

EVERYBULLY

Door Four Resource Packet: “I’m an Educator / Coach”

Website-ready draft for review with Chris Thompson

See It → Stop It → Separate It → Understand It → Repair It → Change the Climate

The adult response becomes part of the story.

This packet contains the foundational copy for the fourth door of the EveryBully Resource Center. It is written for teachers, administrators, counselors, coaches, youth leaders, volunteers, and other adults entrusted with young people.

Contents

- Door Four welcome page
- 1. I Saw It Happen—What Do I Do?
- 2. A Young Person Told Me—What Do I Say?
- 3. What Actually Happened?
- 4. How Do I Protect the Child Being Harmed?
- 5. How Do I Address the Child Causing Harm?
- The EveryBully 3 P’s
- Bystanders, teams, and classrooms
- Working with parents and caregivers
- Repair without forced reconciliation
- S.A.F.E. Zone climate framework
- Coach-specific responsibilities
- Discrimination, abuse, reporting, and urgent help
- Incident Response Record and Follow-Up Plan
- Implementation and review notes

Draft status: foundational website copy. Every school, league, organization, and jurisdiction has its own policies, reporting duties, privacy rules, and response pathways. Those local requirements control and should be reviewed before publication.

I'm an Educator / Coach

Protect first. Investigate carefully. Teach what must replace the harm.

If a young person brings you a bullying concern, start here.

"You were right to tell me. I will take this seriously. I will not promise secrecy, but I will protect your privacy as much as I can and explain what happens next."

Young people watch what adults do after harm is reported. They notice whether we act quickly, whether status changes the rules, whether the targeted child pays the price for speaking, and whether accountability becomes humiliation. Your response teaches the entire group what safety means here.

1. I Saw It Happen—What Do I Do?

"How do I stop it without making the scene worse?"

2. A Young Person Told Me—What Do I Say?

"How do I receive a disclosure without overpromising?"

3. What Actually Happened?

"How do I gather facts fairly?"

4. How Do I Protect the Child Being Harmed?

"What changes now—and who should carry the burden?"

5. How Do I Address the Child Causing Harm?

"How do I require accountability while keeping a path to change?"

If there is a weapon, serious injury, sexual conduct, stalking, extortion, a credible threat, suspected child abuse, or imminent risk of self-harm or harm to others, use the emergency and mandatory-reporting pathway immediately.

I Saw It Happen—What Do I Do?

Safety before sorting; dignity before spectacle

In the moment

- Intervene immediately. Get another adult if needed.
- Separate the young people involved and remove the audience.
- Check for injury, panic, acute distress, or immediate danger.
- Use a calm, firm voice and model the self-control you are requiring.
- Move witnesses and participants to appropriate supervised spaces.
- Preserve digital or physical evidence when relevant and lawful.
- Notify the person or office required by policy.

A short intervention script

“Stop. This behavior is not acceptable here. Everyone is going to a separate supervised space. We will check safety first and speak with people individually. No contact, posting, retaliation, or recruiting others while we determine what happened.”

Do not do this in public

- Do not demand an instant confession.
- Do not ask the group to vote on what happened.
- Do not question the targeted child in front of the accused child or peers.
- Do not force an apology, handshake, hug, mediation, or reconciliation.
- Do not promise a specific punishment before facts and policy are reviewed.
- Do not let a star student, captain, high performer, donor’s child, or popular athlete receive a different safety boundary.

The first task is containment—not courtroom theater.

A Young Person Told Me—What Do I Say?

A disclosure is a request for help, even when the words are uncertain

Begin with six messages

Believe the need for help

“I am glad you told me. I am taking what you are saying seriously.”

Clarify immediate safety

“Are you safe right now? Is anyone injured, threatened, following you, or waiting for you?”

Explain privacy honestly

“I will share this only with people who need to help, but I cannot promise to keep danger or abuse secret.”

Reduce self-blame

“You did not cause someone else to threaten, humiliate, or control you.”

Restore agency

“I want your ideas about what would help you feel safer. I will explain what I can and cannot do.”

Name the next step

“I am going to document this and contact _____. I will check back with you by _____.”

Ask, do not interrogate

- “Tell me what happened in your own words.”
- “Has this happened before, or are you worried it will happen again?”
- “Who else may have seen, heard, received, or saved something?”
- “What feels most unsafe right now?”
- “What are you afraid might happen because you told me?”

Write down the young person’s own words when the exact language matters. Do not make them repeat the account to unnecessary audiences.

What Actually Happened?

Use several sources; separate safety decisions from final findings

Gather accounts separately

- Speak with the targeted child, the child accused of causing harm, and witnesses separately.
- Use neutral, open questions before specific follow-ups.
- Distinguish what the person saw or heard from what they inferred or were told.
- Collect dates, locations, prior incidents, digital records, staff observations, and relevant supervision information.
- Document what is known, disputed, and still unknown.
- Do not label the event “bullying” while the facts are still being gathered.

Questions that clarify the pattern

- Was the behavior unwanted and aggressive?
- Was there a real or perceived power imbalance—physical, social, developmental, informational, economic, or digital?
- Has it happened more than once, or is repetition highly likely?
- Was the behavior intended or likely to frighten, humiliate, isolate, control, or harm?
- Were other people recruited, entertained, pressured, or silenced?
- Is there prior conflict, dating violence, hazing, gang involvement, discrimination, abuse, or retaliation requiring another pathway?

A safety boundary can remain in place while facts are disputed. A temporary boundary is not the same as a final finding.

Accuracy protects everyone

Do not inflate weak evidence to prove seriousness, and do not minimize strong evidence to avoid inconvenience. Fair process and decisive protection are not enemies.

Name the Behavior Accurately

The label should select the response—not ration concern

Bullying

Unwanted aggressive behavior involving a real or perceived power imbalance that is repeated or highly likely to be repeated.

Conflict

A disagreement between people with relatively equal power. Conflict skills may help, but unsafe conduct still requires limits.

Retaliation

Harm meant to punish reporting, resisting, refusing, leaving, testifying, or seeking help. It may occur through peers or online.

Harassment or discrimination

Mistreatment connected to a protected characteristic may trigger civil-rights duties and specialized procedures.

Hazing

Conduct tied to joining, belonging, status, initiation, or continued membership in a group or team. Consent does not automatically make it safe or permissible.

Dating violence, stalking, sexual misconduct, abuse, extortion, or assault

These require specialized safety and reporting pathways and must not be reduced to “drama” or ordinary discipline.

Cyberbullying or cyber abuse

Technology can extend the audience, preserve humiliation, enable impersonation or doxing, and continue beyond school or practice.

Something does not have to meet the technical definition of bullying before an adult must stop it.

Protect the Child Being Harmed

Do not make safety feel like punishment

Build the safety plan with—not merely around—the child

- Ask what locations, times, routes, people, practices, chats, or transitions feel unsafe.
- Identify a trusted adult and a private, low-friction way to request help.
- Increase supervision where the behavior occurs, including unstructured spaces.
- Set clear no-contact and no-retaliation expectations, including indirect and digital contact.
- Preserve access to learning, teams, clubs, friends, leadership, and ordinary routines whenever possible.
- Explain what will happen next, what cannot be disclosed, and when you will follow up.
- Check for academic, attendance, sleep, somatic, emotional, or mental-health effects and connect appropriate support.

The burden principle

The child who reported harm should not be the default person moved, benched, silenced, isolated, or removed from opportunity.

Sometimes a safety change requested by the targeted child is appropriate. The distinction is agency: an option offered in partnership is different from an exile imposed for adult convenience.

A follow-up script

“Here is what has changed since you told me: _____. Here is what I am still working on: _____. Have there been any new contacts, looks, comments, posts, exclusions, or pressure from other people?”

Address the Child Causing Harm

Accountability names the conduct and teaches the replacement

The conversation

“I am going to describe the behavior we are addressing, hear your account, and explain the immediate boundaries. Listening to you does not erase the impact on someone else. You are responsible for the choices the evidence supports, and you are capable of learning what must replace them.”

A complete response includes

- A precise description of the prohibited conduct
- Immediate stopping, separation, supervision, and digital boundaries
- Consequences connected to the behavior and consistent with policy
- Instruction in the missing skill or safer alternative
- Repair that does not impose on the targeted child
- Support for trauma, victimization, disability, regulation, family stress, or mental-health needs without treating them as excuses
- A review date and observable evidence of change

Avoid the two identity traps

- Exoneration: “This is a good kid, so it cannot be true.” Good young people can cause serious harm.
- Condemnation: “This is a bully, so this is who they are.” A pattern can be interrupted and replaced.

Shame says, “You are the harm.” Accountability says, “You caused harm, you are responsible, and you must practice another way.”

The 3 P's

Understand the function only after the behavior has been stopped

Pretending

The young person may be performing toughness, humor, indifference, dominance, or belonging for an audience.

Protecting

Aggression may function as armor against shame, vulnerability, exclusion, failure, victimization, or becoming a target.

Projecting

The young person may attack in someone else what they fear, reject, envy, or cannot tolerate in themselves.

The 3 P's are an interpretive framework—not a diagnosis, defense, or substitute for investigation. More than one may be operating, or none may fit.

Questions beneath the behavior

- What reward did the behavior produce—status, laughter, control, access, relief, revenge, belonging, or avoidance?
- Who was the audience, and how did the audience reinforce it?
- What feeling, event, or perceived threat came immediately before it?
- What skill was missing—regulation, perspective-taking, refusal, conflict management, help-seeking, leadership, or repair?
- Is this young person also being harmed, exploited, pressured, abused, or recruited?
- What adult, peer, team, classroom, or platform condition made the behavior easy to repeat?

Understanding why a young person causes harm tells us what must change. It does not reduce the responsibility to stop.

Bystanders, Teams, and Classrooms

Bullying recruits an audience; prevention recruits a community

Give young people more than one safe way to act

Distract

Interrupt the audience or create a reason to leave.

Delegate

Get an adult or someone with more power to act.

Document

Record dates, locations, participants, and what happened; preserve evidence without reposting harm.

Delay

Check on the targeted person afterward and report when it is safer.

Be Direct

When safe, say the behavior is not acceptable or invite the targeted person to leave with you.

No young person is required to place themselves in danger to prove courage. Reporting, documenting, distracting, and offering support are real interventions.

Do not punish honest witnesses

- Avoid forcing public testimony or revealing who reported when privacy can be protected.
- Watch for retaliation, social exclusion, rumor campaigns, and pressure to change an account.
- Praise responsible action without turning the witness into a public symbol.
- Address the group norms and audience rewards that sustained the behavior.

A group reset script

“We are not going to discuss private details. We are going to be clear about our standard: no humiliation, threats, exclusion campaigns, retaliation, or entertainment at another person’s expense. Everyone can help change what gets rewarded here.”

Work With Parents and Caregivers

Be factual, timely, privacy-aware, and prepared for emotion

Contact the targeted child's caregiver

"I am contacting you because we received a report involving your child's safety or well-being. The immediate steps are _____. The person coordinating the response is _____. We will check in again by _____. Privacy rules may limit what I can share about another student, but I can explain what we are doing to protect your child."

Contact the other child's caregiver

"We are addressing reported conduct involving your child. I will separate what is known, what your child disputes, and what remains under review. The immediate no-contact and no-retaliation boundaries are _____. We need your help preserving information and reinforcing those boundaries."

If a parent becomes defensive

"I understand that this is difficult to hear. We will use a fair process and listen to your child. We also have a responsibility to protect the young person who may have been harmed while that process continues."

Communication rules

- Do not diagnose, speculate, editorialize, or disclose another child's confidential information.
- Do not promise a particular disciplinary outcome before the process is complete.
- State what action is being taken, who owns the next step, and when follow-up will occur.
- Document significant calls, meetings, agreements, disagreements, and new safety concerns.

Make It Right Without Forced Reconciliation

Repair belongs to the harmed person—not to the institution’s desire for closure

Repair may include

- Stopping the conduct and the audience or access that sustains it
- Returning, replacing, repairing, or paying for property
- Correcting rumors or false information without renewing exposure
- Removing harmful content after evidence is preserved
- Accepting appropriate loss of privileges, roles, access, or trust
- Practicing and demonstrating a replacement behavior over time

An apology is an offer—not a demand for access

The targeted child does not owe a meeting, response, friendship, confidentiality, reassurance, forgiveness, or return to the prior relationship. Any apology should occur only through a safe, approved process and only when it serves the person harmed.

“I did _____. It harmed you by _____. It was my responsibility. I am not asking you to forgive me or respond. I will _____. I will follow the no-contact boundary.”

Do not use repair as theater

A public apology, essay, assembly, poster, service project, or team speech is useful only if it teaches and does not put the targeted child back on display. The goal is changed conduct—not reputation management for the child, school, or program.

Resolution is not the same as reconciliation.

Build a S.A.F.E. Zone

The strongest response changes the conditions that made harm repeatable

S — Self-Worth

Create belonging that does not require someone else's humiliation. Protect identity, voice, and meaningful participation for every young person.

A — Accountability

Use clear standards, consistent boundaries, fair fact-finding, proportionate consequences, repair, and measurable follow-through.

F — Forgiveness

Do not freeze a young person forever at their worst act, and never require forgiveness from the person harmed. Keep a path to earned trust through changed behavior.

E — Empathy

Teach perspective-taking, notice distress, and model humane authority. Empathy becomes credible when adults protect and behavior changes.

Measure the climate—not merely the incident count

- Do young people know exactly how and where to report?
- Do they believe adults respond consistently, including when high-status people are involved?
- Are locker rooms, buses, hallways, cafeterias, group chats, hotels, and other unstructured spaces supervised appropriately?
- Do targeted young people retain access and belonging?
- Are bystanders equipped with safe choices?
- Are kindness, restraint, repair, and protective leadership visible and reinforced?

A quiet climate is not necessarily a safe climate. Silence may mean the reporting system has failed.

Power, Performance, and Team Culture

Winning never outranks a young person's safety

Sport creates particular risk points

- Locker rooms, changing areas, buses, hotels, overnight travel, parking lots, sidelines, weigh-ins, injuries, cuts, hazing traditions, and team group chats
- Star status, captaincy, playing time, scholarships, rankings, and fear of costing the team a win
- Body commentary, disability stigma, racist, homophobic, sexist, or religious harassment, and pressure to “toughen up”
- Adult misconduct disguised as motivation, discipline, humor, team building, or tradition

The coach's standard

- Correct behavior and performance without ridiculing identity, body, injury, fear, or limitation.
- Apply the same safety rule to the star athlete and the substitute.
- Keep feedback specific to behavior or skill.
- Intervene when harm comes from coaches, volunteers, parents, spectators, or opponents—not only teammates.
- Know the organization's reporting obligations and do not investigate beyond your role.
- Use observable, interruptible settings for individual conversations with minor athletes.

If keeping a player eligible becomes more important than keeping another athlete safe, the team has already lost.

A preseason script

“On this team, toughness includes self-control, asking for help, protecting teammates, and taking responsibility. Humiliation, hazing, retaliation, and discriminatory conduct are not traditions. They are violations of who we are.”

Discrimination, Abuse, and Reporting Duties

Know where ordinary discipline ends and specialized response begins

Use the designated pathway when conduct may involve

- Child abuse or neglect
- Sexual misconduct, exploitation, intimate images, grooming, or coercion
- Dating violence, stalking, extortion, robbery, or serious assault
- Disability-, race-, national-origin-, religion-, sex-, or other identity-based harassment
- Hazing, retaliation, or threats connected to reporting
- Weapons, credible threats, serious injury, or imminent danger

Follow mandatory-reporting law and your organization's policy. Do not delay a required report while conducting your own complete investigation. Do not promise secrecy.

Civil-rights and access concerns

In schools, conduct covered by an anti-bullying rule may also be discriminatory harassment. Effective procedures, prompt response, protection from retaliation, access to education, and appropriate remediation may be required. Consult the designated Title IX, Section 504/ADA, Title VI, safeguarding, or civil-rights personnel as applicable.

For sport organizations

Coaches and adult participants must know whether SafeSport, a national governing body, league, local organization, or state law imposes additional reporting requirements. Sexual conduct and child abuse may follow different and more urgent pathways than bullying behavior.

Policy is the floor. A technical gap in a definition is not permission to ignore harmful conduct.

When Immediate or Specialized Help Is Needed

Do not manage a crisis as an ordinary behavior problem

Act immediately when

- Someone is injured, missing, trapped, followed, or in immediate danger.
- A weapon or credible threat of serious harm is involved.
- There is sexual assault, exploitation, coercion, stalking, extortion, or suspected child abuse.
- A young person expresses suicidal intent, self-harm, revenge, homicidal intent, or an imminent plan.
- The school, team, or family cannot maintain safety with the current plan.

In the United States, call 911 for immediate police, fire, or medical danger. Call or text 988 for a suicidal or emotional crisis. For sexual assault support, contact RAINN at 800-656-4673 or rainn.org. Elsewhere, use the local emergency, crisis, child-protection, or safeguarding service.

After the immediate danger is addressed

- Preserve relevant evidence and document actions taken.
- Notify required school, organizational, safeguarding, and caregiver contacts unless doing so would conflict with the safety or reporting pathway.
- Arrange supervised transitions, release, transportation, and continued no-contact measures.
- Connect the young person and family with qualified mental-health, medical, advocacy, or legal support as appropriate.
- Schedule a specific follow-up; do not assume the emergency response resolved the underlying pattern.

This resource offers education and planning support. It is not an emergency service or a substitute for law, policy, medical care, licensed mental-health care, law enforcement, child-protection services, or legal advice.

Incident Response Record

Document protection, facts, ownership, and follow-through—not diagnoses or rumors

Date, time, location, activity, and supervising adults:

Immediate behavior observed or reported:

Immediate safety, medical, or mental-health needs:

Young people separated and supervised by:

Exact words used by the reporting young person, when important:

Participants and witnesses to contact separately:

Digital, physical, or documentary evidence preserved:

What is known / disputed / still unknown:

No-contact, no-retaliation, and supervision boundaries:

Required internal, legal, safeguarding, or emergency reports:

Caregiver contacts made or deferred, with reason:

Responsible case lead and next update date:

Follow-Up and Climate Change Plan

The response is not complete when the meeting ends

Safety goal for the child who was harmed:

What the child says would increase safety and agency:

Behavior that must stop, including indirect or online conduct:

Consequence, boundary, or access change connected to the conduct:

Replacement skill the child causing harm will practice:

Repair options approved by responsible adults and acceptable to the harmed child:

Support or assessment for each young person involved:

Bystander, classroom, team, or peer-group intervention:

High-risk locations, transitions, or digital spaces to change:

Adult owner for each action:

Evidence the plan is working:

Review dates: 48 hours / one week / later follow-up:

The standard is not “no new report.” The standard is safety, access, changed conduct, and restored trust in the adults.

Implementation Notes

How Door Four should function on the website

Recommended architecture

- Lead with the on-the-spot response card and disclosure script.
- Keep urgent help and reporting duties persistently available.
- Separate the educator and coach pathways where rules diverge, while preserving a shared core response.
- Make “what to say” scripts copyable and mobile-readable.
- Offer the Incident Response Record and Follow-Up Plan as printable and fillable downloads.
- Use short scenario cards for classrooms, locker rooms, buses, practices, group chats, hazing, retaliation, and identity-based harassment.
- Place the 3 P’s after safety and fact-finding—not before.
- Build a privacy-aware parent communication generator that never invents findings or discloses another child’s discipline.

Tone rules

- Do not treat every conflict as bullying.
- Do not let technical definitions become loopholes for harm.
- Do not confuse neutrality with passivity.
- Do not turn accountability into public humiliation.
- Do not diagnose motivation or trauma.
- Do not make the targeted child surrender access in order to create calm.
- Do not promise secrecy, forced reconciliation, or outcomes outside the adult’s authority.

Suggested first production pieces

- 60-second “I saw it happen” response video
- Disclosure response script card
- Separate-interview question guide
- Immediate safety and no-retaliation checklist
- Educator and coach reporting-pathway prompts
- Bystander 5 D’s student card
- Parent contact script cards
- Incident Response Record
- Follow-Up and Climate Change Plan
- Short “The adult response becomes part of the story” video

Editorial spine: See It → Stop It → Separate It → Understand It → Repair It → Change the Climate.

Source and Review Notes

For accuracy, safeguarding, and local-policy review before publication

The definitions, response steps, school-climate principles, civil-rights cautions, and coaching guidance were informed by current federal and national safeguarding resources. Source language was checked on September 2, 2026.

Primary references

- StopBullying.gov — Respond to Bullying: <https://www.stopbullying.gov/prevention/on-the-spot>
- StopBullying.gov — Support the Children Involved: <https://www.stopbullying.gov/prevention/support-the-children-involved>
- CDC Youth Violence Prevention — Bullying: <https://www.cdc.gov/youth-violence/about/about-bullying.html>
- U.S. Department of Education Office for Civil Rights — Harassment, Bullying, and Retaliation: <https://www.ed.gov/laws-and-policy/civil-rights-laws/harassment-bullying-and-retaliation>
- U.S. Center for SafeSport — Bullying Prevention Handbook for Coaches of Minor Athletes: https://uscenterforsafesport.org/wp-content/uploads/2026/02/BullyingHandbook_013026_V6-FINAL_UA.pdf
- U.S. Center for SafeSport — Code Glossary: <https://uscenterforsafesport.org/code-glossary/>
- 988 Suicide & Crisis Lifeline: <https://988lifeline.org/>
- RAINN National Sexual Assault Hotline: <https://rainn.org/>

Recommended professional review

- A school administrator responsible for investigations and discipline
- A school counselor, psychologist, social worker, or district safeguarding professional
- Title IX, Section 504/ADA, Title VI, and special-education personnel familiar with the jurisdictions served
- A youth-sport administrator or SafeSport-trained professional
- A licensed child or adolescent mental-health clinician
- Educators, coaches, parents, and young people with lived experience, using protected feedback processes

This packet is educational content, not legal, clinical, or policy advice. Laws, reporting duties, school authority, athletic-governing rules, privacy requirements, complaint deadlines, and available remedies vary by jurisdiction and circumstance.

Every bully has a story. Every target deserves a voice. And every adult has a responsibility to act.