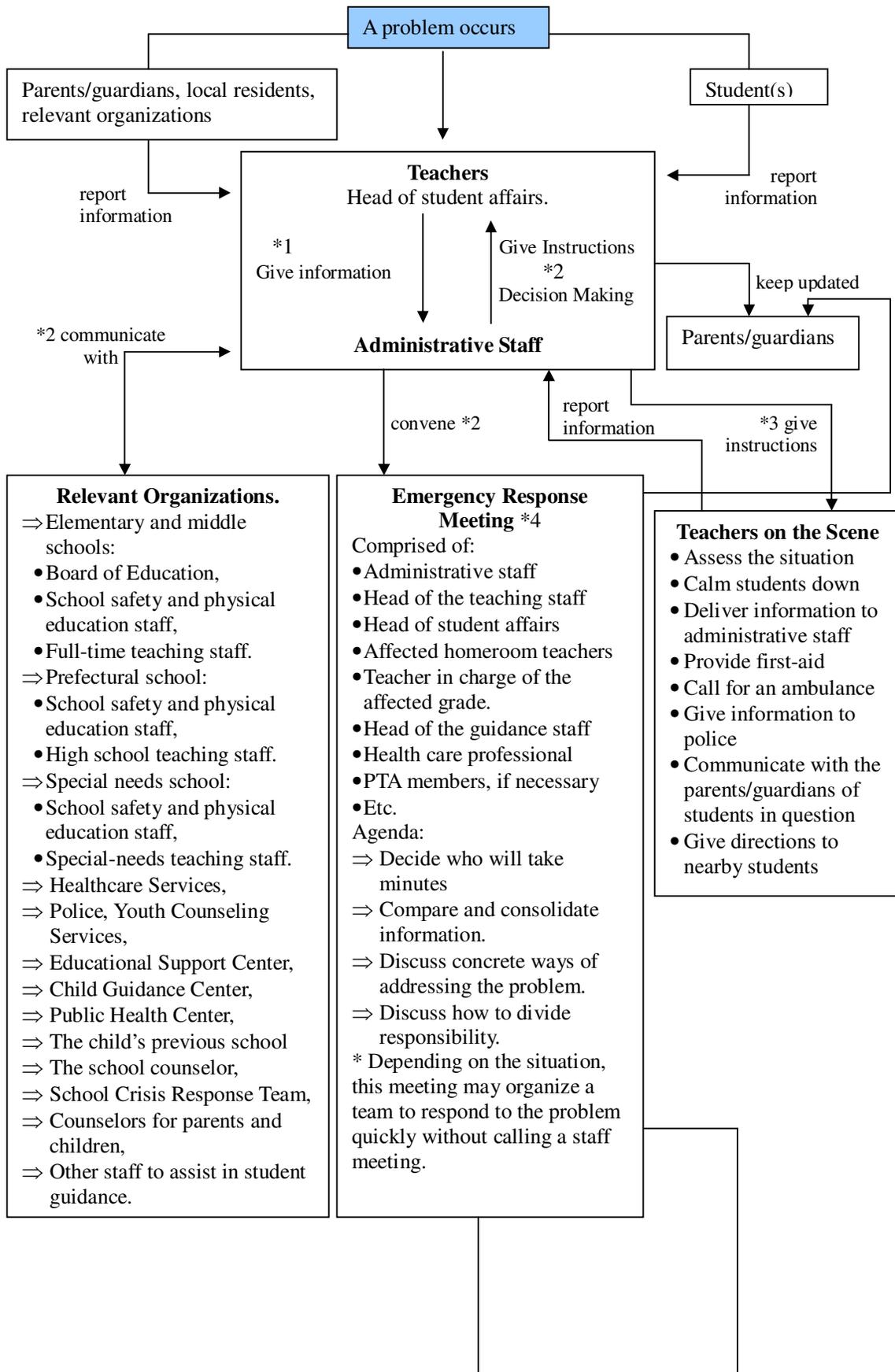


A Flow Chart for Responding to Problem Behavior.



*1 Report information to administrative staff.

⇒ The following information is most important:

- 1. What happened? 2. Who was involved? 3. When did it happen? 4. Where did it happen? 5. Why did it occur? 6. What is happening now?
- The first report, on paper if possible, should give priority to speed over detail.

*2 Administrative staff makes decisions. If they are not present or it is not a serious matter, defer to the head of student affairs.

- Choose which teachers to send to the scene.
- Decide whether or not it is necessary to dispatch a health care professional (whether or not there are any injuries).
- Decide whether or not it is necessary to contact other relevant organizations.
 - If there are severe injuries or a situation which may threaten a life, dial 119.
 - If the school may be unable to control the situation, or the situation is such that other accidents may occur, call the police.
 - If there is, or may be, a need for physical support, or the police or media are or may be involved, contact the Board of Education.
- Decide whether or not an emergency response meeting is necessary.

*3 Mobilize teaching staff and respond to the situation.

(Teachers should act on the direction of administrative staff, but in an emergency the head of student affairs may take a central role or teachers may make decisions individually.)

- Assess the situation and determine whether there is a need for more teachers, a health care professional, or requests for assistance to relevant organizations.
- Calm students.
- Apply first aid to any injuries, and if necessary perform CPR.
- Contact a hospital and request an ambulance.

When calling an emergency number, use the school's land line phone if at all possible. Calling from a landline will facilitate the use of a "caller location" system whereby the emergency call handling center can have immediate and automatic access to the caller's address. This is important when there is little time to communicate an address. As of 2006, six fire stations within Yamaguchi Prefecture were equipped with the system.

- Report information to the police.

110 is generally the number to call in an emergency, but when calling a police department within the same jurisdiction, use the local number instead, for example 083- ... -0110. This will allow the call to connect directly to the police station.

- Deal with nearby students (moving them away from the scene, etc).

*4 Holding an emergency response meeting.

Discuss the best way to deal with such a problem should it occur again in the future.

- Elect someone to take minutes. They should be made chronological and detailed.
- Exchange what information on the situation is available at that point.
- Discuss concrete plans and guidelines for a response. Consider what teachers

will say to the students, what the school will ask of the parents/guardians, etc.

- Divide up different roles for the teachers. For example, decide who will go to the hospital, whether someone will set up a central place or system to collect information, who will communicate with the police, the media, parents/guardians, etc.

*5 A few more things to be mindful of when responding to such problems.

- Ask the board of education for advice when needed.
- Co-operate closely with police and health services.
- Respond in a way which best accomplishes the following:

⇒ Upholding Discipline.

- Deal with all of the students together as well as individually.
- Make use of support from the Prefectural Board of Education.
- At elementary, middle and high schools, deploy extra staff when needed to help manage a crisis.
- At elementary and middle schools, assign extra staff to assist with student guidance.

⇒ Emotional Support.

- Deal with all of the students together as well as individually.
- Receive support from the Prefectural Board of Education.
- At elementary, middle and high schools, consider the “Emotional Support School Program.”
- Consider dispatching a crisis response or after-care team.

⇒ Protecting Personal Identifying Information.

- Do not to infringe on students’ privacy.
- Prevent the details of an incident from becoming public as this can quickly make a situation much worse, for example by making a student vulnerable to retaliation.
- Obtain the consent of relevant students’ parent/guardian before making details of the incident public.