of Bullying and Truant Children
at Shimizu Elementary School

Unit: cases

Fiscal year	Bullying	Truancy
2007	–	4
2008	–	4
2009	–	3
2010	2	2
2011	2	5
2012	1	5
2013 (current)	0	1

Reference

“Survey on Various Problems in Student Instruction including Problematic Behavior of Students (2008)” Ministry of Education, Culture, Sports, Science and Technology

- No. of elementary schools: 22,476
- No. of schools where bullying has been recognized: 7,437
- Number of recognized cases of bullying: 40,807
- No. of schools where violence occurred (at school): 1,564
- Number of cases of violence (at school): 5,996

In recent years, there has been an increase of truant students for various reasons including inability of student to separate from parent, and disruption in living environment. Various programs have been implemented including the Four Leaf Clover Campaign, workshops for teachers on prevention of bullying, meetings to support truant children, the Yokohama Program, etc., as well as the biotope and greenery program. Through these programs, some children have been able to come to school for even a short time, and some have lost their resistance to attend school and have increased attendance.

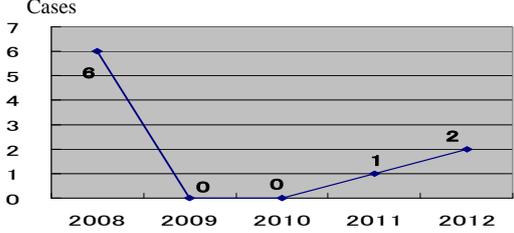
Indicator and results	<p>Number of injuries caused by collision with object, and rate of students who remembered to be safe with prevention activities</p> <table border="1"> <caption>Number of injuries caused by collision with object, and rate of students who remembered to be safe with prevention activities</caption> <thead> <tr> <th>Year</th> <th>Number of Injuries</th> <th>Rate of Students Remembered to be Safe (%)</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>1,464</td> <td>-</td> </tr> <tr> <td>2010</td> <td>1,073</td> <td>80.0%</td> </tr> <tr> <td>2012</td> <td>979</td> <td>85.0%</td> </tr> </tbody> </table>	Year	Number of Injuries	Rate of Students Remembered to be Safe (%)	2008	1,464	-	2010	1,073	80.0%	2012	979	85.0%	<p>Number of injuries occurring on school settings</p> <table border="1"> <caption>Number of injuries occurring on school settings</caption> <thead> <tr> <th>Year</th> <th>Number of Cases</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>5,636</td> </tr> <tr> <td>2009</td> <td>4,734</td> </tr> <tr> <td>2010</td> <td>4,121</td> </tr> <tr> <td>2011</td> <td>3,334</td> </tr> <tr> <td>2012</td> <td>3,278</td> </tr> </tbody> </table>	Year	Number of Cases	2008	5,636	2009	4,734	2010	4,121	2011	3,334	2012	3,278
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Action	School building safety inspection												
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Goal	<p>Student Awareness Survey Results of Student Survey on School Creation Number of improved dangerous environments</p>												
Indicator and results	<p>Reduction of injuries occurring on school settings</p>												
Indicator and results	<p>Changes in students' awareness of school ground safety inspections</p> <table border="1"> <caption>Changes in students' awareness of school ground safety inspections</caption> <thead> <tr> <th>Year</th> <th>Awareness (%)</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>88.3%</td> </tr> <tr> <td>2010</td> <td>91.9%</td> </tr> <tr> <td>2012</td> <td>92.6%</td> </tr> </tbody> </table>	Year	Awareness (%)	2008	88.3%	2010	91.9%	2012	92.6%				
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4																										
Action	Improvement of entrance slope to playground and promotion of caution																									
	Short to mid-term results	Long-term goal																								
Goal	Reduce number of injuries on slope Increase awareness of injury prevention when using slope	Reduction of injuries occurring on school settings																								
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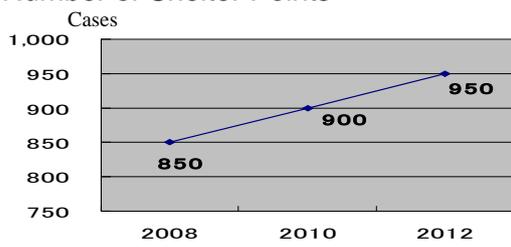
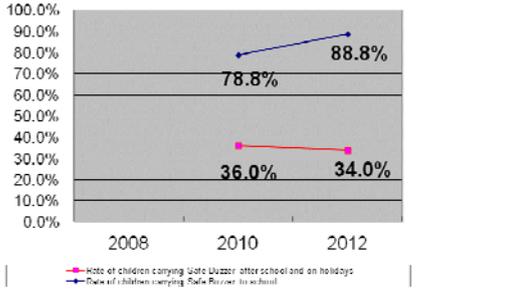
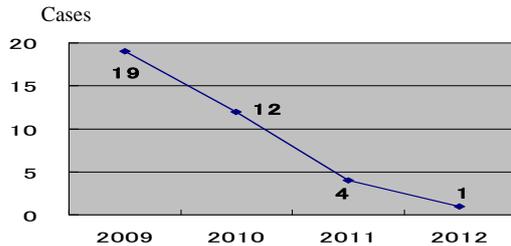
5																						
Action	Program to promote bicycle helmet use, posting of helmet wearing rate graph Program to call for parents to purchase and wear bicycle helmets																					
	Short to mid-term results	Long-term goal																				
Goal	Increase the bicycle helmet wearing rate	Reduce head injuries caused by bicycle accidents Reduce number of bicycle accidents																				
Indicator and results	<p>Bicycle helmet wearing rate</p> <table border="1"> <caption>Bicycle helmet wearing rate</caption> <thead> <tr> <th>Year</th> <th>Wearing rate</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>8.8%</td> </tr> <tr> <td>2010</td> <td>35.5%</td> </tr> <tr> <td>2012</td> <td>74.0%</td> </tr> </tbody> </table>	Year	Wearing rate	2008	8.8%	2010	35.5%	2012	74.0%	<p>Number of head injuries caused by bicycle accidents 2008 to 2012: 0 cases</p> <p>Number of bicycle accidents</p> <table border="1"> <caption>Number of bicycle accidents</caption> <thead> <tr> <th>Year</th> <th>Number of accidents</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>6</td> </tr> <tr> <td>2009</td> <td>0</td> </tr> <tr> <td>2010</td> <td>0</td> </tr> <tr> <td>2011</td> <td>1</td> </tr> <tr> <td>2012</td> <td>2</td> </tr> </tbody> </table>	Year	Number of accidents	2008	6	2009	0	2010	0	2011	1	2012	2
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Means of confirmation	Survey regarding bicycle helmets	Reports from parents Confirmation by teachers and staff																				

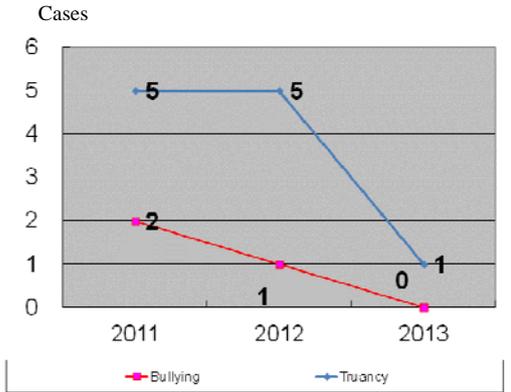
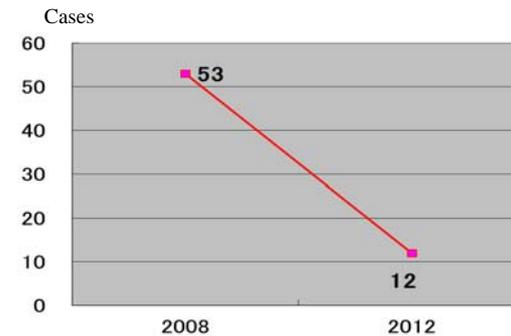
6

Action	Bicycle Safety Classes Improvement of bicycle riding training course													
	Short to mid-term results	Long-term goal												
Goal	Improve bicycle riding skills Increase awareness on prevention of bicycle accidents	Reduce head injuries caused by bicycle accidents												
Indicator and results	Results of Kanagawa Prefecture Traffic Safety Children's Bicycle Competition 2009: 4th place 2010: Failed city preliminaries 2011: 2nd place (Perfect score: 2 persons, Good Effort Prize: 3 persons) 2012: 2nd place (Perfect score: 1 person, Good Effort Prize: 3 persons) 2013: 1st place (Both 1st place and runner up in individual's class) * Participated in National competition 2013	Number of bicycle accidents  <table border="1"> <caption>Number of bicycle accidents</caption> <thead> <tr> <th>Year</th> <th>Cases</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>6</td> </tr> <tr> <td>2009</td> <td>0</td> </tr> <tr> <td>2010</td> <td>0</td> </tr> <tr> <td>2011</td> <td>1</td> </tr> <tr> <td>2012</td> <td>2</td> </tr> </tbody> </table>	Year	Cases	2008	6	2009	0	2010	0	2011	1	2012	2
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Means of confirmation	Results of Kanagawa Prefecture Traffic Safety Children's Bicycle Competition Student Awareness Survey Students' Survey on School Creation	Reports from parents Confirmation by teachers and staff												

7

Action	Expanding Shelter Points	
	Short to mid-term results	Long-term goal
Goal	Increase number of Shelter Points	Reduce cases of being approached by stranger

Indicator and results	<p>Number of Shelter Points</p>  <p>Rate of children carrying Safe Buzzer</p> 	<p>Cases of children approached by stranger in school district</p> 
	Means of confirmation	<p>Number of registered Shelter Points Student Awareness Survey Students' Survey on School Creation</p>

8	
Action	Four-leaf Clover Campaign
Short to mid-term results	
Long-term goal	
Goal	<p>Nurture a heart that values life, and think of other persons Reduce cases of bullying and truancy</p>
Indicator and results	<p>Transition in number of bullying and truancy cases</p>  <p>Number of injuries caused by trouble (fights)</p> 
Means of confirmation	<p>Students' Survey on School Creation</p> <p>Data on number of injuries occurring on school settings tabulated by Nurse's Room</p>

Indicator 8 Ongoing participation in local, national and international Safe School networks

Nov. 2008	Reported on activities at the “Citizens Forum for Promotion of Safe Community” (Atsugi City)
Feb. 2009	Specialists from the WHO Safe Community Certifying Center, Asian District visited Shimizu Elementary School
Mar. 2009	Visited International Safe School in Taiwan
Apr. 2009	“Shimizu Kids Network Coalition” assigned as a pilot program of the Safe Community Atsugi Project by Atsugi City
Sept. 2009	Introduced programs at the “13th Harmony Forum 2009 in Kanagawa” (Atsugi City)
Nov. 2009	Introduced programs at the “Citizen Forum for Promotion of Safe Community” (Atsugi City)
Nov. 2009	Visited International Safe School in South Korea
Feb. 2010	Introduced programs at “31st Conference on PTA Activities at Elementary and Jr. High Schools in Atsugi”
Mar. 2010	Participated in the International Safe School designation ceremony at Ikeda Elementary School Attached to Osaka Kyoiku University
Mar. 2010	Participated in Forum for Improvement of Safety at Schools in Asia/Pacific Region at Ikeda Elementary School Attached to Osaka Kyoiku University (Ikeda City, Osaka)
Mar. 2010	Made a poster presentation at the 19th International Conference on Community Safety promotion (Suwon, South Korea)
June 2010	Specialists from the WHO Safe Community Certifying Center, Asian District visited Shimizu Elementary School
Aug. 2010	Invited guest lecturer from Ikeda Elementary School Attached to Osaka Kyoiku University, an ISS Certified School, and held a seminar at school
Sept. 2010	Introduced activities at the Nihon Shimin Anzen Gakkai’s “Citizens Open College” (Atsugi)
Oct. 2010	Introduced activities at “14th United Forum in Fujinomiya the City of Mt. Fuji” (Fujinomiya City)
Oct. 2010	Introduced activities at “2010 PTA Chair and Educators Seminar” (Atsugi)
Nov. 2010	Introduced activities at “Citizen Safety and Security Festa 2010 in Atsugi” (Atsugi)
Nov. 2010	Received “International Safe School” certification, and held designation ceremony
Mar. 2011	Introduced activities at National School Safety Education and Research Conference, Tokyo Municipal School Safety Education and Training Conference
June 2011	Introduced activities at “Toshima Safety and Security Festa” (Toshima Ward, Tokyo)
July 2011	Introduced activities at Saitama Prefecture Safety Instructor Research Conference
Aug. 2011	Introduced activities at Kanagawa Prefecture Yamato City Safety Division Seminar
Sept. 2011	Made a poster presentation at the 20th International Conference on Community Safety promotion (Falun, Sweden)

Nov. 2011	Introduced activities at “53rd Kanagawa Prefecture PTA Conference” (Atsugi)
Nov. 2011	Introduced activities at “Safe Community and International Safe School Certification 1st Anniversary Meeting” (Atsugi)
Nov. 2011	Introduced activities at “The 5th Japanese Society of Safety Promotion” (Ikeda City, Osaka)
Dec. 2011	Introduced activities at “Japan Institution for Safe Communities (JISC) International Symposium” (Osaka)
Jan. 2012	Introduced activities at Ministry of Education Central Education Council”
Apr. 2012	Participated in the Osaka Kyoiku University School Danger Mental Support Center “Japan International safe School Certified Center Establishment Anniversary Party” and “2nd Asia-Pacific Forum for School Safety Promotion” (Ikeda City, Osaka)
June 2012	“Shimizu Kids Network Coalition” assigned as a pilot program of the 2012 Safe Community Atsugi Project by Atsugi City
June 2012	Introduced activities to Kanagawa Prefecture Board of Education
Oct. 2012	Introduced activities to group visiting from Kyoto Prefecture Council
Oct. 2012	Participated in International Safe School field audit of Hoyu Elementary School, Toshima Ward, Tokyo
Nov. 2012	Introduced activities to group visiting from Tohoku University and Yamagata University
Nov. 2012	Introduced activities at Atsugi City Elementary and Jr. High School Headmaster Meeting
Nov. 2012	Participated in International Safe School Certification ceremony at Hoyu Elementary School, Toshima Ward, Tokyo
Nov. 2012	Introduced activities at the 6th Asian Region Conference on Safe Communities in Toshima
Nov. 2012	Introduced activities to Japan Educational Press
Dec. 2012	Introduced activities at Atsugi City Tsumada Nursery School Employee Training Seminar
Dec. 2012	Introduced activities to group visiting from an elementary school, Kochi Prefecture
Jan. 2013	Introduced activities at 2012 Kanagawa Academic Development Symposium
Jan. 2013	Introduced activities to group visiting from South Korea
Feb. 2013	Introduced activities to “General Education Technology”
Mar. 2013	Participated in the International Safe School designation ceremony at Ikeda Elementary School Attached to Osaka Kyoiku University
June 2013	Atsugi City designated “Shimizu Kids Sound Network Coalition” as 2013 Safety and Security Safe Community Promotion District



Toshima Hoyu Elementary School designation ceremony



6th Asian Region Conference on Safe Communities

V. Future Challenges and Goals

Priority challenges and goals

Programs were carried out based on the eight indicators. We have summarized the achievements and results of each action, and identified challenges that must be continued and those that must be newly started. Our goals have been set based on these.

1. Injury Prevention

(Challenges identified from data on injuries on school settings and Mutual Aid data)

Challenge (continued)	<ul style="list-style-type: none">• There are many injuries caused by colliding with things during lunchtime.• There are many injuries in classrooms and the playground. (Causes include collisions and falling.)
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Goal	<ul style="list-style-type: none">• Reduce the number of injuries. Number of injuries in 2012: 3,278 cases → in 2015: 3,000 cases (approx. 9% reduction) The daily average was reduced from 16.4 persons to 15 persons
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2. Prevention of bicycle accidents

(Themes/challenges identified from survey on bicycle helmets)

Challenge (continued)	<ul style="list-style-type: none">• The risk of bicycle accidents is high.• The survey shows that awareness on traffic safety is low.• Students' bicycle riding skills are weak.
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Goal	<ul style="list-style-type: none">• Increase awareness on traffic safety by making a conscious effort to wear bicycle helmets.• Aim to increase bicycle helmet wearing rate from 74% (2012) to 80% (2015).• Improve bicycle riding skills, and learn traffic manners.• Learn to predict and avoid danger.
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3. Securing Safety in School Routes

(Themes/challenges identified from survey on changes in children's behavior regarding traffic safety)

Challenge (continued)	<ul style="list-style-type: none">• Based on the survey, 5th and 6th graders have less awareness of traffic rules than 1st and 2nd graders.• The rate of children who carry around their Safe Buzzer is low.
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Goal	<ul style="list-style-type: none">• Increase intent to observe traffic rules.• Increase rate of children who carry Safe Buzzer.
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4. Preventing Trouble with Friends

(Themes/challenges identified from survey regarding students' interpersonal relations that could lead to bullying)

Challenge (continued)	<ul style="list-style-type: none">• There are many injuries caused by trouble such as fights with friends.
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Goal	<ul style="list-style-type: none">• Reduce trouble with friends.• Reduce injuries caused by trouble with friends.
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5. Disaster prevention measures

(Challenges identified from Japan's unique environment with many disasters, such as earthquakes)

Challenge (continued)	<ul style="list-style-type: none">• Disaster prevention measures must be reviewed as we see an increase in serious natural accidents.
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Goal	<ul style="list-style-type: none">• Extensively teach self-help so that students "protect their own life by themselves".• Increase periodic safety instruction through drills and lessons.
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VI. Long-term Prospects

1. Long-term goals

- (1) Reduce the number of accidents and injuries occurring on school settings.
- (2) Teach students to understand and predict danger, and nurture the ability to avoid danger.
- (3) Strengthen cooperation between students, parents, teachers as well as the community, and work as a community to improve safety.
- (4) Teach children to value life and have a caring heart.



2. Future Prospects

- (1) Strengthen management foundation through cooperation.
- (2) Continuously promote safety improvement programs
- (3) Carry out safety improvement programs with all teachers and staff involved in school safety, parents and the community.
- (4) Continue to use a program to record the frequency and cause of injuries.
- (5) Continue to assess and improve the safety improvement program and processes.
- (6) Participate in networks in Japan and overseas, and actively exchange information with International Safe School certified schools.
- (7) Spread and promote the International Safe School policy.





Make our school brilliant, safe and secure with
International Safe School programs

Atsugi Municipal Shimizu Elementary School

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Japan 243-0815

tel: (046) 221-4210 fax: (046) 221-4539

e-mail:shimizu-es@edu.city.atsugi.kanagawa.jp

This "ISS Certification Application" can be downloaded from the Shimizu Elementary School website.

Shimizu Elementary School website:

<http://www.edu.city.atsugi.kanagawa.jp/shimizu-es/>