KIKIFER'S Entrepreneurial Academy
Anti-Bullying Policy

Bullying is defined as behavior that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviors such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices.

The Illinois General Assembly says bullying: Creates a climate of fear among students, inhibits their ability to learn, and leads to other antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment and sexual violence.

KIKIFER'S Entrepreneurial Academy Board of Directors has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. This policy fully complies with the requirements of the Illinois Anti-Bullying Statute 105 ILCS 5/27-23.7. .

The Board of Directors recognizes the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behavior:

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behavior in a non-threatening environment; and
- promotes respectful relationships across the school community

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) Implementation of education and prevention strategies (including awareness raising measures) that—

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils;

105 ILCS 5/27-23.7

"Bullying" includes "cyber-bullying" and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) Placing the student or students in reasonable fear of harm to the student's or students' person or property;
- (2) Causing a substantially detrimental effect on the student's or students' physical or mental health;
- (3) Substantially interfering with the student's or students' academic performance; or
- (4) Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. "Cyber-bullying" includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. "Cyber-bullying" also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

Bullying is contrary to State law and the policy of the non-sectarian nonpublic school and is consistent with subsection (a-5) of this Section [free exercise of religion].

Bullying at KEA can be reported to Keishonda Williamosn at 779.232.9571 or can be texted anonymously to 779.232.9571 or emailed to info@kikifersacademy.org

KEA policy includes prohibiting reprisal or retaliation against any person who reports an act of bullying and the consequences and appropriate remedial actions for a person who engages in reprisal or retaliation.

Consequences and appropriate remedial actions for a person found to have falsely

accused another of bullying as a means of retaliation or as a means of bullying are as follows.
(1) Verbal Warning from Administration
(2) Written Warning from Administration
(3) Further consequences will be based at the discretion of the administration to include but not limited to suspension, in school suspension and possible expulsion if qualified.

"Is based on the engagement of a range of school stakeholders, including students and parents or guardians".

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(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behavior (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

Bullying is unwanted negative behavior, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behavior are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of a community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behavior, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behavior.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behavior.

Negative behavior that does not meet this definition of bullying will be dealt with in accordance with the KIKIFER'S Entrepreneurial Academy's code of behavior.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

All class teachers

All school administration

Any teacher may act as a relevant teacher if circumstances warrant it.

The education and prevention strategies (including strategies specifically aimed at cyber-

bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behavior.
- The fostering and enhancing of the self-esteem of all our students through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts students' lives and the need to respond to it-prevention and intervention.
- School wide awareness raising and training on all aspects of bullying, to include students, parent(s) and guardian(s).
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Development and promotion of an Anti-Bullying code for the school.-to be displayed publicly in common areas of the school.
- The school's anti-bullying policy is discussed with students and all parent(s)/guardian(s) of incoming students are given a copy as part of the Code of Behavior.

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)

Reporting bullying behavior

- Any student or parent(s)/guardian(s) may bring a bullying incident to the relevant teacher in the school.
- A suspicion of bullying should be raised with the relevant class teacher first and then if necessary with the administration.
- Parents are encouraged to make an appointment to speak with relevant class teacher if they suspect that their child is being bullied.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff must report any incidents of bullying behavior witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents:

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- In investigating and dealing with bullying, the relevant teacher will exercise his/her **professional judgement** to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach;
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;
- When analyzing incidents of bullying behavior, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- Questions to be asked when responding to challenging behavior include:
  - What happened?
  - What were you thinking at the time?
  - What have your thoughts been since?
  - Who has been affected by what you did?
  - In what way have they been affected?
  - What do you think needs to happen next?
- Questions to be asked when responding to those harmed include:
  - What happened?
  - What were you thinking at the time?
  - What have your thoughts been since?
  - How has this affected you / others?
  - What has been the hardest thing for you?

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behavior has occurred, the parent(s)/guardian(s) of the parties involved may be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will afford parent(s)/guardian(s) the

opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students;

- Where the relevant teacher has determined that a student has been engaged in bullying behavior, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the student being bullied;
- It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her **professional judgement**, take the following factors into account:

- Whether the bullying behavior has ceased;
    - Whether any issues between the parties have been resolved as far as is practicable;
    - Whether the relationships between the parties have been restored as far as is practicable;
    - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school administration

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.

Recording of bullying behavior

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

- The relevant teacher must record the bullying behavior in the following circumstances:

1. In cases where he/she considers that the bullying behavior has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behavior occurred; and
2. Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behavior must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

- When the recording of the incident is completed it must be retained by the relevant teacher in question and a copy maintained by the administration.

- The relevant teacher may consult with the administration at any stage in relation to a case.

Supervision and Monitoring of Pupils

KIKIFER'S Entrepreneurial Board of Directors confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behavior and to facilitate early intervention where possible.

Prevention of Harassment

KIKIFER'S Entrepreneurial Board of Directors confirms take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, family status, sexual orientation, religion, age, disability, and race.

This policy was reviewed and updated by the KIKIFER'S Entrepreneurial Board of Directors on September 10, 2020.

11. This policy has been made available to school personnel and is published on the school website. It is also available on request. A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by KIKIFER'S Entrepreneurial Board of Directors once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and is available on request. A record of the review and its outcome will be made available, if requested.

Signed: *Keishonda Williamson*

Director of Policies and Procedures

Date: August 3, 2022