

DRAGONFLY ACADEMY OF INTEGRATED DEFENSIVE ARTS

EVERYBULLY

Door Two Resource Packet: “My Child Is Being Bullied”

Website-ready draft for review with Chris Thompson

Listen → Assess → Plan → Advocate → Restore

Protect your child’s safety without taking away your child’s voice.

This packet contains the foundational copy for the second door of the EveryBully Resource Center. It is written for parents and guardians who have received a disclosure, noticed warning signs, or learned that their child may be experiencing bullying, harassment, abuse, or another serious form of mistreatment.

Contents

- Door Two welcome page
- 1. My Child Told Me — What Do I Say?
- 2. How Serious Is This?
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- The Parent’s Anger
- Urgent help pathway
- Parent Action Plan and School Meeting Record
- Implementation and review notes

Draft status: foundational website copy. School procedures and legal rights vary by jurisdiction; location-specific pathways should be reviewed before publication.

DOOR TWO

My Child Is Being Bullied

Begin with connection. Then build the plan.

If your child is being bullied, start here.

Your child may remember your first response longer than your first solution.

You may feel frightened, furious, guilty, embarrassed, or ready to act immediately. Those feelings are understandable. But before you confront anyone, call the school, post online, or demand an explanation, help your child feel safe telling you the whole story.

Your first job is not to conduct an investigation. Your first job is to keep the door open.

1. My Child Told Me — What Do I Say?

“I do not want my reaction to make this harder.”

2. How Serious Is This?

“Is this bullying, conflict, harassment, assault, or an emergency?”

3. How Do I Work With the School?

“What should I report, request, and document?”

4. What If the School Does Not Act?

“We asked for help, but my child is still not safe.”

5. How Do I Help My Child Recover?

“How do I help without turning my child into a permanent victim?”

If there is immediate danger, a weapon, sexual harm, an abduction threat, serious injury, fear of going home, or risk of self-harm, choose “I NEED HELP NOW.”

PATH ONE

My Child Told Me — What Do I Say?

The first five minutes matter

Start with five messages

Thank them

“Thank you for telling me. I know that may have been difficult.”

Believe the experience

“I believe that something is happening and that it is affecting you.”

Remove blame

“This is not your fault. You did not deserve to be treated this way.”

Share control

“We will decide the next steps together as much as safety allows.”

Promise presence, not outcomes

“I may not know exactly how this will be solved yet, but you will not have to handle it alone.”

Then ask—not interrogate

- “What happened?”
- “Has this happened before?”
- “What are you most afraid will happen next?”
- “Who else knows?”
- “What have you already tried?”
- “What would make tomorrow feel safer?”
- “Is there anything you are afraid I will do after you tell me?”

Do not confuse urgency with speed. A calm response can still be an immediate response.

PATH ONE

What Not to Do First

Protect the disclosure before you protect your pride

- Do not call the other child, confront them in person, or direct your child to arrange a confrontation.
- Do not contact the other parents while angry or before coordinating with the responsible school or organization.
- Do not post names, accusations, screenshots, or video on social media. Public exposure can increase retaliation, compromise privacy, and make a careful response harder.
- Do not tell your child to “just ignore it,” “toughen up,” or fight back.
- Do not take away your child’s phone as the automatic solution to cyberbullying. A child may experience that as punishment for disclosing.
- Do not promise secrecy you may be unable to keep. Explain who may need to know and why.
- Do not promise that a specific child will be expelled, arrested, removed from a team, or publicly punished.
- Do not make empathy for the aggressor the first lesson. Understanding comes after safety and accountability.

If your child asks you not to tell anyone

“I will not act behind your back unless safety requires it. I cannot promise to tell no one, but I can promise to explain what I think we need to do, who needs to know, and how we can protect you afterward.”

The older the child, the more important collaboration becomes. But age does not eliminate the parent’s duty to act when danger, abuse, serious threats, sexual harm, or risk of self-harm is involved.

If your child changes the story

Do not assume fabrication. Fear, shame, trauma, uncertainty, loyalty, retaliation, and the wish to stop adults from acting can all affect how a child discloses. Stay curious, document carefully, and seek qualified help when the facts are serious or unclear.

The goal is not to extract the perfect story. The goal is to create enough safety for the truth to keep arriving.

PATH TWO

How Serious Is This?

The label matters less than the level of danger

An event does not have to satisfy a school's definition of bullying before your child deserves protection.

Ask these questions first

- Is anyone in immediate physical danger?
- Has there been a weapon, credible threat, stalking, restraint, sexual contact, extortion, blackmail, or pressure to go to another location?
- Is your child afraid to attend school, ride the bus, enter a locker room, use a restroom, go online, or go home?
- Has the behavior happened before, or is there a reasonable fear it will happen again?
- Is there a power difference involving size, popularity, age, status, disability, information, a group, or online reach?
- Has your child mentioned self-harm, suicide, revenge, running away, or harming someone else?

Possible warning signs

No single sign proves bullying, and some children show no visible signs. Look especially for changes from your child's usual pattern.

- Unexplained injuries or damaged or missing belongings
- Headaches, stomachaches, sleep changes, nightmares, or changes in eating
- Avoiding school, activities, friends, transportation, devices, or particular locations
- Declining grades or loss of interest
- Sudden isolation, shame, irritability, anxiety, sadness, or anger
- Requests for money, missing money, unexplained purchases, or secrecy around accounts
- Self-destructive behavior, running away, self-harm, or talk of suicide

When several changes appear together, ask gently and directly. Do not wait for your child to use the word "bullying."

PATH TWO

Name the Problem Accurately

Bullying is one category—not the gatekeeper for help

Bullying

Unwanted aggressive behavior involving a real or perceived power imbalance that is repeated or has the potential to be repeated.

Conflict

A disagreement between people with relatively equal power. Conflict still requires intervention when it becomes unsafe.

Harassment or discrimination

Mistreatment connected to race, color, national origin, sex, disability, or another protected status may trigger school civil-rights responsibilities even when the school avoids the word bullying.

Assault, abuse, stalking, or extortion

These require a safety response and may require law-enforcement, child-protection, medical, or specialized professional involvement. Do not wait for repetition.

Cyberbullying

Digital behavior may follow a child everywhere, spread rapidly, recruit an audience, preserve humiliating material, and cross school/home boundaries.

For a child with an IEP or 504 Plan

Ask whether bullying or harassment is interfering with access to education, attendance, services, concentration, participation, or progress. Request that the appropriate team consider whether supports or the plan need to change. Do not allow the entire remedy to become removing the targeted child from instruction or opportunity.

A safety plan should reduce danger without quietly making the targeted child pay the price.

PATH THREE

How Do I Work With the School?

Move from a worried conversation to a documented response

Before contacting the school

- Write a factual timeline: dates, times, places, platforms, words/actions, witnesses, injuries, damage, and previous reports.
- Preserve screenshots, messages, URLs, usernames, photos, medical records, and relevant attendance or grade changes.
- Ask your child what they fear will happen after a report. Build retaliation prevention into the request.
- Read the school or district policy and identify the reporting route—but report urgent danger immediately even if you have not found the policy.
- Decide what immediate safety measures you are requesting.

A first written report

“I am writing to report behavior affecting my child’s safety and access to school. The known incidents occurred on [dates/locations] and involved [brief factual description]. My child is currently concerned about [retaliation, class, bus, lunch, locker room, online contact, dismissal, etc.]. Please confirm receipt, identify who will handle the report, preserve any relevant records or video, explain the next steps and timeline, and contact me to establish an immediate safety plan.”

Ask for process and protection

- Who is responsible for investigating?
- When will the school follow up?
- How can new incidents be reported quickly?
- What will be done during arrival, transitions, lunch, restroom use, activities, transportation, and dismissal?
- How will retaliation be monitored?
- How will missed instruction, attendance, or academic impact be addressed?
- Who is your child’s safe adult on campus?

Ask the school to describe what it will do—not to disclose another child’s confidential discipline record.

PATH THREE

The School Meeting

Arrive with facts, requests, and a follow-up date

Open the meeting this way

“Our purpose today is to establish safety, preserve my child’s access to education, and create a response we can evaluate. I would like to separate what is known, what still needs investigation, what will happen immediately, and when we will review whether the plan is working.”

Bring

- A one-page timeline
- Copies—not your only originals—of evidence
- The school policy and any previous correspondence
- A written list of requested safeguards
- A support person or advocate, if appropriate
- A way to take notes and the names/titles of everyone present

Request a plan that names

- The immediate protections
- The staff member responsible for each action
- The communication route for your child
- How separation will work without isolating the targeted child
- How online or off-campus conduct affecting school will be addressed
- The investigation and follow-up timeline
- The date the team will review effectiveness

After the meeting

“Thank you for meeting today. My understanding is that the school will take the following steps: _____. The responsible staff are _____. We will review the plan on _____. Please reply with any corrections.”

A same-day summary turns memory into a shared record. Keep the tone factual. The purpose is not to sound threatening; it is to make responsibilities visible.

PATH FOUR

What If the School Does Not Act?

Escalation is a process, not an explosion

Escalate when

- The behavior continues or retaliation begins.
- The promised response does not occur.
- Your child remains unable to access school safely.
- The school focuses only on whether the conduct meets a narrow bullying definition.
- Your child is repeatedly removed, sent home, or deprived of learning while the source of danger remains unaddressed.
- Identity-based or disability-related harassment is minimized.
- Serious threats, sexual harm, assault, stalking, or extortion are treated as ordinary peer conflict.

Move one level outward

- Teacher or coach → counselor, principal, or program director
- Principal → district administrator, superintendent, or designated complaint officer
- School process → formal district grievance or appeal named in policy
- Disability-related impact → IEP/504 team and appropriate special-education or civil-rights process
- Protected-status harassment → district civil-rights coordinator and, when appropriate, the U.S. Department of Education Office for Civil Rights
- Criminal conduct or immediate danger → appropriate emergency, law-enforcement, medical, or child-protection response

Escalation message

“I reported this matter on [date] and requested [actions]. Since then, [continuing behavior/retaliation/lack of response] has occurred. My child’s safety or access to education remains affected in these ways: _____. Please confirm the next level of review, the immediate protective measures, and the date of written follow-up.”

Remain precise. Anger can power the work; it should not be allowed to write the email.

PATH FOUR

When the Answer Is “We Can’t Discuss Discipline”

Privacy does not end the safety conversation

The school may be unable to tell you what discipline another student received. That does not prevent it from explaining the protections for your child, the process being followed, the staff responsible for implementation, or whether the plan is working.

Bring the conversation back

“I am not asking for another student’s confidential record. I am asking what measures are in place to protect my child, maintain access to education, prevent retaliation, and evaluate whether the response is effective.”

Do not accept false choices

- “Transfer your child or nothing can be done.”
- “Delete the account and the problem is solved.”
- “There were no witnesses, so we cannot create a safety plan.”
- “It happened off campus, so it cannot affect school.”
- “It does not meet our bullying definition, so there is no issue.”
- “Both children apologized, so the matter is finished.”

Some of those statements may reflect real limits on a school’s authority in a particular case. None should end the discussion of present safety, educational access, documentation, retaliation, or referral to the correct responsible body.

A note about mediation

Mediation assumes both parties can participate with meaningful freedom and relatively balanced power. It may be inappropriate when there is intimidation, coercion, abuse, serious retaliation, or a substantial power imbalance. A child should not be required to sit face-to-face with the person they fear merely to prove willingness to cooperate.

A forced apology may close a file. It does not necessarily create safety.

PATH FIVE

How Do I Help My Child Recover?

Do not let the response become another way bullying organizes the family

Stopping the conduct is essential, but recovery also means restoring ordinary life: sleep, appetite, friendship, concentration, humor, privacy, competence, and the expectation that tomorrow may contain something good.

Use the S.A.F.E. Zone at home

S — Self-Worth

Make home a place where your child is more than the incident. Reconnect with strengths, interests, relationships, culture, and identities the bully did not create and cannot remove.

A — Accountability

Place responsibility accurately. Your child can reflect on choices without accepting blame for being targeted. Adults and institutions remain accountable for the parts that belong to them.

F — Forgiveness

Never make forgiveness the entrance fee for healing. It does not require reconciliation, access, silence, forgetting, or removal of consequences.

E — Empathy

Begin with empathy for your child. Understanding what may drive the aggressor can come later and must never be used to pressure your child to tolerate harm.

Watch the recovery, not only the incidents

- Is sleep improving?
- Is your child returning to activities and relationships?
- Can they attend and learn?
- Are fear, shame, rage, avoidance, or physical symptoms increasing?
- Does your child have at least one trusted adult and one safe peer?
- Would counseling, pediatric care, or another qualified professional help?

Your child is not a case to manage. Your child is a person whose life must become larger than the case.

PARENT RESOURCE

The Parent's Anger

Use it as fuel, not as the steering wheel

A parent may experience the harm almost physically. The urge to confront, expose, threaten, punish, or take complete control can feel like love in motion. But actions that discharge the parent's anger can increase the child's danger or silence future disclosure.

Before you act

- Write the furious version privately. Do not send it.
- Tell another trusted adult what you want to do before doing it.
- Ask: "Will this make my child safer tomorrow?"
- Ask your child what they fear your response may trigger.
- Separate the need for accountability from the desire to humiliate.
- Choose the action that creates a record, a responsible owner, and a review date.

When guilt appears

Parents often ask how they missed it. Children may conceal bullying precisely because they love their parents, fear escalation, feel ashamed, or believe disclosure will cost them friends, devices, independence, or school. The useful question is not "How did I fail to know?" It is "What will I do now that I know?"

When your child does not want your solution

Listen for the reason. They may understand the social terrain you cannot see. Collaboration is not surrendering adulthood; it is gathering intelligence from the person living inside the situation. When safety permits, offer choices instead of commands.

The most powerful parent in the room is often the one who can remain calm enough to keep listening.

URGENT PATH

I Need Help Now

When waiting could increase the danger

If someone is in immediate danger or needs police, fire, or medical help in the United States, call 911 now. Elsewhere, call the local emergency number.

Get immediate help when

- There is a weapon, credible threat, serious injury, abduction attempt, stalking, restraint, or forced movement to another location.
- There is sexual contact, exploitation, sextortion, blackmail involving sexual images, or pressure to meet.
- Your child is afraid to go home because someone there may harm them.
- Your child may harm themselves or someone else.
- Your child has run away or cannot be located and may be unsafe.

Emotional crisis

In the United States and its territories, call or text 988, or use the chat at 988lifeline.org, for free, confidential crisis support. If harm is immediate, call 911. Stay with the child when it is safe to do so and reduce access to weapons, medications, or other lethal means while urgent help is being arranged.

A direct question is allowed

“Are you thinking about hurting yourself or killing yourself?”

Asking directly does not plant the idea. If the answer is yes, uncertain, or frightening, remain present and seek immediate qualified help. Do not leave a child alone to negotiate a safety promise.

Website note: This resource offers education and planning support. It is not an emergency service or a substitute for medical care, licensed mental-health care, law enforcement, child-protection services, or local school procedures.

DOWNLOADABLE TOOL

Parent Action Plan

One page from disclosure to follow-up

What my child says is happening:

Immediate danger or urgent concern:

What my child fears will happen next:

Evidence preserved:

The first responsible adult or institution to contact:

Immediate protections we will request:

How retaliation will be monitored:

My child's safe adult and safe place:

Who is responsible for the response:

Date of written report:

Date follow-up is due:

The next level if the plan fails:

The next action that will increase safety without unnecessarily reducing my child's agency is:

DOWNLOADABLE TOOL

School Meeting Record

Turn a conversation into an accountable plan

Meeting date and participants:

Known facts and evidence reviewed:

Questions still requiring investigation:

Immediate protections agreed upon:

Person responsible for each action:

Plan for transitions, lunch, transportation, activities, and dismissal:

Plan for online contact or retaliation:

Academic, attendance, counseling, IEP, or 504 supports:

How new incidents will be reported:

Investigation or response timeline:

Date effectiveness will be reviewed:

Follow-up summary sent on:

We will know the plan is working when: _____

Implementation Notes

How Door Two should function on the website

Recommended architecture

- Lead with the first-response script; do not begin with policy or statistics.
- Make “What do I say?” and “What do I write?” copyable from a phone.
- Keep safety assessment separate from the technical bullying definition.
- Give parents an escalation ladder without presenting every situation as a lawsuit.
- Include identity-based harassment and disability access as visible branches, not buried footnotes.
- Offer the Parent Action Plan and School Meeting Record as printable and fillable downloads.
- Keep urgent help persistently available.

Tone rules

- Respect parental urgency without feeding retaliation or public humiliation.
- Preserve the child’s agency while naming the parent’s duty to act in danger.
- Do not guarantee discipline, confidentiality, or legal outcomes.
- Distinguish educational guidance from jurisdiction-specific legal advice.
- Never make empathy for the aggressor a reason to delay safety or accountability.
- Do not describe a targeted child only through damage; recovery must include identity, competence, pleasure, and future.

Suggested first production pieces

- 60-second “Your child just told you” video
- Five first-response script cards
- School reporting email generator
- Parent Action Plan
- School Meeting Record
- Escalation ladder by setting and jurisdiction
- Short “Parent’s anger” video
- S.A.F.E. Zone family recovery guide

Editorial spine: Listen → Assess → Plan → Advocate → Restore.

EDITORIAL REFERENCE

Source and Review Notes

For internal accuracy review before publication

The warning signs, definition, and response framework were informed by current federal bullying-prevention guidance. The civil-rights section reflects the principle that conduct handled under an anti-bullying policy may also trigger responsibilities under federal anti-discrimination laws. Urgent-help language was checked against official United States crisis and emergency resources current as of September 2, 2026.

Primary references

- StopBullying.gov — definition, warning signs, prevention, and state policy resources: <https://www.stopbullying.gov/>
- U.S. Department of Education Office for Civil Rights — harassment and bullying guidance: <https://www.ed.gov/laws-and-policy/civil-rights-laws/harassment-bullying-and-retaliation>
- National 911 Program — emergency calling guidance: <https://www.911.gov/calling-911>
- 988 Suicide & Crisis Lifeline — call, text, and chat support: <https://988lifeline.org/>

Recommended professional review

- A school counselor or district safeguarding professional
- A licensed child or adolescent mental-health clinician
- Special-education and civil-rights counsel familiar with the jurisdictions served
- A school administrator who handles investigations and safety plans
- Parents and young people from the intended audience, using protected feedback processes

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

Every bully has a story. Every target deserves a voice. And every story can change.