PARTICIPATE

Parents and Technology in Cyberbullying:
Intervention and Prevention for Future Experts

D7.3 – Distribution of promotional materials

This project has received funding from the European Union HORIZON-MSCA-2021 Doctoral Networks Programme under Grant Agreement no. **101073332**

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Project Information

General details

Grant Agreement Number: 101073332

Acronym: PARTICIPATE

Title: Parents and Technology in Cyberbullying: Intervention and Prevention for Future Experts

Duration: 48 months

Start Date: 01 September 2022

End Date: 30 October 2026

Website: https://msca-participate.eu/

Funding Scheme: European Union HORIZON-MSCA-2021 Doctoral Networks Programme

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University of Stavanger, Norway
University of Aarhus, Denmark
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Irish Society for the Prevention of Cruelty of Children
European School Heads Association
Pro Mente – Kinder Jugend Familie GmbH
Foroige - The National Youth Development Organisation
Youthworks Consulting Ltd.
Committee of the Dublin West Education Centre
EMS Information Systems International Unlimited Company
Goldsmiths College

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Deliverable factsheet

Number: D7.3

Title: Distribution of promotional materials

Lead beneficiary: Parents International

Work package: 7

Task: 3

Dissemination level: Public

Submission date: 19.10.2026

Contributors: Parents International

Document history:

Revision	Date	Main modification	Author
1	08/10/2026	First Draft	Emanuele Bertolani
2	19/10/2026	Consolidated version	Emanuele Bertolan

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Executive Summary

This deliverable documents the production and distribution of promotional materials developed within PARTICIPATE, in accordance with the Communication, Dissemination and Exploitation Strategy established in D7.1.

The project's approach evolved alongside the availability of research outputs. During its initial stages, promotional activities focused primarily on raising awareness of PARTICIPATE, its objectives and its activities through the project website and social media channels, as documented in D7.10.

From April 2026, as research findings became available for wider communication, a dedicated series of 16 *PARTICIPATE Spotlight* newsletters was developed to communicate the project's research results and other outputs to non-specialist audiences. Ten issues focused on the research of individual Doctoral Candidates and were prepared with their active contribution and approval, ensuring both accessibility and scientific accuracy. The remaining six presented project activities, results and resources, including two practical toolkits.

The newsletters were also incorporated into promotional packages distributed free of charge during the PARTICIPATE Final Conference, alongside branded stationery and QR-code stickers linking to the project website. All available packages were collected by conference participants and other visitors to the venue.

Although the direct impact of these physical promotional activities cannot be quantified, the project's overall digital communication performance exceeded its established targets, as documented in D7.10.

In addition, PARTICIPATE's findings and promotional materials were circulated through international conferences, training activities, professional publications and online resources. These activities also included the promotion of supplementary materials developed from project results, such as *Parents in (Cyber)bullying Prevention – A Practical Guide*. Together, these channels provided opportunities to reach audiences beyond the project's dedicated communication platforms.

The guide translated research-based recommendations into accessible, practical advice for parents. It was made publicly available through the ParentHelp Library and formed part of Parents International's wider dissemination activities, which included international conferences, training events, professional publications and newsletters. These activities extended the circulation of PARTICIPATE's results through established stakeholder networks beyond the project's own communication channels.

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1. Introduction

The production and distribution of promotional materials formed part of PARTICIPATE's broader Communication, Dissemination and Exploitation Strategy, established in D7.1 and implemented under Work Package 7.

The strategy sought to increase awareness of the project, communicate its objectives and activities, and facilitate access to its research results among academic and non-academic audiences.

The availability of suitable content necessarily evolved throughout the project. In its earlier stages, when the Doctoral Candidates' research was still developing, promotional efforts concentrated on communicating the project's identity, objectives and ongoing activities. As substantive research findings became available, the emphasis progressively shifted towards their dissemination and translation into accessible formats for wider audiences.

The distribution of promotional materials also benefited from the existing communication channels and international networks of project partners. These offered additional opportunities to present PARTICIPATE's findings and resources through conferences, training activities, professional publications and stakeholder engagement. Such activities complemented the project's centrally coordinated communication and helped make its results accessible to audiences beyond the immediate consortium.

This deliverable focuses specifically on the materials produced for promotional purposes and their distribution, complementing the broader assessment of communication channels, dissemination activities and performance indicators provided in D7.10.

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2. Production and Distribution of Promotional Material

2.1 Project promotion and the availability of research outputs

During the initial stages of PARTICIPATE, the limited availability of completed research findings constrained the production of promotional materials specifically dedicated to communicating research results.

Rather than producing materials prematurely, the communication team prioritised establishing and maintaining the project's visibility through its website, social media presence and regular updates on project activities.

This approach ensured that communication remained active throughout the research period while avoiding the premature presentation of findings that were still under development.

These activities, their reach and their performance against the project's communication KPIs are documented in D7.10 and are therefore not reproduced in detail here.

2.2 PARTICIPATE Spotlight: making research accessible

Beginning in April 2026, PARTICIPATE developed a dedicated series of 16 newsletters under the title PARTICIPATE Spotlight.

The series was designed to communicate the core findings of the Doctoral Candidates' research to audiences without specialist knowledge of the subjects addressed.

Particular attention was given to readability, visual presentation and the selection of key messages. Each issue combined concise, accessible language with a visually engaging editorial design, allowing readers to grasp the relevance of the research without requiring familiarity with its disciplinary background.

Crucially, the newsletters were not produced independently of the researchers. The relevant Doctoral Candidates actively contributed to developing the messages and reviewed and approved their respective issues before publication. This collaborative approach helped preserve scientific accuracy while ensuring that the materials remained comprehensible and relevant to non-specialist readers.

The resulting series provided a collection of accessible, research-based promotional materials suitable for both digital dissemination and physical distribution.

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The complete *PARTICIPATE Spotlight* series, together with its dissemination strategy and associated social media performance, is documented in D7.2.

2.3 Promotional packages at the Final Conference

The PARTICIPATE Final Conference provided an opportunity to complement digital communication with the physical distribution of promotional materials.

The communication team adopted an informal, low-barrier distribution approach inspired by guerrilla marketing techniques, using small, attractive promotional packages intended to encourage visitors to engage with the project and explore its research outputs.

Each package contained:

- Ten printed PARTICIPATE Spotlight newsletters, comprising one issue dedicated to the research of each of the project's ten Doctoral Candidates.
- promotional stationery, including a small notebook and a pen;
- Stickers featuring a QR code directing recipients to the PARTICIPATE website.

The packages were made freely available at the conference venue. Since other conferences were taking place at the same location, the materials could reach visitors beyond the immediate PARTICIPATE conference audience. All available packages were collected.

QR-code stickers were also made available separately at the conference venue, allowing visitors to access and share the project website independently of the promotional packages.

This approach sought to extend the visibility of PARTICIPATE beyond its existing networks, providing recipients with tangible materials while encouraging subsequent exploration of the project's digital resources.

2.4 Parents in (Cyberbullying) Prevention – A Practical Guide

In addition to the materials developed for PARTICIPATE's central communication activities, Parents International and Youthworks produced *Parents in (Cyber)bullying Prevention – A Practical Guide*, a supplementary resource drawing on the project's research findings, particularly D2.2, *From Bystanders to Leaders: Parents in (Cyber)bullying Advocacy*.

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Although not originally envisaged as a contractual project deliverable, the guide was developed to make PARTICIPATE's research findings and recommendations more directly accessible and useful to parents.

While D2.2 focuses primarily on parental advocacy, the supplementary guide addresses practical challenges that parents may encounter when preventing or responding to bullying and cyberbullying.

Through concise explanations and a visually engaging format, it provides guidance on recognising warning signs, building trust and maintaining open communication with children, understanding different forms of bullying, and selecting appropriate responses in different circumstances.

The guide also compares the potential advantages and limitations of different strategies, acknowledging that there is no universally applicable solution and encouraging parents to consider children's needs and perspectives when deciding how to respond.

The resource was made freely available through the ParentHelp Library:

https://library.parenthelp.eu/parents-in-cyberbullying-prevention-guide/

It was also promoted alongside other PARTICIPATE findings and resources through international conferences, training activities, professional publications and partner communication channels, as described in the following section.

The development and distribution of this additional resource expanded the range of materials available to communicate PARTICIPATE's findings to non-specialist audiences. It also provides an example of how the project's research results could be adapted into practical resources supporting parents beyond the original research outputs.

2.5 Dissemination Through International Networks

In addition to the promotional activities conducted through PARTICIPATE's official communication channels, the project's findings and related resources were circulated through established international networks, professional events, training activities and publications.

Parents International contributed to this wider dissemination by incorporating PARTICIPATE's research results and practical recommendations into its ongoing engagement with parents, education professionals, researchers, policymakers and civil society organisations.

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Events and training activities

PARTICIPATE's research findings and associated promotional resources were presented, discussed or circulated through a range of international events and training activities, which are detailed in the table below.

Table 1. Events and training activities supporting the dissemination of PARTICIPATE results

Event or activity	Location	Date / period
Parents International training in Ghana	Ghana	May 2026
DCE Forum	Strasbourg, France	2026
Technical University of Dresden	Dresden, Germany	2026
EDC Workshop	Online	10 July 2026
PARTICIPATE Final Conference	Brussels, Belgium	June 2026
ECSR Conference	Dublin, Ireland	2026
Council of Europe AI Policy Lab	Budapest, Hungary	2026
Parents International training in Ghana	Ghana	August 2026
ECPR Conference	Krakow, Poland	2026
Connect to Protect	Athens, Greece	2026
Parents International Parent Summit 2026	Astana, Kazakhstan	23–24 October 2026 (planned)

Depending on the context, dissemination involved presentations of research findings, discussions with relevant stakeholder groups, training activities and the promotion of associated resources. The materials used varied according to the objectives and audiences of individual events.

These activities enabled PARTICIPATE's results to be introduced within broader professional and educational discussions, rather than limiting their circulation to events specifically organised by the project.

Publications and online resources

PARTICIPATE's research findings and related practical resources were also promoted through established editorial and online communication channels, including *ESHA Magazine*, the ParentHelp Library and the Parents International Newsletter.

These channels offered access to existing audiences beyond the project's immediate networks. ESHA Magazine has a subscriber base numbering in the thousands, while the

Parents International Newsletter reaches hundreds of subscribers across its international network.

The practical guide also recorded tens of downloads through the ParentHelp Library, providing an indication of direct interest in resources derived from the project's research.

Together, these communication opportunities complemented dissemination at conferences and training activities, supporting the wider circulation and continued accessibility of PARTICIPATE's findings and resources.

2.6 Monitoring and assessment of impact

While the complete collection of the available promotional packages confirms that the materials attracted interest at the distribution point, no reliable data are available on their subsequent use. In particular, it is not possible to establish how many QR-code stickers were subsequently displayed or scanned, how many additional individuals encountered the printed materials, or whether recipients subsequently visited the project website.

Consequently, no quantitative impact or conversion rate can be attributed to this activity.

The wider circulation of PARTICIPATE's research findings and promotional materials through professional events, publications and partner communication channels also contributed to the project's dissemination objectives.

The available evidence indicates that these activities benefited from established communication networks with substantial subscriber bases, alongside the continued availability of research-based resources through online repositories. Recorded downloads of the supplementary practical guide provide an additional indication of interest in the project's results.

However, the nature of these activities makes it difficult to establish their combined reach or assess their direct impact. Subscriber numbers indicate the potential audience of a publication rather than confirmed readership, while resource downloads provide evidence of access without establishing how the materials were subsequently used.

Therefore, these activities are assessed primarily in terms of the dissemination opportunities created, the variety of audiences addressed and the continued accessibility of PARTICIPATE's results.

As contextual evidence, however, PARTICIPATE's wider digital communication activities achieved results substantially above their established targets. The updated figures

reported in D7.10 document 15,511 website page views, 11,631 session starts and 9,393 users.

These figures demonstrate the project's overall success in generating digital visibility, but they cannot be used to establish a causal relationship with the distribution of promotional packages. Without dedicated tracking mechanisms or time-specific comparative data, even a statistical correlation between the two cannot be demonstrated.

3. Conclusions

The production and distribution of promotional materials followed the development of PARTICIPATE's research activities, progressing from general project awareness towards the communication of substantive research results.

The *PARTICIPATE Spotlight* series represents a central achievement of this approach. Through the active involvement of the Doctoral Candidates, it combined scientific oversight with accessible writing and visual communication, making research findings available to non-specialist audiences in a reusable format.

The promotional packages distributed during the Final Conference further extended this approach by combining printed research summaries, promotional materials and direct access to the project website.

An additional contribution was the development of *Parents in (Cyber)bullying Prevention – A Practical Guide*, which drew on PARTICIPATE's research findings to provide accessible, practical guidance for parents. Although not a contractual project deliverable, the guide expanded the range of promotional and dissemination resources available and demonstrated how the project's research results could be adapted to support their practical application in everyday family contexts.

The wider dissemination of PARTICIPATE's findings through international conferences, training activities, professional publications and partner communication channels complemented these centrally coordinated promotional efforts.

These activities included the circulation of official project outputs and supplementary resources derived from the research, demonstrating how existing professional networks and stakeholder relationships could support the accessibility and practical application of project results.

Although the downstream impact of individual distribution activities cannot always be quantified, the documented materials and dissemination channels provide evidence of sustained efforts to make PARTICIPATE's research accessible to a variety of audiences and available for continued use beyond the project's implementation period.

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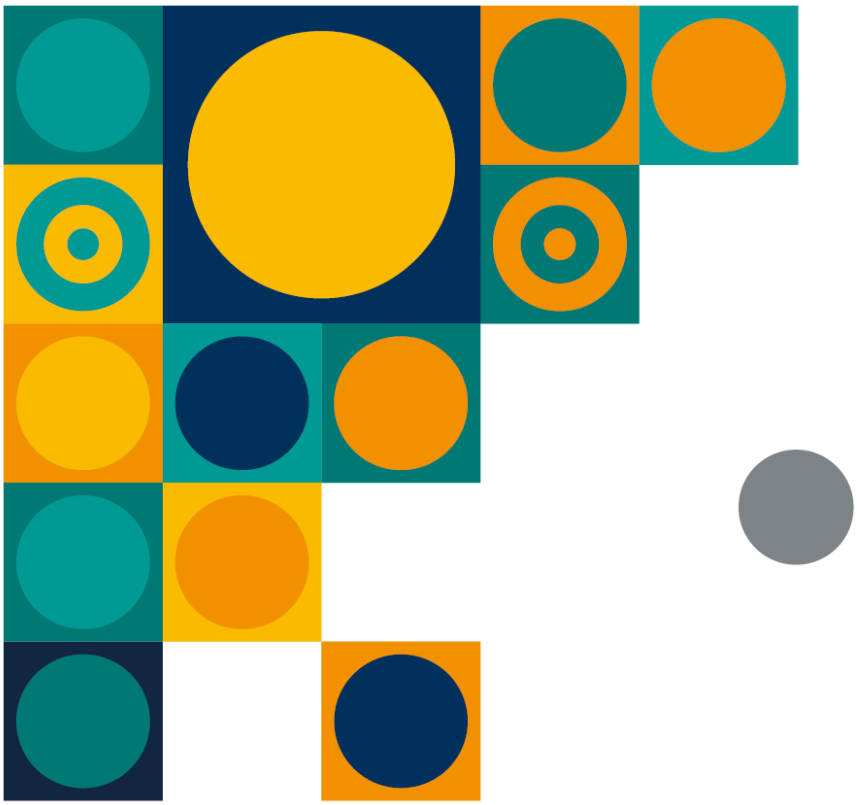
4. Annex



PARENTS

in (Cyber)bullying Prevention

A Practical Guide

PARTICIPATE
Parents and Technology in Cyberbullying: Intervention and Prevention for Future Experts

Funded by the European Union

PARENTS INTERNATIONAL

UNIVERSITY OF TURKU

Youthworks

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PARTICIPATE

**Parents and Technology in Cyberbullying:
Intervention and Prevention for Future Experts**

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DOI: https://doi.org/10.5281/zenodo.20633246

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CHAPTER 1

Be in the picture —

the parent who is aware

4

Bullying can happen anywhere — at school, at home, or online — and it often goes unnoticed. As a parent, staying aware of your child's daily life is key. Small changes in mood, behaviour, friendships, or online habits can be important signals. Regular, open conversations and genuine interest in your child's experiences help you stay "in the picture" and notice when something may be wrong.

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CHAPTER 1

Bullying has long-term consequences

for everyone involved:

CHILDREN WHO ARE BULLIED may experience anxiety, low self-esteem, and difficulties in learning and relationships.

01

CHILDREN WHO BULLY OTHERS are at risk of developing harmful behavioural patterns. This behaviour can also have a negative impact on their health, work and future relationships.

02

THOSE WHO ARE BOTH BULLIES AND VICTIMS are at highest risk for severe mental health problems.

04

THOSE WHO WITNESS BULLYING can feel distress, fear, or guilt.

03

5

Early awareness and support can prevent these effects from becoming long-lasting.

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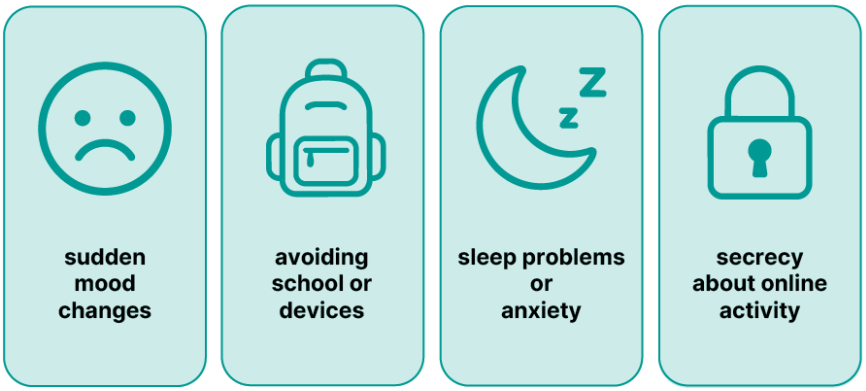
CHAPTER 1

How to know if something is wrong

To make sure you know if your child is being bullied, pay attention to warning signs such as sudden mood changes



However, the most important step is to create regular opportunities for your child to talk through everyday conversations, not only when problems arise.

6

Trust your instincts — if something feels off, gently ask.

CHAPTER 1

Why trust is key

Building trust is essential. Children are much more likely to share difficult experiences if they feel safe, listened to, and not judged. Try to stay calm, avoid overreacting, and take their concerns seriously. When children trust that you will support them rather than blame or dismiss them, they are far more likely to turn to you when they need help most. Children are more likely to ask for help if they feel safe and not judged.

The most effective way to prevent (cyber)bullying is not control, but trust, communication, and active involvement in your child's life, while helping to build resilience.

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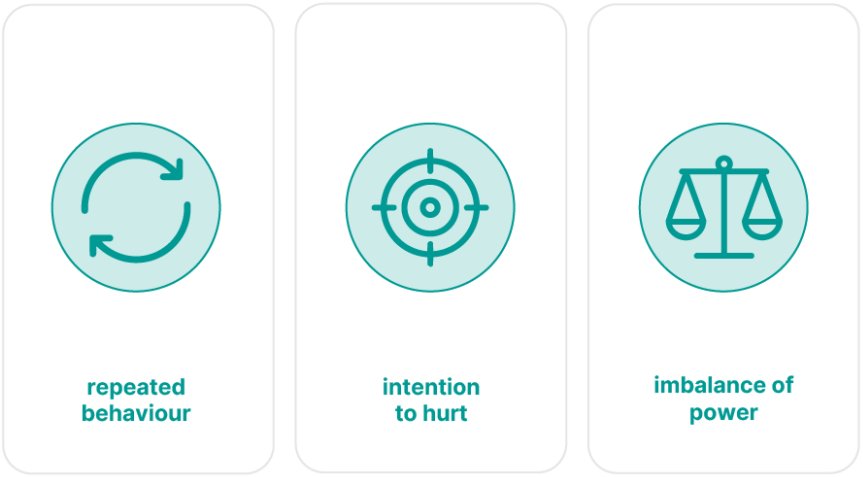
CHAPTER 1

Is it bullying?

Bullying usually involves:



But even a single serious incident (especially online) can be harmful and should be taken seriously. At the same time, some children will experience certain behaviours as bullying while others will just shrug it off.

It is important to discuss any incident openly, and ask how your child feels about it.

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CHAPTER 2

What to do in different situations

If a child is being bullied

1. **Listen first** – ask what they want to happen
2. **Do not rush** to act immediately unless safety is at risk
3. Encourage them to **seek help** (teacher, another trusted adult)
4. **Keep evidence** (messages, screenshots) for online cases

Helpful supportive, calm action

Less helpful

- Telling them to "just ignore it" (sometimes it works, sometimes it doesn't).
- Taking away their device as "protection"
- Immediately escalating the situation at schools at school

You may want to involve school staff (teachers or school head), but only if both you and your child trust them, and the school has a clear policy on responding to bullying.

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CHAPTER 2

If a child is being bullied by **a peer (another child or group of children)**

Peer bullying is the most common form and often happens in schools or social groups. It may include teasing, exclusion, spreading rumours, or physical aggression.

1 **Listen calmly and take your child seriously**

2 **Help your child think through safe responses — humour is powerful.**

3 **Encourage your child to seek help from a trusted professional at school, a community centre or similar**

4 **Contact the school if the situation continues, but only if it happens at school.**

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Focus on support and problem-solving, not blaming your child.

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CHAPTER 2

If a child is being bullied by **a teacher**

Bullying by teachers may involve humiliation, unfair treatment, or misuse of authority. This can be especially distressing because of the power imbalance. Teachers are often not aware that their behaviour is bullying and harmful.

1. **Take your child's account seriously – this can be difficult to share**
2. **Gather clear information – and evidence, if possible – about what happened**
3. **Follow school procedures (e.g. speak to another teacher, school leadership)**
4. **Keep communication calm and fact-based**

Ensure your child feels believed and protected.

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CHAPTER 2

If a child is being bullied by **a family member**

Bullying within the family (including siblings or extended family) can be hidden and ongoing. It may include verbal, emotional, or even physical harm. Children tend to turn to family members for help.

1. **Don't dismiss it as "just family conflict"**
2. **Set clear boundaries about acceptable behaviour**
3. **Supervise interactions if needed**
4. **Seek external support (e.g. a counsellor) if the situation persists**

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Home should be a safe space.
Take repeated harm seriously.

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CHAPTER 2

Online or offline –
does it make a difference?

offline (face-to-face)

Offline bullying happens in physical spaces like school, home, neighbourhoods, or activities. It may be easier to observe but can still be hidden.

WHAT TO DO:

1. Identify where and when it happens
2. Work with the school or other adults to improve supervision and safety
3. Help your child build supportive friendships
4. Consider practical safety strategies (e.g., staying with others)

Focus on both immediate safety and long-term support

online (cyberbullying)

Online bullying can happen anytime and spread quickly (messages, posts, images). One single incident is more likely to have a lasting impact if it happens online.

WHAT TO DO:

1. Stay calm and don't blame your child
2. Save evidence (screenshots, messages...)
3. Use platform tools: block, report, adjust privacy settings
4. Contact the school if it involves peers or adults (such as teachers) from school
5. Seek help if the content is harmful or threatening

Act quickly to reduce exposure and protect your child

No matter who the bullying comes from, your child needs to feel safe, believed, and supported.

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CHAPTER 2

If your child is bullying others

1 Stay calm and listen without judgement

2 Make it clear the behaviour is not acceptable

3 Work together on better ways to handle emotions

4 Contact the school if needed

Focus on learning and responsibility, not just punishment

Try to avoid escalation

If the situation has escalated, and authorities or school staff have been involved, make your child feel you are there to help.

If your child witnesses bullying

1 Encourage them to support the victim (even small actions help)

2 Teach them to tell a trusted adult

3 Remind them they are not responsible, but they can make a difference

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CHAPTER 3

Practical strategies for parents

There is no single "right" response to bullying. What matters most is:

- staying connected to your child
- building trust
- acting calmly and thoughtfully

Together, families, schools, and communities can create safer environments for all children.

What helps most

- Listen and support your child
- Build resilience (confidence, coping skills, rehearse good responses)
- Work with trusted a professional when needed
- Use evidence in serious cases

Use your community

- Friends, relatives, schools, and community groups can all support your child. You are not alone. Your child can be helped to find other friends in the community or via sports clubs or through a particular interest.

Parent groups and chats

- Can be useful for sharing information
- But avoid blaming, gossip, or escalating conflicts

Helplines and support services

- Offer confidential advice
- Helpful when you're unsure what to do

Online safety tools

- Block, report, leave harmful platforms together with your child
- Adjust privacy settings together
- Teach your child safe online behaviour

When to take formal action

Use school procedures or formal complaints when:

- bullying is inside the school
- the situation is serious

Contact authorities if:

- other measures did not help or there is no chance for them to help
- there is a risk of serious harm or threat to safety
- there is illegal activity

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CHAPTER 3

Strategies for parents of bullied children

Strategy	Pros	Cons
Just listen, and ask if they want you to do anything	Builds trust, helps your child feel safe and heard, supports their sense of control	If no action follows in serious cases, the situation may continue or worsen
Tell them to ignore	Can work for minor, one-off incidents; avoids escalation	Often ineffective in ongoing bullying; may make the child feel unsupported
Reach out to teachers	Enables school intervention, creates shared responsibility	May not help if the school is not trusted by your child or unresponsive; can escalate if handled poorly
Tell your children to tell teachers	Encourages help-seeking and independence	Children may not trust teachers, or trust that they will act properly, and they may fear consequences
Reach out to parents of bullies	Can resolve issues quickly if communication is constructive	Risk of conflict, denial, or escalation between adults.
Fight back	May give a short-term sense of control or protection	Often escalates the situation; can lead to harm or disciplinary consequences. Does not teach problem-solving
Build physical resilience	Improves confidence and sense of safety – many self-defence methods also build mental resilience	Does not address the root cause of bullying; may send the message that the child must "handle it alone"
Build mental resilience	Strengthens coping skills, self-esteem, and long-term well-being	Takes time; should not replace action to stop the bullying

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CHAPTER 3

Strategies for parents of bullied children

Strategy	Pros	Cons
Evidence collection	Important for reporting, especially in cyberbullying cases	Can be stressful; may prolong exposure if not handled carefully
Use parent circles (e.g. group chats) well	Useful for sharing information and coordinating support	Can spread rumours, escalate conflict, or expose children's privacy
Use your community	Provides wider support network (family, friends, local groups)	Advice may vary in quality; not all community responses are helpful
Helplines	Offer confidential advice, guidance, and emotional support	Do not directly stop the bullying; or require follow-up action, it is hard for them to be specific enough
Block, report, leave online platforms together with your child (never without them)	Quickly reduces exposure to harm online	Does not address underlying issues; bullying may continue elsewhere
Formal complaint and report procedures	Creates accountability; can lead to structured intervention	Can be slow, stressful, and sometimes escalate tensions
Turn to authorities or official services	Necessary in serious cases (threats, violence, abuse); ensures protection	Can be intimidating; may escalate the situation and should be used carefully

No single strategy works in every situation — combine approaches based on your child's needs and always prioritise safety and trust. Involve your child in the decision-making process, and allow them to take the lead in how this is handled.

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CHAPTER 3

Strategies for parents of children who bully others

Strategy	Pros	Cons
Just listen, and ask if they want you to do anything	Helps understand the reasons behind the behaviour; keeps communication open	Must be balanced with clear boundaries—listening alone is not enough
Approach teachers together with your child	Encourages accountability and openness; enables coordinated response and consistent messages between home and school	A trustful relationship might be missing that can lead to unintended negative consequences; may not be realistic in all cases
Reach out to parents of the victims	Can repair harm and support resolution if done respectfully	Risk of conflict or blame; should be approached carefully and calmly
Build physical resilience	Can improve self-confidence and reduce the need to assert dominance	May not directly address harmful behaviour or empathy deficits
Build mental resilience	Supports emotional regulation, empathy, and better decision-making	Takes time; needs to be combined with clear guidance on behaviour
Evidence collection	Helps understand what happened and supports fair responses	May increase tension if used only to prove guilt rather than understand context
Use parent circles (e.g. group chats) well	Can support communication and shared solutions	Risk of public shaming, conflict, or escalation
Use your community	Provides additional guidance, support, and role models	Advice may be inconsistent; some responses may reinforce harmful attitudes

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CHAPTER 3

Strategies for parents of children who bully others

Strategy	Pros	Cons
Helplines	Offer confidential advice and parenting support	Do not replace direct action at home or school
Restrict access to platforms	May immediately stop harmful online behaviour	Does not teach responsible behaviour; children easily find ways around restrictions; might be harming child rights and thus be illegal
Respond to formal complaints and report procedures	Ensures accountability and structured resolution	Can feel confrontational; may damage relationships if not handled constructively
Seek help from authorities or official services	Important in situations you feel you cannot handle, and that are serious or repeated cases; provides professional support	Can escalate the situation; should be used when other approaches are insufficient

Focus on helping your child take responsibility, understand the mpact, and learn better ways to act — not just on punishment.

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CHAPTER 3

Strategies for parents of children who witness bullying

Strategy	Pros	Cons
Just listen, and ask if they want you to do anything	Builds trust; helps children process what they saw and feel supported	May not lead to action if the situation requires intervention
Tell them to ignore	May help in very minor situations or when safety is a concern	Can normalise bullying and discourage helping others
Reach out to teachers	Enables adult intervention; helps protect the victim	Children may not trust them, and worry about being seen as "telling" or causing trouble
Tell your children to tell teachers	Encourages responsible action and help-seeking	May feel difficult or risky for the child without pre-built trust and direct support
Reach out to parents of victims and/or bullies	Can support resolution and awareness	Risk of misunderstanding or conflict; should be done carefully
Build mental resilience	Helps children cope with distress and make ethical decisions	Does not directly stop the bullying; needs to be combined with action
Evidence collection	Useful for reporting and supporting others, especially online	May place pressure on the child; should not put them at risk
Use parent circles (e.g. group chats) well	Can help share concerns and coordinate support	Risk of gossip, blame, or escalating the situation

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CHAPTER 3

Strategies for parents of children who witness bullying

Strategy	Pros	Cons
Use your community	Encourages collective responsibility and support for positive behaviour	Community responses may vary and not always be constructive
Helplines	Provide advice on how to support others safely	Do not directly resolve the situation
Formal complaint and report procedures	Ensures the issue is taken seriously and addressed	Can be overly formal and slow; may feel intimidating
Turn to authorities or official services	Necessary in serious or dangerous situations	Should be used carefully; may escalate the situation

Help your child understand that witnesses can make a difference—even small, safe actions can support someone who is being bullied.

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CHAPTER 4

Resources for parents

General resources

1

DRONE Parents Handbook (Digital Compass)
https://library.parenthelp.eu/digital-compass-guide-for-parents/

What it offers:

- Practical, easy-to-use guidance for preventing and responding to (cyber)bullying
- Strong focus on building trust and communication at home
- Conversation starters
- Everyday strategies for parents

A key European resource developed with parents and experts

2

SAILS Guide for Parents (ParentHelp Library)
https://library.parenthelp.eu/sailing-masters-guide-parents/

What it offers:

- A comprehensive European guide for navigating children's digital lives
- Promotes a "risk mitigation" approach (teaching children to cope, not just restricting them)
- Supports parents in balancing online safety, autonomy, and children's rights
- Encourages joint decision-making and trust-building within families

Especially useful for: understanding digital risks and building long-term parenting strategies

3

Child Helpline International
https://www.childhelplineinternational.org/

What it offers:

- Access to helplines across Europe
- Free, confidential support for children and families

Important for urgent advice and emotional support

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CHAPTER 4

Peer-to-peer bullying prevention resources:

4

Better Internet for Kids (European Commission)
https://www.betterinternetforkids.eu/

What it offers:

- EU-wide platform with guides for parents
- Access to Safer Internet Centres in every country
- Advice on cyberbullying, online safety, and digital well-being

Central hub for European and national support

5

Safer Internet Centres (by country)
https://www.betterinternetforkids.eu/web/portal/country-information

What it offers:

- National helplines and reporting tools
- Support in local languages
- Guidance for parents and children

Essential for practical, local help

6

EU Kids Online
https://www.eukidsonline.net/

What it offers:

- Research on children's online behaviour and risks
- Insights into help-seeking and digital well-being

Helps parents understand children's experiences online

7

UNICEF – Cyberbullying Guide for Parents
https://www.unicef.org/end-violence/how-to-stop-cyberbullying

What it offers:

- Simple explanations and practical advice
- Conversation starters for families

Great for talking with your child

8

Council of Europe – Cyberbullying & Digital Citizenship
https://www.coe.int/en/web/children/bullying

What it offers:

- Rights-based resources on online safety
- Guidance on digital citizenship and responsible behaviour

Useful for understanding children's rights online

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