



Guidelines for the Prevention of and Response to School Violence

For Parents





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I



Understanding School Violence

- 01 Definition and Types of School Violence
- 02 Prevention and Warning Signs of School Violence



Definition and Types of School Violence



Definition of Terms

- The term "school" means an elementary school, a middle school, a high school, a special school, and various schools as defined in Article 2 of the Elementary and Secondary Education Act and a school operated pursuant to Article 61 of the aforesaid Act.
- The term "student" means an enrolled individual receiving education at a school. The academic year runs from March 1 to last day of February of the following year.
- The term "disabled student" means a student requiring special education stipulated in Article 15 of the Act on Special Education for Persons with Disabilities due to a physical, mental, or intellectual impairment.



What is School Violence?

- It means any action committed against students inside or outside of school premises resulting in a physical or mental injury, or damage to property through a battery, assault, confinement, threat, kidnapping, abduction, defamation, insult, extortion, coercion, forced errand, sexual violence, bullying, or cyber violence, or with obscene or violent information via an information and communications network.
- Parents are also encouraged to recognize that even minor teasing or actions perceived by students as playful can constitute school violence, and to provide guidance at home.



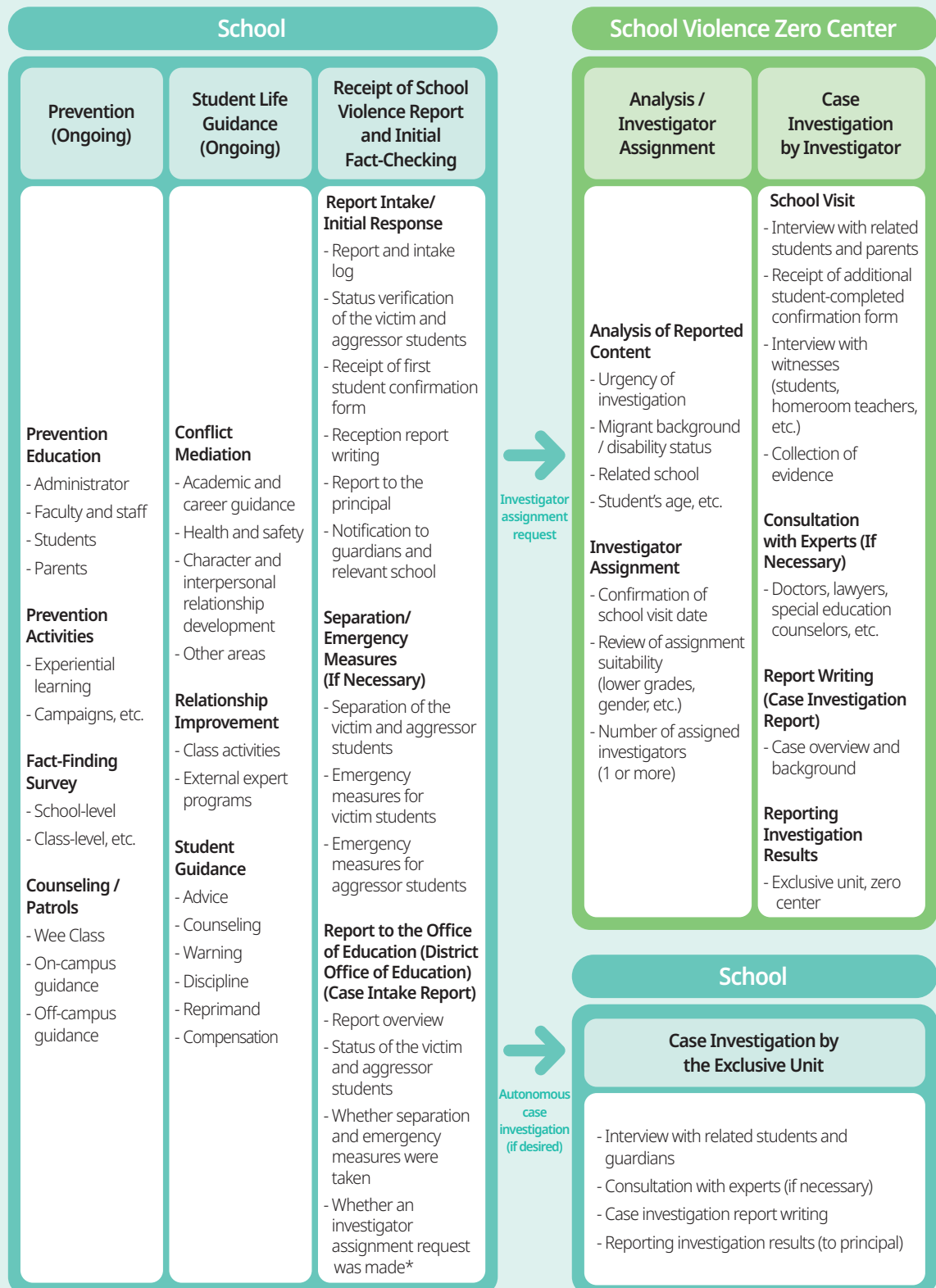
Types and examples of school violence

Below are the main types and examples of school violence. In addition to these, any act that causes physical or mental injury, or damage to property may also be considered school violence.

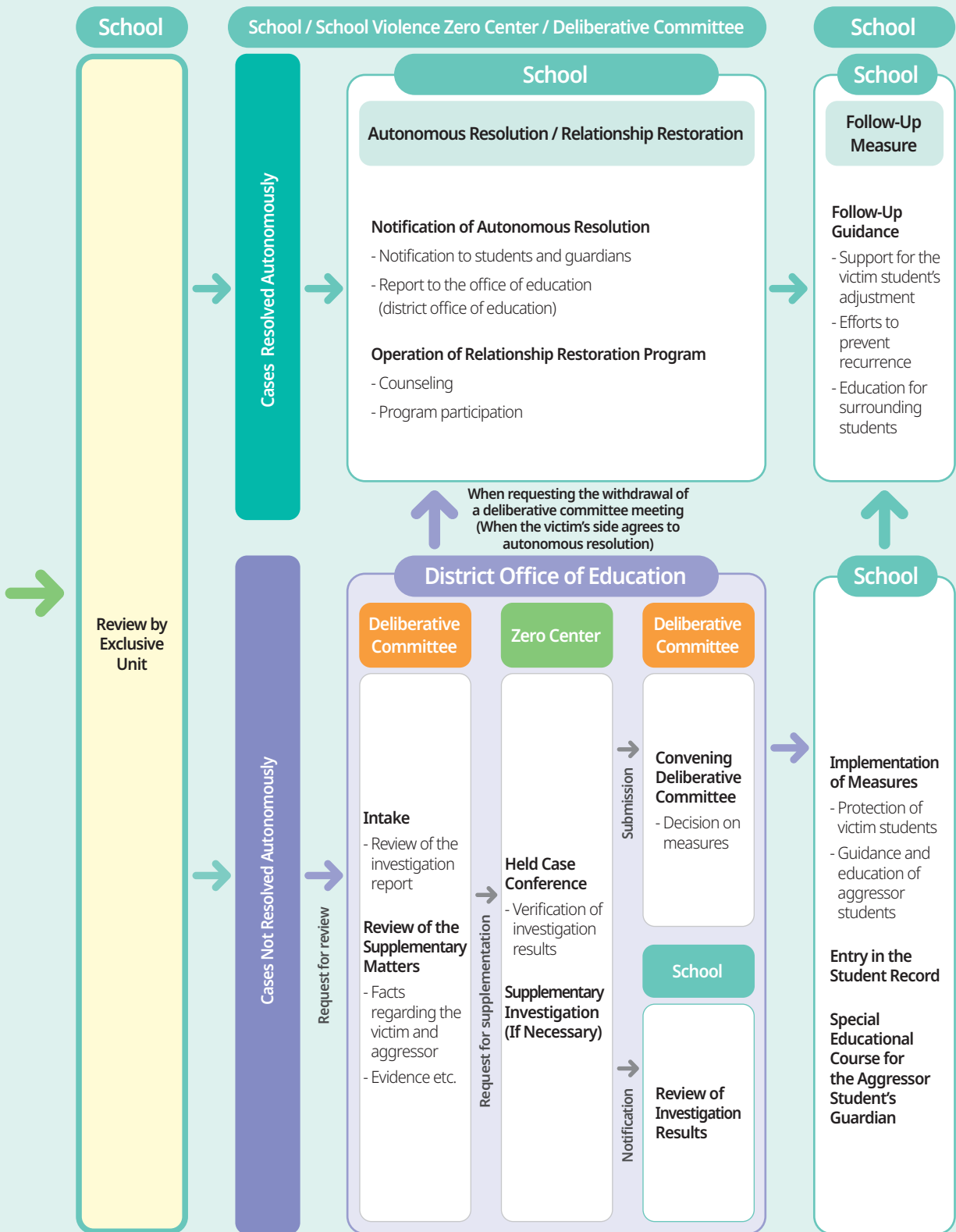
Type	Example Situations
Physical Violence	<ul style="list-style-type: none"> • The act of inflicting physical pain through hitting, punching, or kicking (bodily injury, assault). • The act of confining someone to a place and preventing him/her from leaving (confinement). • The act of forcibly taking someone to a location through assault or threats (kidnapping). • The act of luring or deceiving someone into going to a location (abduction). • The act of engaging in violent acts disguised as jokes, such as pinching, hitting, or forceful shoving.
Verbal Violence	<ul style="list-style-type: none"> • The act of defaming someone in front of others through specific comments (about personality, abilities, background, etc.) or spreading such content via the Internet or social media (defamation). ※ Even if the statement is true, it can still be a crime. If false, it may be subject to enhanced penalties under the Criminal Act. • The act of repeatedly using insulting terms (such as mocking someone's appearance or using derogatory words like "retard" or "idiot") in front of others, or spreading such content through the Internet or social media (insult). • The act of threatening words or messages (such as words like "you're dead") that cause fear of harm (threat).

Type	Example Situations
Extortion of Money or Valuables (Extortion)	<ul style="list-style-type: none"> • The act of demanding money without any intention of returning it. • The act of borrowing personal items like clothing or stationery and intentionally not returning them. • The act of intentionally damaging someone's property.
Coercion	<ul style="list-style-type: none"> • The act of forcing someone to perform unwanted tasks such as acting as a so-called "bread shuttle" or "Wi-Fi shuttle," completing assignments or playing games for others, or running errands against his/her will (forced errand). • The act of coercing someone through violence or threats to act against his/her will or give up his/her rights (coercion). • The act of forcing someone to collect money from others.
Bullying	<ul style="list-style-type: none"> • The act of intentionally and repeatedly avoiding someone as a group. • The act of teasing or treating someone as foolish using unwanted remarks, making sarcastic or humiliating comments, intimidating him/her, deliberately causing distress, or ridiculing him/her. • The act of preventing someone from socializing with other students.
Sexual Violence	<ul style="list-style-type: none"> • The act of forcing sexual intercourse or similar sexual acts, or inserting foreign objects into the genitals through violence or threats. • The act of making unwanted physical contact that causes sexual humiliation while using violence or threats. • The act of making sexual remarks or actions that cause humiliation or shame. • The act of taking sexually explicit or humiliating photos of someone's body without consent. • The act of sending conversations, explicit photos, or explicit videos that intentionally cause sexual humiliation without the consent of the other person. • The act of creating and distributing deepfake videos or audio using information and communication networks (such as footage or recordings manipulated through artificial intelligence technology involving a student's face, body, or voice without the student's consent, which are edited or synthesized in a way that may cause sexual arousal or discomfort).
Cyber Violence	<ul style="list-style-type: none"> • The act of using information and communication devices to harass someone through cyber verbal abuse, cyber defamation, cyber extortion, cyber stalking, cyberbullying, and distribution of cyber videos. • The act of posting insulting language or abusive remarks about a specific person on online forums, chat rooms, or community websites. Targeted call-out posts against a specific individual are one such form. • The act of publicly disclosing false information or private facts about a specific individual through the Internet, social media, or other online platforms to an unspecified audience. • The act of distributing content such as posts, images, or videos that cause sexual humiliation, threats, or ridicule through information and communication networks. • The act of repeatedly sending messages, sounds, or videos that cause fear or anxiety through mobile phones or other communication networks. • The act of creating and distributing deepfake videos or audio using information and communication networks (such as footage or recordings manipulated through artificial intelligence technology involving a student's face, body, or voice without the student's consent, which are edited or synthesized in a way that may cause sexual arousal or discomfort).

School Violence Case Handling Flowchart



※ The head of the school (hereinafter referred to as the "principal") may request the assignment of a school violence investigator when reporting a case, or may have the exclusive unit conduct the investigation directly.



Prevention and Warning Signs of School Violence

Students and their guardians are required to participate in education for prevention of school violence at least once per semester. They should work together to develop proper awareness of school violence and learn prevention and response strategies to stop school violence proactively before it occurs.

※ School violence does not occur without warning. Pay attention to your child and observe him/her regularly so that you don't miss any SOS signals that he/she may be sending.

Reference

Signs of a Student Experiencing School Violence (Examples)

At Home

1. Appears gloomy and less energetic than usual.
2. Overreacts to small things or gets startled easily, even at the sound of his/her name.
3. Expresses fear or reluctance about going to school.
4. Asks to transfer schools, frequently absent without a clear reason.
5. Frequently has bruises or injuries on his/her body and prefers to be alone.
6. Drawings or notes express despair (e.g., "I want to die") or revenge (e.g., "Die").

At School

1. Does not respond or react when peers talk behind his/her back.
2. Is left out or excluded from group or class activities.
3. Frequently isolates himself/herself in places (like the restroom) during breaks or lunchtime.
4. His/her clothes are often damaged, or he/she frequently loses school supplies or personal belongings.
5. Avoids participating in school events or group activities.
6. Shows an increase in tardiness, leaving early, or unexplained absences.

Signs of Cyberbullying

1. Constantly checks his/her digital devices with visible anxiety or reacts sensitively.
2. Is repeatedly attacked in group chats.
3. Requests large amounts of allowance or has unusually high online service charges.
4. Becomes extremely sensitive or upset when parents check or touch his/her devices.
5. Appears distressed or emotionally shaken after reading text messages or chats.
6. Is referred to online by insulting nicknames instead of his/her real name; receives frequent taunts or slander.
7. Social media posts or profile pictures suddenly take on a gloomy/negative tone.
8. Spends an excessive amount of time using computers or digital devices.
9. Strangers seem to know personal stories or rumors about the student.
10. Suddenly avoids using his/her phone or deletes his/her social media accounts.

1. Purpose of the Responsibility Agreement

This agreement aims to foster a positive school culture where everyone can thrive by improving understanding of school violence and student guidance among all school community members, and by encouraging personal responsibility and commitment to respectful behavior.

2. Enhancing Understanding of School Violence

Act on the Prevention of and Countermeasures Against Violence in Schools

- ▶ Article 2 (Definitions) 1. The term "school violence" means any action committed against students inside or outside of school premises resulting in a physical or mental injury, or damage to property through a battery, assault, confinement, threat, kidnapping, abduction, defamation, insult, extortion, coercion, forced errand, sexual violence, bullying, or cyber violence, or with obscene or violent information via an information and communications network.
- ▶ Article 15 (Education for Prevention of School Violence) (1) The head of each school shall provide educational programs to students at least once a semester for the physical and mental protection of students and the prevention of school violence. (2) The head of each school shall provide educational programs to school staff and parents of students at least once a semester for the prevention of and countermeasures against school violence.

3. Recognizing Responsibility for One's Actions

Students found to have committed school violence may be subject to disciplinary actions* as outlined in Article 17 (1) 1 through 9 of the Act on the Prevention of and Countermeasures Against Violence in Schools, following deliberation by the deliberative committee. Even before the deliberative committee makes a formal decision, the student reported as the aggressor student may be separated from the victim student, and the principal may take emergency measures in certain cases. In addition, an investigation will be conducted by either a school violence investigator or the exclusive unit.

* Subparagraph 1 (written apology), subparagraph 2 (prohibition of contact, threats, or retaliation), subparagraph 3 (service to a school), subparagraph 4 (service to the society), subparagraph 5 (completion of special educational course or psychological treatment), subparagraph 6 (suspension of attendance), subparagraph 7 (change of class), subparagraph 8 (transfer to another school), and subparagraph 9 (expulsion from school for high school students)

4. Understanding of and Compliance with Student Guidance by Teachers

Student guidance refers to actions taken by teachers in accordance with the relevant laws to guide students when necessary in order to protect their learning rights and human rights, as well as to ensure that teachers can fulfill their educational duties effectively.

Responsibilities as Members of Our School Community for an Inclusive School (Example)

Students

- ✓ I will respect and follow the school rules.
- ✓ I will act with courtesy and politeness voluntarily.
- ✓ I will be respectful of teachers and polite to everyone.
- ✓ I will not bully my schoolmates as a joke but treat them with respect.
- ✓ I will be careful with my words, as what I think is just a joke may be considered bullying or verbal abuse.
- ✓ I will report any bullying at school to my homeroom teacher or other nearby teachers.

Parents/Guardians

- ✓ I will respect the school rules and the professionalism of teachers.
- ✓ I will treat my child with respect and communicate kindly.
- ✓ I will support the school's educational philosophy and work together as a member of the school community.

Teachers

- ✓ I will empathize with students and respect them sincerely.
- ✓ I will collaborate with parents and other teachers for the positive growth of students.
- ✓ I will conduct meaningful classes and work to ensure that students have a happy school life.

Student Name (Signature)

Parent/Guardian Name (Signature)

Teacher Name (Signature)



III

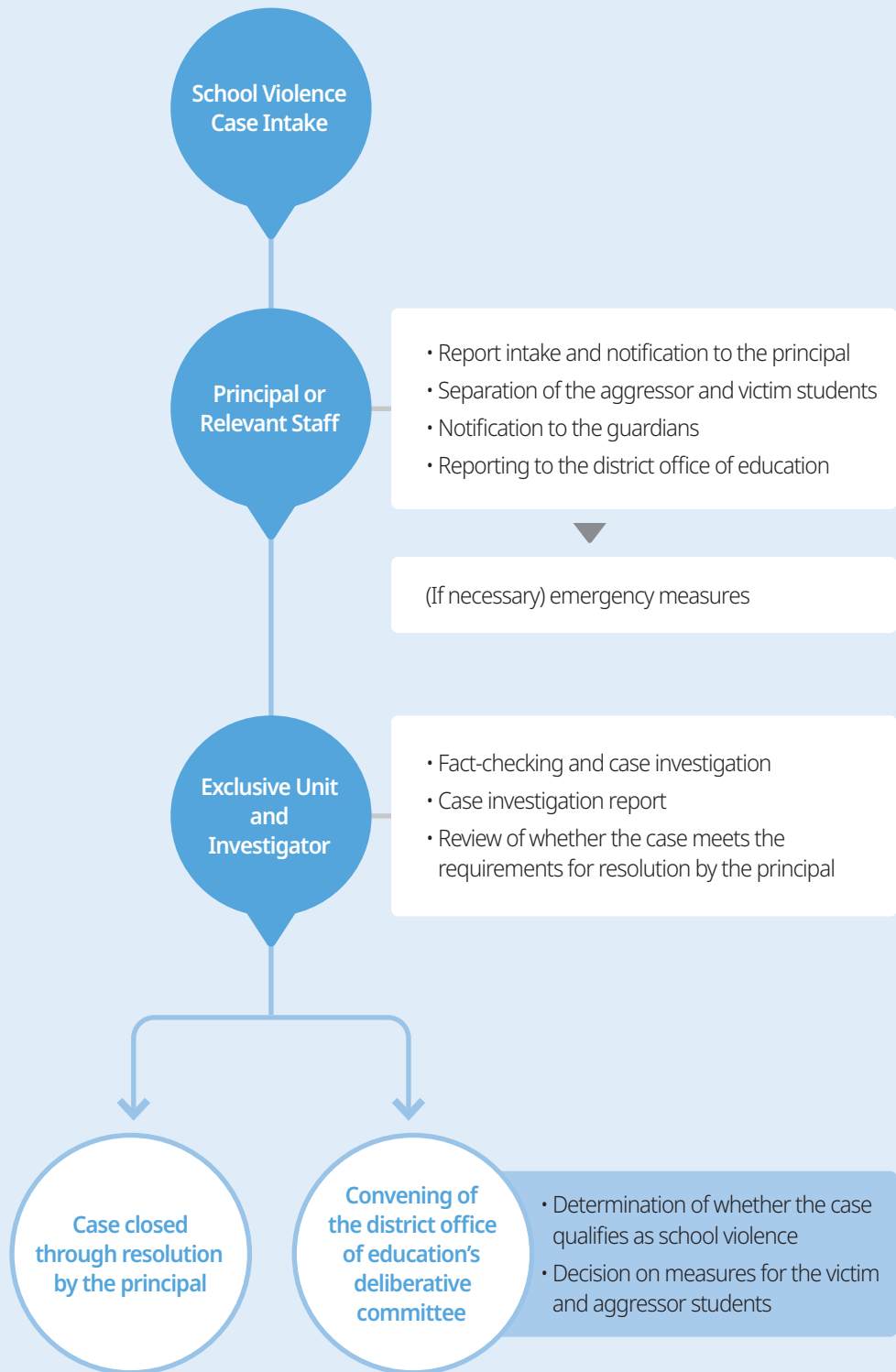


Responding to School Violence

- 01 Reporting School Violence
- 02 Relationship Restoration
- 03 School Violence Response Exclusive Unit
- 04 Investigation of School Violence Cases
- 05 Separation of the Aggressor and Victim Students
- 06 Resolution System by the Principal
- 07 Convening and Actions of the Deliberative Committee to Deal with School Violence
- 08 Protection of Victim Students, and Guidance and Education of Aggressor Students
- 09 Dispute Resolution
- 10 Appeal Against the Decision



When school violence occurs, the case is handled according to the following procedure :



School Violence Case Intake

- When a case is received, the victim student's willingness to be separated is confirmed, and the aggressor student is separated for up to 7 days (including weekends and holidays). Additionally, the aggressor student is subject to the measure in subparagraph 2 (prohibition against making contact with, threatening, or retaliation against a victim student and a student who has reported, or notified, school violence).
- If necessary, the principal may take emergency measures to protect the victim student and provide guidance and education to the aggressor student until the deliberative committee to deal with school violence makes a decision.
- If both parties agree, a program for relationship restoration may be operated.

Investigation of School Violence Cases

- Interviews with the students involved are conducted to verify the facts of victimization and offending. Initially, the school receives the first student confirmation form, and the school violence response exclusive unit or the investigator from the district office of education visits the school to conduct a case investigation.
- During the investigation, interviews with guardians or witness students may be conducted as needed.

Review of Principal's Resolution Eligibility

- After the case investigation is completed, the school's exclusive unit reviews whether the case meets the criteria for resolution by the principal.
- The criteria for resolution by the principal are as follows:
 1. Where a medical report certifying that at least two weeks are needed for physical or mental treatment has not been issued or submitted.
 2. Where there is no property damage, or damage has been immediately repaired, or there is a promise to repair.
 3. Where the school violence is not persistent.
 4. Where it is not a retaliatory action against a report, statement, provision of data, etc. on the previous school violence (including acts using information and communication networks).
- ☞ If all four criteria are met and the victim student and his/her guardian agree, the principal's resolution can proceed.
- Cases that do not meet the criteria for resolution by the principal are forwarded to the district office of education's deliberative committee to deal with school violence. When wishing to hold a deliberative committee hearing even for minor cases, the school may recommend a relationship restoration program.

Convening and Actions of the Deliberative Committee

- The district office of education's deliberative committee holds a hearing to determine whether school violence occurred and decides on the measures for both the victim and aggressor students.
 - ☞ Measures for the aggressor student are determined by considering the severity, continuity, intentionality of the incident, aggressor's level of remorse, and degree of reconciliation between both parties.
- The head of a district office of education makes the final decision on the measures and notifies the victim and aggressor students as well as the school.

Implementation of Measures, Appeals Against the Decision, and Student Record Entry

- Victim and aggressor students must comply with the measures or may file an administrative appeal or a lawsuit in case of disagreement.
 - Disciplinary actions taken against aggressor students are recorded in their official student record. However, measures in subparagraphs 1 to 3 can be withheld from the student record once* per student.
- * During attendance at the same school level (for elementary students, within 3 years of the date of the measure)

Reporting School Violence

Reports of school violence can be made by informing the homeroom teacher, responsible teacher, or through the 117 School Violence Reporting Center. Specifically, internal reporting methods (including verbal reports, suggestion boxes, surveys, email, social media, and school websites); external reporting methods (including calling 112, 117 School Violence Reporting Center, or contacting school police officers).

Reference

Effective Communication Methods for Students Affected by School Violence

It is natural for parents to feel shocked and anxious upon hearing that their child has experienced school violence. It can also be confusing to know what to ask and how to respond. Since the child is the one directly involved, however, the following guidelines can help parents communicate effectively:

Wait until your child is ready to talk.



"I want to hear your story about what happened when you're ready to tell me."

Listen to your child's story without judgment and show empathy for your child's struggles.



"That happened, huh. It must have been really tough for you."

Thank your child for having the courage to share his/her experience.



"Thank you for trusting me enough to share this, I know it wasn't easy."

Comfort and respect the child's psychological and physical wounds.



"This wasn't your fault. It hurts me to think about how much you've suffered."

Ask what kind of support your child needs to overcome his/her current difficulties.



"What kind of help do you think you need right now? Let's think about it together."

<2024 Guidelines for Healing and Recovery Support for School Violence Victims, Ministry of Education & National Youth Policy Institute>

Relationship Restoration



What is relationship restoration?

Relationship restoration refers to the joint effort by two or more involved parties to regain the best possible state by understanding, communicating, and dialoguing about the incident so that they can return to their original state or normal daily life.

●● Purpose of relationship restoration

- The purpose is to restore the relationship between the parties involved by focusing on the incident that occurred.
- Through mutual understanding, communication, and dialogue, it aims to establish sincere apologies that fully consider the victim student's perspective and correct recognition of the aggressor student's remorse, ultimately promoting recovery through improved relations.
- It also assists in psychological and emotional stabilization as well as the smooth and prompt return to school, daily life, and peer (friend) relationships, supporting stable adaptation and quick recovery of everyday life.

●● Key points in the process of relationship restoration

- The principal may recommend a relationship restoration program between the victim and the aggressor student if the school violence case is minor under the law (meeting the objective conditions for autonomous resolution) and the victim or his/her guardian requests the holding of a deliberative committee.
- "School violence relationship restoration" is conducted only for the students involved (victim and aggressor student), not for general students or an unspecified majority.



Throughout each stage of the school violence relationship restoration process, the wishes of the victim student are prioritized and his/her consent is confirmed before proceeding.

●● Request for cooperation from families for school violence relationship restoration

• How should relationship restoration be carried out?

It is important to offer full empathy and support for the courage of students who have decided to attempt and carry out relationship restoration. Even though there may be fear in facing and talking with the aggressor student, sincere encouragement should be given to the victim who bravely tried to communicate and to the aggressor student who courageously decided to admit his/her fault and convey it to the victim.

Above all, the pace of relationship restoration should respect the speed and comfort level of the students involved.

For the victim student

- Please explore whether the victim experiences any psychological difficulties such as anxiety, depression, or fear when communicating with the aggressor.
- After fully assessing the victim's willingness to restore the relationship with the aggressor, make a careful decision.
- If the victim wants to restore the relationship but finds it difficult to try, help him/her take sufficient time to stabilize emotionally and prepare himself/herself.

For the aggressor student

- Check whether the aggressor is ready to acknowledge his/her behavior and offer a sincere apology to the victim.
- Forcing relationship restoration before the aggressor is prepared to express remorse can lead to misunderstandings and further damage the relationship.

- If the victim and aggressor student must continue to live or attend school in the same environment after the school violence incident, uncomfortable or awkward relations may persist. Making efforts to ease the relationship not only during the remaining school period but also for long-term recovery and healing can be beneficial for the students involved.

※ Relationship restoration programs cannot replace the formal case handling process; neither can they be conducted conditionally for modifying or reducing the measures decided by the deliberative committee.

School Violence Response Exclusive Unit

What is a School Violence Response Exclusive Unit?

The school violence response exclusive unit established in schools is a legally mandated body responsible for handling school violence issues according to the Act on the Prevention of and Countermeasures Against Violence in Schools. Based on the results of the school violence case investigation, the exclusive unit reviews whether the objective requirements for resolution by the principal are met and confirms the willingness of the principal and parties involved to resolve the issue autonomously.

- ✧ The exclusive unit is composed by the head of a school and it includes the vice principal, a professional school counselor, a health teacher, a responsible teacher (referring to a teacher who takes charge of school violence cases), parents, and others responsible for school violence cases.
- ✧ If the school violence investigator conducts an investigation or if the principal determines that an autonomous school investigation is appropriate considering the nature of the case, protection of the victim student, and possibility of relationship restoration, the exclusive unit may conduct the case investigation.

Investigation of School Violence Cases

When school violence occurs and a report is received, the school violence investigator or school violence exclusive unit conducts a detailed case investigation to confirm the facts regarding the victim and the aggressor student.

School Violence Investigator

A school violence investigator is an expert appointed or commissioned by the competent superintendent of education (or the head of a district office of education) to investigate and counsel on school violence cases for verifying the facts of victimization and offending.

Role of the school violence investigator

- Investigate the facts related to the victim and the aggressor in the school violence case
- After the investigation, provide guidance to the students involved and guardians about relationship restoration programs
- Write the case investigation report

Reference

Precautions for Guardians

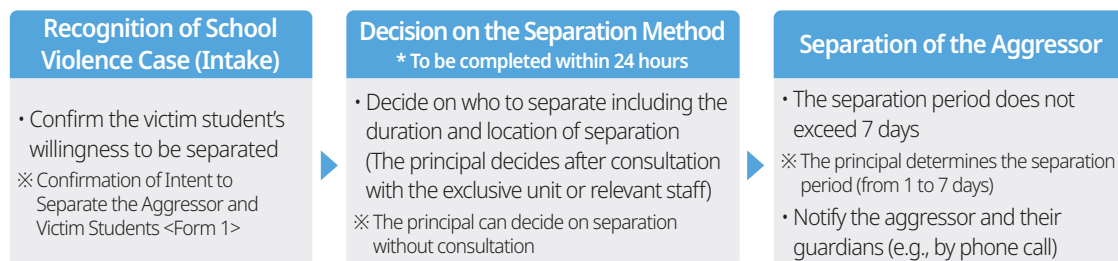
- Guardians of the students involved are kindly asked to trust and cooperate actively with the homeroom teacher, the teacher responsible for school violence, and the school violence investigator.
 - ✧ After a school violence report is filed and during the investigation, the case may involve both parties rather than the victim only. Even students who did not directly commit violence but participated in or witnessed such may be investigated.
- Please cooperate with the school to understand the situation accurately instead of judging based solely on your child's words.
- Avoid scolding the other student or directly asking other students about the incident.
- Refrain from making abusive or offensive remarks to the school staff or parents of the other student.
- Do not share unverified facts or information that may damage an individual's reputation, either in person or on social media, regardless of the truth.
- Immediately inform the homeroom teacher or responsible teacher if a school violence incident occurs or recurs.

Separation of the Aggressor and Victim Students

Separation of the Aggressor and Victim Students

- Upon becoming aware of a school violence case, the head of the school must promptly separate the aggressor and victim student unless there is a legally defined exception. Separating the aggressor and victim student in a school violence case is intended to ease the victim's psychological distress, prevent secondary harm, and de-escalate heightened conflict related to the violence.

● Separation procedure



● Exceptions to separation

- When the victim student opposes the separation from the aggressor student
- When either the aggressor or the victim student is not engaged in educational activities
- When the aggressor student and the victim student are already separated by the principal's emergency measures

● When separation is deemed unnecessary

- When the students involved attend different schools
- When the victim or the aggressor student is absent due to field experience learning approved by the principal

Emergency Measure

● Emergency measures for the protection of the victim student

- If the victim student requests urgent protection, the principal may take the necessary measures before the deliberative committee convenes. These measures include subparagraph 1 (psychological counseling or advice by experts from within and outside school), subparagraph 2 (temporary protection), subparagraph 3 (treatment and recuperation for treatment), and subparagraph 6 (other measures necessary for the protection of a victim student).

● Emergency measures for guidance of the aggressor student

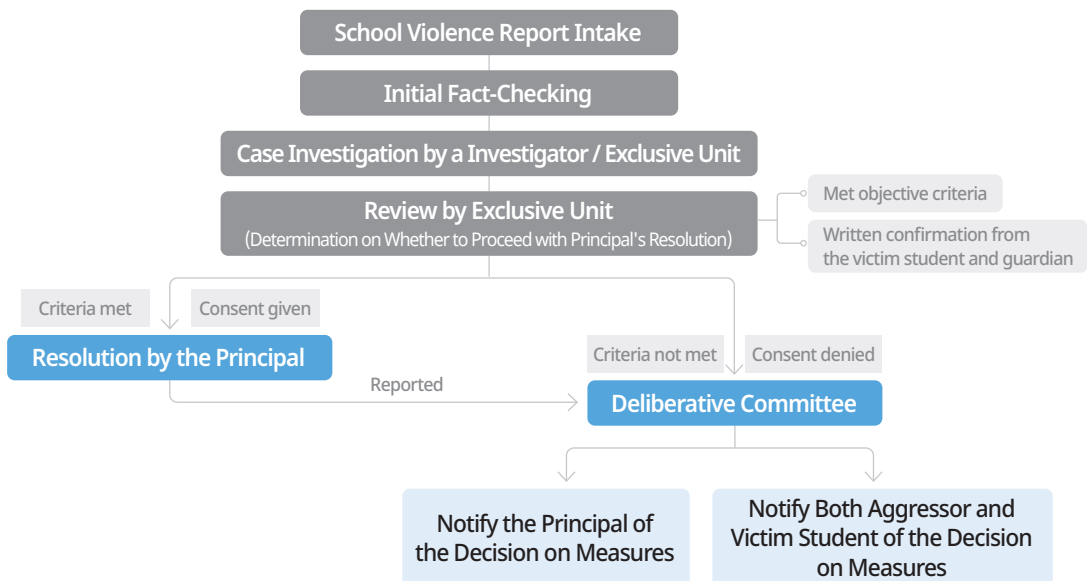
- Upon becoming aware of school violence, the principal must promptly take action according to subparagraph 2 (prohibition of contact, threats, or retaliation). This action does not include relegating the aggressor students to a physically separate space within the school.
- If deemed urgent to protect the victim student, and guide and education of the aggressor student, the principal may take the following measures prior to the convening of the deliberative committee: subparagraph 1 (written apology), subparagraph 3 (service to a school), subparagraph 5 (completion of special educational course or psychological treatment), subparagraph 6 (suspension of attendance), and subparagraph 7 (change of class).
- Upon request from the victim student or his/her guardian, the principal may take measures under subparagraph 6 (suspension of attendance) or subparagraph 7 (change of class) following review by the exclusive unit.

Resolution System by the Principal

What is the Resolution System by the Principal?

- This system allows the head of the school to resolve school violence cases autonomously if certain legal requirements are met and both the victim student and his/her guardian do not wish to have a deliberative committee convened.
- If the victim student and his/her guardian do not want a deliberative committee and all four objective criteria below are satisfied, the principal's resolution can be applied. (See <Form 2> and <Form 3> for reference.)
 - Where a medical report certifying that at least two weeks are needed for physical or mental treatment has not been issued.
 - Where there is no property damage, or damage has been immediately repaired, or there is a promise to repair.
 - Where the school violence is not persistent.
 - Where it is not a retaliatory action against a report, statement, provision of data, etc. on the previous school violence (including acts using information and communication networks).
- In principle, the victim student and his/her guardian cannot request a deliberative committee hearing for the same case after the principal's resolution has been completed.

Resolution procedure by the principal



How does the resolution system by the principal help students?

When school violence occurs, some cases require the convening and actions of the deliberative committee to protect the victim student and guide the aggressor student actively. In minor cases, however, the resolution system by the principal can be applied to help students restore relationships through communication without going through the committee.

Convening and Actions of the Deliberative Committee to Deal with School Violence

What is the Deliberative Committee to Deal with School Violence?

The deliberative committee to deal with school violence is a statutory committee established within each district office of education. It deliberates on matters such as the prevention of and countermeasures for school violence, protection of victim students, guidance for aggressor students, and mediation of disputes between victim and aggressor students.

Matters reviewed by the deliberative committee

- Prevention of and countermeasures against school violence
- Protection of victim students
- Education and guidance of aggressor students and disciplinary actions thereon
- Mediation of disputes between victim students and aggressor students
- Proposals submitted by the head of the school concerning the prevention of and response to school violence

Composition of deliberative committee to deal with school violence

Composition of deliberative committee

A deliberative committee shall consist of not less than 10 but not more than 50 members including a chairperson; the parents of students attending schools in a district under the jurisdiction of a district office of education shall be commissioned to become members of a deliberative committee, who account for at least 1/3 of the total number of members of the deliberative committee.

Method of deliberation

In principle, deliberations are conducted face-to-face. In other words, the victim and the aggressor student, along with their guardians, are expected to appear before the deliberative committee to provide their statements. However, in cases where either party requests otherwise, or under special circumstances such as geographical isolation, deliberations may be conducted via telephone, videoconference, or written submissions.

Disclosure of committee meeting minutes

The meetings of a deliberative committee shall not be open to the public. However, if a victim student, aggressor student, or their guardians request that the meeting minutes be open to the public, such as perusal, duplication, etc. of the meeting minutes, the meeting minutes shall be made public except for personal information, such as the names, resident registration numbers, and addresses of the students and their family members, and the names of the committee members, etc.

Hearing expert opinions in the committee

- When deemed necessary, the deliberative committee may call upon teachers from the school where the incident occurred or experts in fields related to the prevention of and response to school violence to attend the meeting or submit their opinions in writing.
 - ※ At this time, the deliberative committee must confirm the wishes of the victim or his/her guardian; if a request is made, their opinion must be heard.
- If a student involved in a school violence case has a migrant background or a disability, or if the case involves sexual violence or cyberbullying, the committee may invite the relevant experts to attend and provide their opinions.

Request for withdrawal of a deliberative committee meeting

Refer to <Form 4>

If all the conditions for the principal's resolution are met, but the victim and his/her guardian do not consent to the autonomous resolution but request a committee deliberation instead, they may still submit a written notice to the school to withdraw their request before the deliberative committee makes its decision. In such cases, the principal may cancel the request to convene the deliberative committee.

Notification of measures to the victim and the aggressor

After the deliberative committee reaches a decision, the head of a district office of education shall notify both the victim and the aggressor of the measures in writing.

Protection of Victim Students, and Guidance and Education of Aggressor Students

●● Protection of victim students

The deliberative committee may decide to implement one or more of the following measures if deemed necessary to protect the victimized student:

Subparagraph 1 **Psychological counseling or advice by experts from within and outside school**

Provision of psychological counseling and support by internal or external psychological counseling experts to help the student recover from the emotional and psychological trauma caused by school violence.

Subparagraph 2 **Temporary protection**

If there is risk of continued violence or retaliation from the aggressor student, temporary protection may be provided in a shelter, at home, or in a school counseling room.

Subparagraph 3 **Treatment and recuperation for treatment**

Arranging treatment at a medical institution to help the student recover from physical or psychological injuries resulting from school violence. When the victim student receives physical or psychological treatment at home or at a care facility, a medical certificate specifying the treatment period or other supporting documentation must be submitted to the school.

Subparagraph 4 **Change of class**

Transferring the victim student to a different class within the same school to help remove him/her from a continuing violence-related environment and reduce psychological distress.

Subparagraph 6 **Other measures necessary for the protection of a victim student**

Considering the type of violence and the victim's age, the school may—if necessary—seek cooperation or request support from the relevant organizations such as medical institutions, legal aid agencies like the Korea Legal Aid Corporation, or other institutions specializing in school violence.

●● Additional protection of and support for victim students

Inclusion of attendance days

If acknowledged by the head of the school, absences necessary for protective measures for the victim student may be counted as attendance days. The head of the school may request medical certificates or doctor's notes as proof.

Prohibition of disadvantages

Receiving protective measures must not result in any disadvantages such as lowered grades. If the victim student misses exams due to absences, the school must ensure that no penalties are applied in accordance with the academic performance management regulations.

- When a victim student transfers or advances to a higher-level school, upon the student's request and consent, minimal necessary information for the student's protection shall be provided to the receiving or higher-level school.

●● Protection of and support for migrant background and North Korean defector students

- During the initial response and investigation phases, students with migrant background (including immigrant and foreign students) who have difficulty communicating due to limited Korean proficiency are supported through interpreters or participation of the relevant teachers to ensure clear communication and adequate interpretation.
- If either the victim or the aggressor student is a student with migrant background (including re-immigrant and foreign students), experts are involved in exclusive unit and deliberative committee to provide input considering the cultural characteristics of student with migrant background.

●● Guidance and education of aggressor students

The deliberative committee shall request the head of a district office of education to take one (or more) of the following measures on an aggressor student in order to protect a victim student or to guide the aggressor student to the right path and teach him/her the right way:

※ In principle, from the time a school violence case is reported until the aggressor student has completed all imposed measures, any change in the aggressor student's school status (e.g., transfer to another school, withdrawal) initiated by the aggressor student is restricted. If the aggressor student is subject to multiple measures including subparagraph 8 (transfer to another school), however, the head of a district office of education may prioritize the implementation of the transfer measure.

Subparagraph 1 An order to give a written apology to a victim student

Requiring the aggressor student to submit a written apology to the victim student for the acts of violence committed.

Subparagraph 2 Prohibition against making contact with, threatening, or retaliation against a victim student and a student who has reported, or notified, school violence

Implementing restrictions to prevent the aggressor student from approaching the victim or the reporting student, in order to prevent further violence or retaliation.

※ A no-contact order prohibits intentional contact by the aggressor with the victim student, (including via the Internet, mobile phone, or other communication networks). This does not include unintended contact during educational activities or daily life and does not imply physically separate space, unlike victim-aggressor separation measures.

Subparagraph 3 Service to a school

A measure allowing the aggressor student to reflect on his/her behavior through community service within the school.

Subparagraph 4 Service to the society

A measure requiring the aggressor student to perform community service at administrative or public institutions outside the school to foster a sense of social responsibility and encourage reflection.

Subparagraph 5 Completing a special educational course or receiving psychological treatment provided by internal or external experts, or institutions designated by the competent superintendent of education

This is applied when the aggressor student appears unable to reflect adequately through service activities alone, requiring professional support to improve awareness of violence and encourage behavioral change.

Subparagraph 6 Suspension of attendance

Temporary school suspension to separate the aggressor student from the victim student and allow time for reflection. The suspension period is treated as unexcused absence.

Subparagraph 7 Change of class

Transferring the aggressor student to a different class within the same school to separate him/her from the victim student and provide a changed learning environment.

Subparagraph 8 Transfer to another school

Transferring the aggressor student to another school to ensure separation from the victim student and prevent further violence.

Subparagraph 9 Expulsion from school

Revoking the aggressor student's status if the aggressor student is deemed unfit for educational or disciplinary correction. However, expulsion from school shall not apply to an aggressor student enrolled in the compulsory education system (elementary school, middle school).

Enforcement of aggressor student's disciplinary measures

If the aggressor student refuses or avoids the implementation of measures from subparagraphs 2 to 9, the deliberative committee may request the head of a district office of education to impose additional disciplinary measures.

Special educational course for aggressor students and guardians

- Aggressor students subject to measures under subparagraphs 2 to 4 and 6 to 8 must complete special educational course or psychological treatment at an institution designated by the competent superintendent of education.
- If the aggressor student undergoes special educational course, his/her guardian must also complete the course. If a guardian fails to comply, the competent superintendent of education may impose and collect a fine in accordance with the relevant laws.

Record the measures taken against the aggressor student in his/her student record**Record the measures taken against the aggressor student**

- Disciplinary actions taken against aggressor students are recorded in their student record.
- Measures taken for victim students are not recorded.
- If the student's school status changes (e.g., transfer to another school, withdrawal), disciplinary measures must be entered before processing the status change.
- If any administrative appeal or legal action is filed, the measures are still recorded. If any changes occur later, only the measure details are updated, with the original decision date remaining unchanged.

Conditional postponement of recording measures (subparagraphs 1, 2, and 3)

- If the aggressor student fails to complete the disciplinary measures under subparagraphs 1 to 3 within the period specified by the deliberative committee, or if the measures are completed but he/she receives additional disciplinary actions for another school violence case within the same school level (or within three years of the date of the original measures for elementary students), the measures will be recorded in his/her student record.

※ If the aggressor student does not fulfill the measures within the set period, the disciplinary action will be recorded, and the record will not be removed even if the student completes the measures afterward.

Deletion of recorded contents – Removal of disciplinary actions for aggressor students

Subparagraphs 1, 2, and 3

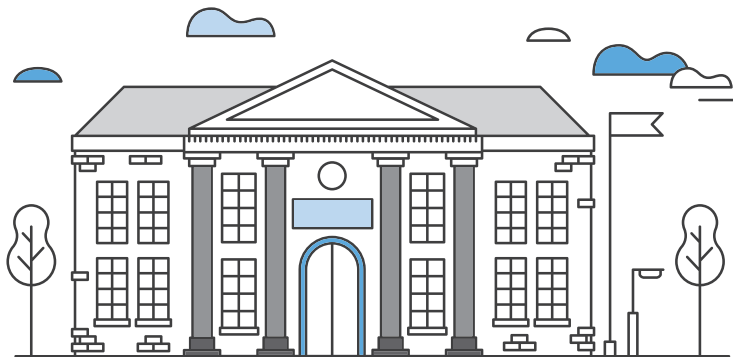
These records will be deleted upon the student's graduation.

Subparagraphs 4, 5, 6, and 7

- As a rule, records for subparagraphs 4 and 5 are deleted two years after the student's graduation date, whereas records for subparagraphs 6 and 7 are deleted four years after graduation.
- However, if the student has no other disciplinary actions (including subparagraphs 1, 2, and 3) and six months have passed since the school violence measure decision date by the end of February of the graduation year, deletion upon graduation is possible after review by the exclusive unit, taking into account the student's remorse and positive behavioral changes.

Subparagraph 8

Records for subparagraph 8 are deleted four years after the student's graduation date.



Dispute Resolution



What is Dispute Resolution?

Dispute resolution refers to the mediation for the settlement of a dispute regarding compensation for damage between a victim student and an aggressor student or between their guardians, as well as other matters deemed necessary by the deliberative committee and carried out by the deliberative committee or the competent superintendent of education.

●●● Purpose and necessity of dispute resolution

- It helps ensure that the aggressor student fulfills his/her responsibilities to compensate for physical, financial, and psychological damages, preventing further victimization and minimizing physical, emotional, and social harm caused by school violence.
- Through swift and fair resolution based on educational objectives rather than judicial proceedings such as civil or criminal lawsuits, disputes between both parties can be resolved.
- It aims for a prompt, amicable resolution among the three educational stakeholders after school violence occurs, helping restore relationships and trust between the parties involved.

●●● Subjects of dispute resolution

- **Mediation for the settlement of a dispute regarding compensation for damage between a victim student and an aggressor student or between their guardians**
- **Other matters deemed necessary by the deliberative committee**
 - When conflicts cannot be resolved by the deliberative committee's measures alone
 - When objective, professional, and impartial intervention by a third-party expert/specialized institution is necessary

●●● Application for dispute resolution

The disputing parties (victim and aggressor students) can apply. Parties submit a dispute resolution application form to the deliberative committee or the competent superintendent of education. However, if either party refuses dispute resolution or if the victim student has filed a criminal complaint or a civil lawsuit against the aggressor student, the initiation or continuation of dispute resolution may be refused or halted.

Appeal Against the Decision

Administrative Appeal

●● Concept of administrative appeal

- An administrative appeal is a remedy system filed with an administrative institution (Office of Education Administrative Appeals Commission).
- The victim student or his/her guardian may file an administrative appeal concerning the protective measures for the victim and the measures taken against the aggressor student.
- The aggressor student or his/her guardian may file an administrative appeal concerning the measures taken against the aggressor student.
- An administrative appeal must be filed within 90 days of the date the disposition was known or within 180 days of the date of the disposition; if either deadline is missed, the appeal cannot be filed.

Administrative Litigation

●● Concept of administrative litigation

- Administrative litigation is a judicial procedure conducted by a court.
- The victim student or his/her guardian may file administrative litigation concerning the protective measures for the victim and the measures taken against the aggressor student.
- The aggressor student or his/her guardian may file administrative litigation concerning the measures taken against the aggressor student.
- A cancellation lawsuit must be filed within 90 days of the date the disposition was known, and cannot be filed if more than one year has passed since the date of the disposition.



III



Guide to Support Services Related to School Violence

- 01 Integrated Support for School Violence
- 02 Key Responsibilities and Support by Institution

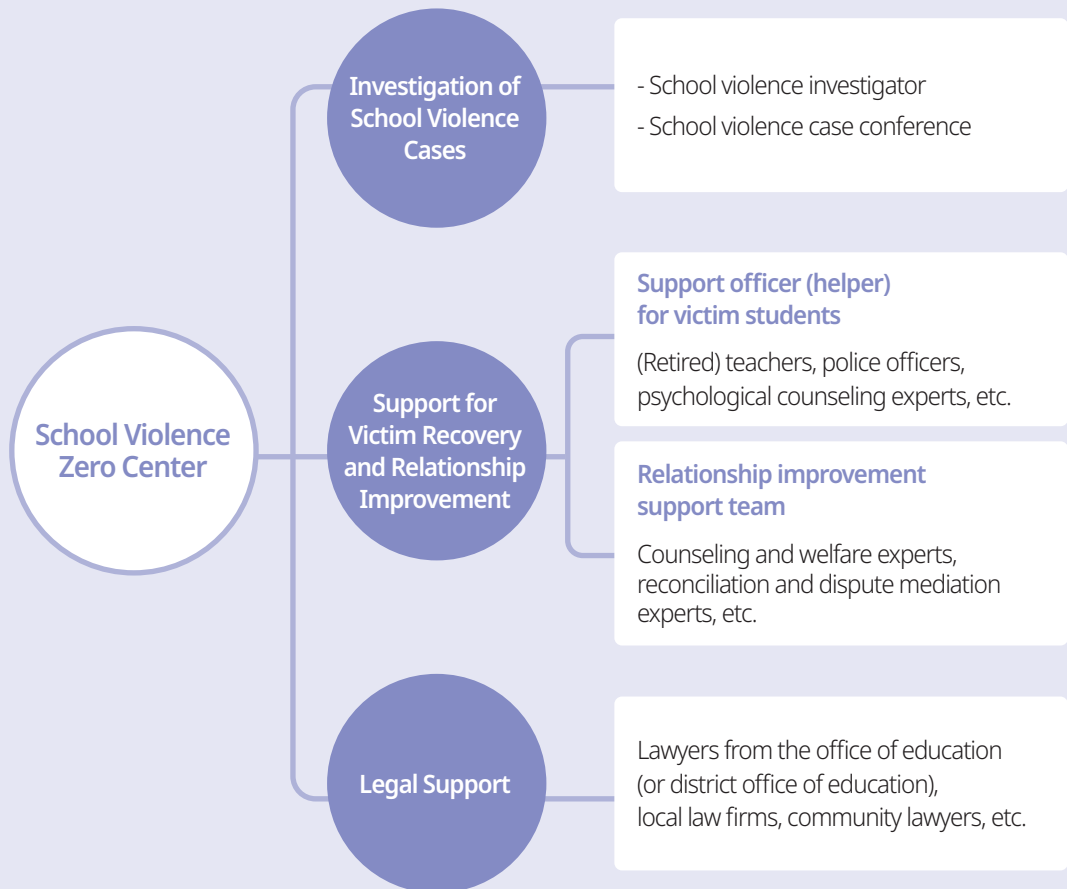


Integrated Support for School Violence

What is the School Violence Zero Center?

It is a dedicated department within the office of education (or district office of education) that provides integrated support services such as restoring relationships between victim and aggressor students, healing for victim students, and legal counseling for victim students.

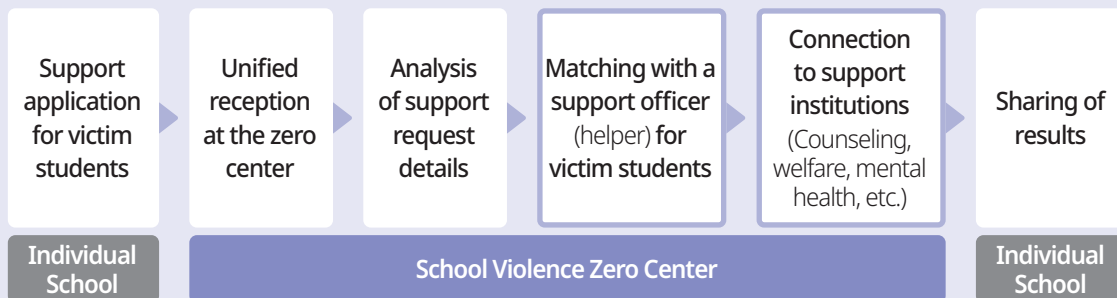
Example of School Violence Zero Center Composition



* The detailed composition and operation of the integrated support may vary depending on each metropolitan and provincial office of education

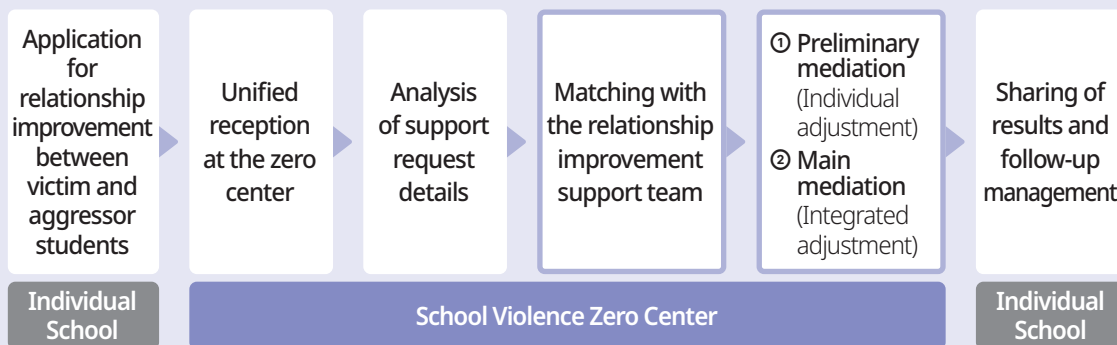
●● Support helper for victim students

The head of a district office of education or the competent superintendent of education may designate a support helper for victim students who empathizes with (listens to) the difficulties caused by the school violence and connects the victim students with the necessary services and support institutions such as legal advice, counseling, and protection.



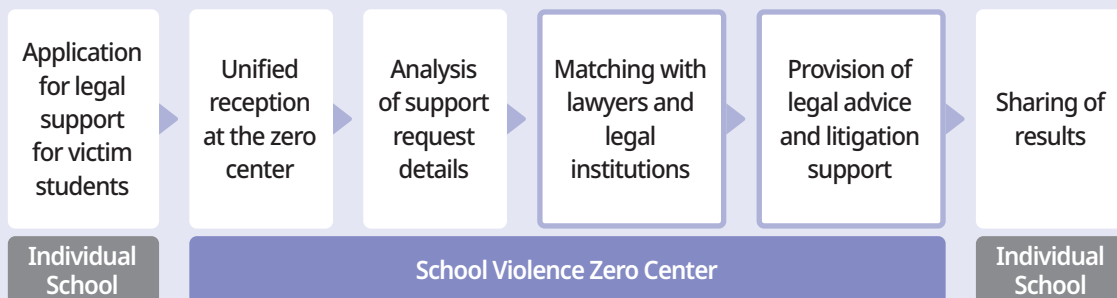
●● Relationship restoration support team

The team consists of education experts, counseling and welfare experts, and reconciliation/dispute resolution experts. It supports the normalization and adaptation of students' school life through educational solutions focused on reconciliation and relationship recovery in school violence cases.



●● Legal support for victim students

This system provides legal advice and litigation support to victim students when an aggressor student files an administrative appeal or a lawsuit against the decision of the deliberative committee.



Key Responsibilities and Support by Institution

○ Educational Institutions (School and Office of Education)

Institution	Role		
School	<ul style="list-style-type: none"> - Provides support for the safety and protection of victim students. 		
	<table border="1"> <tr> <td>Wee Class</td> <td>Operated at the individual school level. Provides counseling, psychological healing, and educational programs for students experiencing difficulties adapting to school life or needing psychological support.</td> </tr> </table> <ul style="list-style-type: none"> - Conducts school violence prevention education for students and parents. - Provides academic status-related support. 	Wee Class	Operated at the individual school level. Provides counseling, psychological healing, and educational programs for students experiencing difficulties adapting to school life or needing psychological support.
Wee Class	Operated at the individual school level. Provides counseling, psychological healing, and educational programs for students experiencing difficulties adapting to school life or needing psychological support.		
Office of Education (District Office of Education)	<ul style="list-style-type: none"> - Supports and manages school violence case handling. - Protects and supports victim students of school violence. - Utilizes local human and material resource networks to provide psychological assessments, counseling, and healing services. - Counseling and treatment support utilizing the Wee Project. 		
	<table border="1"> <tr> <td>Wee Center</td> <td>Operated by the office of education (district office of education). Provides diagnosis, counseling, and treatment for students facing high-risk situations such as school violence, domestic abuse, and child maltreatment, which are difficult to resolve at the school level.</td> </tr> </table>	Wee Center	Operated by the office of education (district office of education). Provides diagnosis, counseling, and treatment for students facing high-risk situations such as school violence, domestic abuse, and child maltreatment, which are difficult to resolve at the school level.
	Wee Center	Operated by the office of education (district office of education). Provides diagnosis, counseling, and treatment for students facing high-risk situations such as school violence, domestic abuse, and child maltreatment, which are difficult to resolve at the school level.	
	<table border="1"> <tr> <td>Family-Type Wee Center</td> <td>A commissioned educational institution that supports students struggling with school life due to family difficulties.</td> </tr> </table>	Family-Type Wee Center	A commissioned educational institution that supports students struggling with school life due to family difficulties.
	Family-Type Wee Center	A commissioned educational institution that supports students struggling with school life due to family difficulties.	
<table border="1"> <tr> <td>Hospital-Type Wee Center</td> <td>Offers customized programs including psychiatric treatment by specialists, alternative education courses, professional counseling, and psychological assessments for high-risk students.</td> </tr> </table>	Hospital-Type Wee Center	Offers customized programs including psychiatric treatment by specialists, alternative education courses, professional counseling, and psychological assessments for high-risk students.	
Hospital-Type Wee Center	Offers customized programs including psychiatric treatment by specialists, alternative education courses, professional counseling, and psychological assessments for high-risk students.		
<table border="1"> <tr> <td>Wee Doctor</td> <td>Provides remote psychiatric video consultations for school-affiliated professional counselors and counselors at metropolitan and provincial offices of education to support students facing psychological or emotional difficulties at school.</td> </tr> </table>	Wee Doctor	Provides remote psychiatric video consultations for school-affiliated professional counselors and counselors at metropolitan and provincial offices of education to support students facing psychological or emotional difficulties at school.	
Wee Doctor	Provides remote psychiatric video consultations for school-affiliated professional counselors and counselors at metropolitan and provincial offices of education to support students facing psychological or emotional difficulties at school.		
Support Institution for Victim Students of School Violence	<ul style="list-style-type: none"> - Institutions that enhance practical protection and provide various support services such as counseling, treatment, and care according to the needs and demands of students who have fallen victim to school violence (including short-term, medium-term, and long-term support). 		
	<table border="1"> <tr> <td>Protective Type (Commuter)</td> <td>Provides daytime services including counseling, temporary protection, education, recovery, and healing while students commute from home.</td> </tr> </table>	Protective Type (Commuter)	Provides daytime services including counseling, temporary protection, education, recovery, and healing while students commute from home.
	Protective Type (Commuter)	Provides daytime services including counseling, temporary protection, education, recovery, and healing while students commute from home.	
<table border="1"> <tr> <td>Residential Type</td> <td>Offers full-time care through dormitory living with counseling, education, recovery, and healing services.</td> </tr> </table>	Residential Type	Offers full-time care through dormitory living with counseling, education, recovery, and healing services.	
Residential Type	Offers full-time care through dormitory living with counseling, education, recovery, and healing services.		
School Safety and Insurance Federation	<ul style="list-style-type: none"> - Priority is given to support the prompt psychological and physical recovery of students who have suffered from school violence. - In school violence cases, the aggressor (or guardian) is responsible for covering treatment costs. If no agreement is reached, the cost is initially covered by the institution and later claimed from the aggressor. 		

○ Related Ministries and Institutions

Institution	Role
Local Government	<ul style="list-style-type: none"> - Provides emergency living and medical expense (support details vary by local government). - Establishes local support plans through regional committee for countermeasures against school violence.
Police	<ul style="list-style-type: none"> - Operates 117 School Violence Reporting and Counseling Center. It is operated 24/7, toll-free. - Provides legal advice, counseling, and emergency dispatch. - Operation and support of school police officers (SPO).

○ Counseling and Treatment Institutions

Institution	Role
Counseling and Welfare Center for Youth, Youth Helpline (1388)	<ul style="list-style-type: none"> - Counseling, emergency rescue, self-support, and medical aid for youth. - Operation of 1388 youth helpline, counseling for youth and parents, psychological tests, youth mentoring programs, and temporary shelters for runaway youth.
Women's Emergency Hotline (1366)	<ul style="list-style-type: none"> - Phone counseling for emergency rescue and protection of youth victims of sexual violence, domestic abuse, and prostitution.

○ Specialized Victim Support Institutions

Institution	Role
Sunflower Center	Provides medical support for children and adolescents who are victims of sexual violence, domestic violence, and sex trafficking (emergency treatment, obstetrics and gynecology, psychiatry, and other trauma care). Investigation support (victim statement preparation, assistance with recorded interviews), legal support (assistance with legal procedures and victim investigations), counseling support (case intake, interviews, service coordination, and family counseling) are provided in a one-stop system.
Crime Victim Support Center	To help crime victims and their families reintegrate into society, provides legal, financial, and medical support (psychiatric therapy, injury treatment costs) in cooperation with the relevant institutions; support programs include job training, mentorship, and volunteer programs for reintegration.
Smile Center	For victims and their families suffering from PTSD, depression, anxiety, etc., provides psychological evaluations, therapy, medical diagnosis, legal counseling, and social support services. Provides a temporary shelter for victims who need protection or who cannot stay at home after a crime.
National Center for Digital Sexual Crime Response	Provides support for digital sex crime victims including counseling, content deletion, investigation support, medical and psychological care, and free legal aid.
Healthy Family Support Center	For issues or difficulties related to family and guardians, offers preventive and responsive family support, counseling, therapy, education, and customized cultural programs.

Private Organizations

Institution	Role
The Blue Tree Foundation	<ul style="list-style-type: none"> - Provides telephone (1588-9128) and online counseling related to school violence. - Offers support, scholarships, and mediation assistance to victim students of school violence and their families.
Korea Association of School Violence Victims Families	<ul style="list-style-type: none"> - Support programs for families of victims (emotional counseling and family support programs). - Operates a residential support center for victims of school violence ("Hoemalgum Center," Daejeon).
Korean Open Doctors Society	<ul style="list-style-type: none"> - Offers counseling via social media (search "School Violence" or "Sangdamisam" on Daum to apply). - Provides financial support for treatment related to school violence.

Welfare and Mental Health Institutions

Institution	Role
Comprehensive Social Welfare Center	<ul style="list-style-type: none"> - Implement diverse welfare programs tailored to local needs (e.g., family support, community protection, and self-sufficiency programs).
Local Child Center	<ul style="list-style-type: none"> - Provide after-school care, education, play, and community-linked welfare services to children.
Multicultural Family Support Center	<ul style="list-style-type: none"> - Offer education, counseling, Korean language classes, and job placement to support the stable settlement and family life of multicultural families. - Provide comprehensive services including interpretation and translation.
Addiction Management Center	<ul style="list-style-type: none"> - Offer information, counseling, and education on alcohol, Internet, gambling, and drug addiction for addicts and their families.
Public Health Center / Mental Health Welfare Center	<ul style="list-style-type: none"> - Promote the prevention and treatment of mental illness, rehabilitation of patients, and improvement of mental health. - Support the suicide prevention and management of youth and severe mental illnesses.

Legal Support Institutions

Institution	Role
Korea Legal Aid Corporation	<ul style="list-style-type: none"> - Korea Legal Aid Corporation (☎132) provides legal consultation, lawyer assistance, and support for lawsuits and damage claims.

Understanding and Communicating with Victim Students of School Violence

Students who have experienced school violence may face a variety of emotional challenges.

- I don't know how to deal with the anger and anxiety I feel inside.
- I feel frustrated, wondering why this had to happen to me.
- I feel lost and I don't know what to do. Please help me.
- I wish the aggressor would sincerely apologize to me.
- I'm scared of the aggressor students and worried that the violence might happen again.
- I feel guilty and self-conscious around my parents.
- I feel lonely and isolated.
- Seeing my parents struggle because of what happened makes it hard for me to open up honestly about my feelings.

Referring to the following points may help you when talking with a child who has experienced school violence.

- I want to be understood fully and comforted about the difficult experience I've gone through.
- I want to be able to talk about the hardships I've been through.
- I want to feel that school is a safe place for me.
- Please help ensure that what happened to me stays private.
- Help the aggressor student truly understand that his/her behavior was wrong.
- Please help me receive a sincere apology.
- I'm not ready to do anything just yet. Please give me some time.

<2024 Guidelines for Healing and Recovery Support for School Violence Victims, Ministry of Education & National Youth Policy Institute>

Understanding and Communicating with Aggressor Students of School Violence

Students who engage as aggressor students in school violence may also face various complex psychological challenges.

- I feel anxious because I worry that victims or witnesses might report me and I might get punished.
- I'm afraid that the victim may have suffered greater physical harm than expected and may demand severe punishment.
- I worry a lot about being labeled as a troublemaker by my school and friends.
- I am concerned that my parents and teachers, who became aware of my behavior, might be disappointed in me.
- I feel sorry for the victim and regret my actions.
- I want to avoid the situation by thinking it's already happened, so whatever will be, will be.

Referring to the following points may help you when talking with a child who has been an aggressor student in school violence.

- When and how did you become aware of your child's current situation?
- Who is having difficulties because of your child's problem, and what kind of difficulties is your child facing?
- What do you think are the reasons the problem occurred? What kinds of thoughts are preventing the objective judgment of the problem (such as rationalizing or minimizing it)?
- If your child's problem continues, what do you think your child's future will look like?
- If your child's problem is resolved well, what do you think your child's future will look like?

<2023 Special Education Program for Aggressor Students and Guardians, Ministry of Education & Korean Educational Development Institute>

Confirmation of Intent to Separate the Aggressor and Victim Students

■ **Case Number:** *(Prepared by the school, case number in the school violence report ledger)*

Please review the following and check the appropriate box.

In accordance with Article 16, Paragraph 1 of the Act on the Prevention of and Countermeasures Against Violence in Schools, please indicate your choice below:

I request the separation. I do not request the separation.

Purpose of this policy: To ease the psychological distress of the victim student, prevent secondary harm, and mitigate escalating conflicts arising from school violence, the principal shall temporarily separate the aggressor and victim students when a school violence incident occurs at the same school and gets recognized early (Article 16, Paragraph 1).

※ Since this is a pre-investigation stage, “aggressor student” and “victim student” refer to “suspected aggressor” and “suspected victim,” respectively.

The separation of aggressor and victim students is done for a period ranging from 1 to 7 days* and is ended if emergency measures under Article 16, Paragraph 1 or Article 17, Paragraphs 5 and 6 are enforced.

※ The day the separation of the aggressor and victim students begins counts as the first day of the separation period (including the first day), and holidays or Saturdays falling within the separation period are also included in the calculation.

If both parties claim to be victims and request separation, mutual separation reflecting the wishes of both sides must be implemented.

Emergency measures as prescribed in Article 16, Paragraph 1 and Article 17, Paragraphs 5 and 6 may be enforced during the separation period.

During the separation period, the school shall secure a separate space and provide educational materials and remote learning opportunities to ensure the involved students’ right to education.

If it is difficult to provide a separate space at school and the separation takes place at home or another off-campus location, the period will be recognized as excused absence due to “other unavoidable reasons approved by the principal” according to the Guidelines for Writing and Managing School Life Records.

00. 00, 2025

Victim Student:

(Signature or seal)

To the Principal of ○○○○ School

Consent Form for Principal's Resolution

(Confirmation of Intention Not to Request a Deliberative Committee to Deal with School Violence)

* Case Number: () School No. 2025-()

Victim Student	Affiliated School	Grade/Class	Student Name	Guardian Name
Aggressor Student	Affiliated School	Grade/Class	Student Name	Guardian Name
Investigation Details	Record the details specifically based on the case investigation report (date/time, incident details, etc.)			

I understand that, if the case is resolved through the principal's resolution, I will not be able to request a meeting of the deliberative committee to deal with school violence regarding this case in the future.

I have reviewed the details of the investigation and agree to the resolution of this case through the principal's autonomous handling without convening the deliberative committee to deal with school violence.

00.00, 2025

Victim Student: (Seal)

Guardian of Victim Student: (Seal)

To the Principal of OO School

Request to Convene the Deliberative Committee to Deal with School Violence

(Cases Where a Committee Meeting can be Requested After the Principal's Resolution)

* Case Number: () School No. 2025-()

Applicant	Affiliated School	Grade/Class	Student Name	Guardian Name
Reason for Request	Requirement			Whether Applicable (○, ×)
	1. The aggressor student and his/her guardian promised to compensate for property damage caused by the incident of school violence but failed to fulfill the promise.			
	2. Additional facts not identified during the original investigation have since been discovered.			
	<i>Describe specific reasons</i>			
I hereby apply as above.				
00. 00, 2025				
Victim Student: (Signature or seal)				
Guardian of Victim Student: (Signature or seal)				

[Note] This request form will be received by the principal and attached to the committee meeting request document.

Request to Withdraw Application to Convene the Deliberative Committee to Deal with School Violence

* Case Number: () School No. 2025-()

Applicant	Affiliated School	Grade/Class	Student Name	Guardian Name
<p style="text-align: center;">I hereby withdraw the request for the deliberative committee to deal with school violence meeting for this case and agree to the principal's autonomous resolution.</p> <p style="text-align: right; margin-right: 100px;">00. 00, 2025</p> <p style="text-align: center;">Victim Student: (Signature or seal)</p> <p style="text-align: center;">Guardian of Victim Student: (Signature or seal)</p>				

[Note] This request form will be received by the principal and attached to the withdrawal request document.

PM2025-29

Guidelines for the Prevention of and Response to School Violence

| For Parents

Multilingual Translation and Design

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Guidelines for the Prevention of and Response to School Violence

For Parents