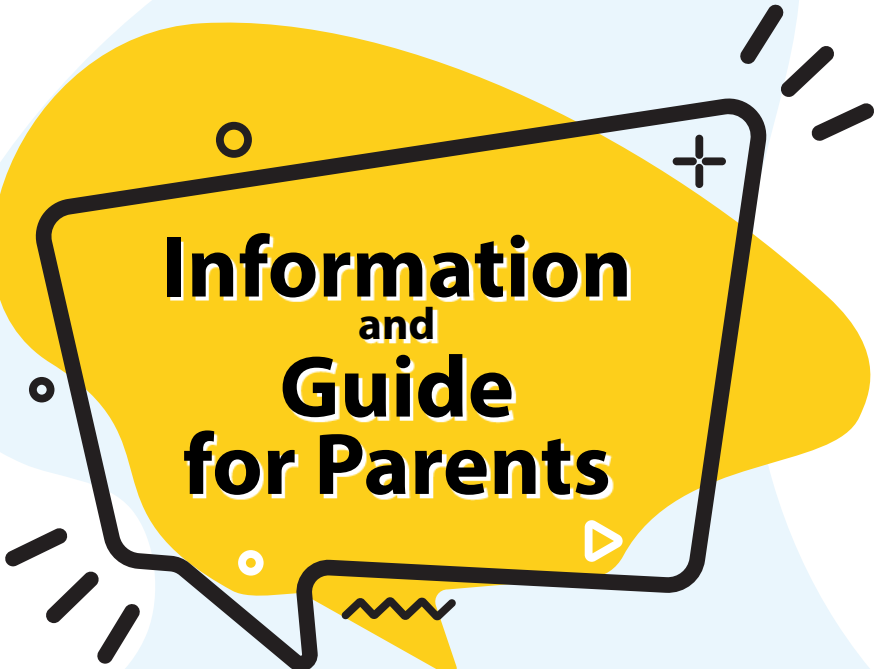




Responding to peer Violence among children
in Schools and adjacent settings



Information and Guide for Parents



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The material has also been compiled using other REVIS project materials such as the [Training Guide](#), session notes and the ChildHub [Regional Research](#).

Training Guide: [Shifting Norms around Violence in Schools: A Guide for Trainers and Facilitators Working with Children and Young People](#)

Regional Research: [Regional Research on violence against children in schools in South East Europe](#)

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INTRO PAGE

The Guide for Parents was developed in the framework of **REVIS project**, a school-based program running in four countries¹ to prevent and reduce peer violence among children, funded by European Commission.

The goal of the guidance is to support parents to prevent and respond to peer violence among children. These incidents usually happen in or around school, but they influence the home life of the affected children. The root cause of school behaviour is mostly acting out their experience at home. The norms and traditions of the home and school are mutually influenced by each other.

We invite you to go through this guidance and give yourself time to think about the activities and questions we collected to support you as a parent.

¹ **REVIS** - 'REsponding to Violence against children in Schools and adjacent settings' project is running from January 2021 to January 2023 in four countries: Bulgaria, Croatia, Romania, and Serbia.

YOU WILL READ ABOUT THE FOLLOWING THEMES IN THIS GUIDANCE.

Chapter 1

Information about the REVIS project and about children's rights. How to use this guidance.

Chapter 2

Different topics and themes children work with and learn about during the REVIS group activities in school.

Chapter 3

Quotes from children and young people on how they see the world around them, the school, and the challenges they face every day.

Chapter 4

Your role as a parent in your child's life and activities and reflective exercises which may support you in your parental role.

Chapter 5

Information about bullying, and tips to support and protect your child against violence or aggression.

Chapter 6

Organisations and places where you can ask for support and help.





CHAPTER 1.

BE A ROLE MODEL FOR YOUR CHILD

All children have the right to be protected from violence, abuse, and neglect (UNCRC, 1989²). This means that adults are responsible for keeping children and young people safe from harm.

The core of these laws and regulations emphasises the message that children and young people have the same general human rights as adults and also specific rights that recognise their special needs.

All adults should do what is best for children and young people.

The overall goal of the REVIS project is to prevent, combat and respond to peer violence³ among children.

² United Nations Convention on the Rights of the Child is an internationally recognized document that lays the foundation for children's rights in almost every country around the world.

³ Violence against children occurs in many forms. When thinking about some of the common forms, the UNCRC (Article 19) says it includes "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse".

During facilitated school activities children:

- understand the possible effects of social and gender norms on violent behaviours
- learn to challenge and question social and gender norms that lead to peer violence
- understand their own rights, and to respect other people's rights, cultures, and differences
- practice to become social influencers who tackle school violence and develop solutions to challenges they are facing daily.

Children have the responsibility to consider the rights of other children, and this includes not causing them harm or being violent to them.

After reading this guidance you will be ready to

- ✓ understand how harmful social and gender norms and behaviours lead to peer violence
- ✓ give information on how to detect, deal with and respond to episodes of peer violence
- ✓ to be a positive and supportive role model and influencer in the life of your child.

In this guidance you will read about

- ✓ social and gender norms: how children see, face, and tackle social and gender norms in everyday life
- ✓ suggestions and practices for parents that can support you to be more aware of your child's well-being
- ✓ the power and opportunity you as a parent have when you are passing on the values and norms of your family and society.

We hope you will find this guide valuable and useful.

HOW TO USE THIS GUIDANCE?

What can I do?

This part contains concrete actions and tips to try with your children or within your family.

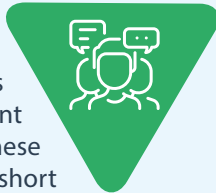
Think about it.

Reflective actions, tasks and small exercises which help parents to develop their skills.



Chat-box

You will find conversations between a parent and child. These sentences or short phrases could support you in communicating with your child. Try them.



CHAPTER 2.

WHAT DID CHILDREN LEARN DURING PROJECT ACTIVITIES?

We provide some insights into the atmosphere of the group activities and summarise the key lessons.

Children's opinion about the group activities:

"I liked that we were able to talk openly and express our opinions."

"I liked how relaxed the atmosphere was and the teachers were great."

"The class became a more cohesive community and the children learned how to be social and how to interact in positive ways with each other."

We need to talk more about it.

Young participants recommended that there should be more dialogue between teachers, school principals and children and young people about violence. Through dialogue they can come up with strategies to prevent and act in cases of violence.

Alliance between parents and teachers is essential.

Parents and teachers emphasise that school staff and parents must work closely together, as children bring into school what they had experienced at home. They may express a form of violence in school that teachers do not know the cause of. This is true the other way around as well. Children bring the school atmosphere and the language used among children and teachers with them to their home. During school activities teachers can supplement the first seven years of upbringing provided by the family. Teachers and parents must work on understanding and supporting children. Success depends on the alliance formed between parents and teachers.



Chat-box

Parent:
How was your day today?

Child:
Guess what, we had
an interesting school
activity this morning.

Oh. What kind of
activity?

The school is taking part in a
programme, and we talked about
all sorts of interesting things. The
name was REVIS.

Like what?

Like diversity, acceptance,
bullying⁴. I have learned to accept
those who are different from me.

And what exactly
happened?

There were different exercises, situational
games. These activities helped us develop our
mind and think differently, in a good sense.
We worked in teams, which helped us make
friends and overcome our shyness.

This is interesting. Did
you learn anything
else?

Now I have the skills to
react in a situation of
violence.

If you want to read more about the activities follow the link to the [Training Guide](#)⁵.

⁴ "Bullying is when the same student is repeatedly and deliberately harmed. The perpetrator is/are someone/s against whom the victim finds it difficult to defend him/herself." - KIVA - Anti-bullying Program Parent's Guide, p.4. <https://data.kivaprogram.net/parents/>

⁵ The Training guide is available in following languages: English, Bulgarian, Croatian, Romanian, Serbian.

CHAPTER 3.

CHALLENGES OUR CHILDREN FACE

The following everyday situations stem from the very strong influence of social and gender norms.

It's stupid that something is expected of me just because I'm a boy.



Chat-box

Dad:
How does your shirt look again?

Young person:
.....

Dad:
Have you been beaten again?

Young person:
Yes, they came on me, 5 of them, called me all sorts of names, very bad names. One of them grabbed my arm forcefully...

Dad:
I told you a thousand times that you have to defend yourself.

Young person:
Ok, but I can't. It's a stupidity, that boys are expected to be strong and not cry.

Mom:
What happened? Oh,
I'm very sorry. Come on.

Mom to Dad:
Don't tell him not to cry.

Young person:
Don't tell me you wouldn't recoil if a group of
men attacked you. I don't believe you!

Dad:
Okay, I told you to ask for help if
you can't do it on your own.

Young person:
Sure, ask for help. But you always tell me to defend myself.
They still attack me. And then I can't defend myself. Bullying
is happening constantly. I think it is dangerous.

Mom:
I'm so sorry.

Can children complain? Well, they can, but hardly anyone will pay any attention to them, because they are small, and no one believes them.

About norms

According to children there are norms that limit reporting of violence. These can be descriptive norms or unspoken messages like this: “all children experience violence, but they don’t report it”. And there are injunctive norms or messages like this one: “strong children do not suffer from episodes of violence”. ([Training Guide](#))

What are social norms?

Social norms refer to a person’s beliefs or expectations about what others typically do in situation X, and what actions other people approve and disapprove of in situation X. ([Training Guide](#))

What are gender norms?

Gender norms refer to a person’s beliefs or expectations about what others typically do in a given situation, and what is approved or disapproved of, as it relates to gender. Gender norms are often used to explore and address gender inequality. ([Training Guide](#))

Social and gender norms are culture-based strong messages which are hardly changeable.

These norms can be positive and help you find your way in the world, providing security. For example: family goes on holiday, or they go shopping every two weeks for the elderly grandmother.

There are also negative messages that are often outdated and rather harmful. What is wrong with a boy child being sad or crying when he is beaten up by others? Why is it difficult to accept that a woman can also reach a high position and thus participate in family life in a different way?

There are common norms and messages across the four project countries. Children and young people reported similar standards of expected behaviours. For example:

"Boys should not cry and show emotions, they are expected to be strong."

"Girls should be nice and well-mannered, know how to cook and take care of the household and every woman is expected to be a mother".

Other ubiquitous norms are these:

"Children and young people must not contradict their parents - even in moments when they are beaten or hurt."

"It is up to the child or young person to be silent and respect the parent as long as he or she lives in their house."



Think about it.

As a child or even now as an adult, people often hear both positive and negative social, gender and culture-based messages.

Are there any of these norms present in your family? Are there any that might hurt a family member?

Probably you've tried earlier to rephrase them, to change them to sound more positive. Try to say it in a different way.

Boys should not cry, it's just a bruise.



Example: Oh, you must have really hurt yourself, that must hurt. It's okay, cry it out, it'll calm you down. Then we'll wash the wound off.

You'll never be a good wife, you can't even put a good soup on the table.

Stay silent and respect your parents as long as you live in my house.

I was beaten by my father/mother, despite this I became a decent person.

Were there any other similar sentences in your childhood and family?
How did you transform those?

What can I do?

Is there a message like this in your own family? We encourage you to think and talk about it with your family!



CHAPTER 4.

PARENTS ARE ROLE MODELS

4.1 Who are you as a parent?

As a parent, you are a role model, a decisive person in your child's life. Love between parent and child is unique and unmistakable. You as a parent are an influencer in different areas of life: in your family, among your friends, at your work, sports, public life, culture, etc. If you can make a difference in your family, you and your family will have an impact on your immediate and wider environment. If you allow space for your child's questions, opinions, and initiatives at home, he or she will act similarly and will cooperate with others.

"We should inspire children's respect for general values by modelling these values ourselves, because they do at school what they see at home, and the other way round. Therefore, it is necessary to enact changes at the individual level, by means of personal example."
(REVIS Trainer)



Think about it.

Look in the mirror! What is your superpower as a parent? How can you calm and put your child at ease? How can you make him/her laugh, or convince him/her?

4.2. Children and young people need their parents

Attachment is at the heart of relationships and social functioning. In an ideal world, parents are the primary attachment figures in a child's life. Through attachment, the parent acts as a compass for the child. As a parent, it is important to be aware of the quality of the relationship and to be the nurturer of your relationship with your child.

You can do this by strengthening family ties. Parents know that family occasions help children get support from family members, listen to family stories, and learn how family celebrates different occasions.

Parents know that they can have the most effective influence on a child when they spend regular, quality time together.



What can I do?

The best ways to strengthen your connection with your adolescent child is to be active together. Make sure these are recurring, regular activities, which you both enjoy. For example:

- Listen to music together. Show him/her the music you listened to as a teenager and young person.
- Watch movies together or show him/her those films that you grew up with.
- Bake and cook together.
- DIY, car repair, gardening also help you build a positive relationship.
- Revive traditions, traditional costumes, and dances together or with the family.
- Hiking, camping, picnicking, fishing, or playing sports together helps to talk to each other during these activities.

4.3 How can I become a role model and an influencer as a parent?

Parents, as the first and most important role models have a huge impact on their children as social beings. They model social interactions through their behaviour and provide an example of how we interact in different social roles, at work or in the family. Children learn the social and gender norms through the interactions of their parents. They copy their parents' behaviour when they face emotions and stress and communicate in challenging or stressful situations.

We, as parents, adults or professionals who work with children, are role models, regardless of whether we represent positive or negative models.

Children observe everything. At an early age children cannot distinguish between good and bad patterns. They follow and imitate what they see from their parents and adults around them (parents, caregivers, grandparents, extended family, teachers, coaches, etc.). The behaviour they observe becomes natural, it is a guide and an example. If they see an adult shouting or stepping back and asking time out to calm down in a conflict situation, they will do the same at school or even at home the next day.

Think about it

Look in the mirror again! What do you do in the following situations? What do you do first? What do you say first?

- A. Your older child is helping the younger one.
- B. When your child is upset, he/she is always talking back, or slams the door to his/her room.
- C. When your child is angry or stressed, he/she is criticizing everything.
- D. When your child is happy and proud of his/her achievement in school or sport.

Can you see and recognize the same response patterns and gestures in your child when he/she is upset, stressed or if he/she feels happy and full of positive energy?

4.4 Challenges during adolescence⁶

Trust in a parent or adult sometimes can be damaged. In adolescence the influence of peers becomes stronger, so they can step in and take the lead. Adolescence is a developmental stage

⁶ In Appendix part you will find an information table about Developmental milestones in adolescence

when the connection between the child and parent changes. This is a normal transformation. Young people try to emotionally distance themselves from their parents. This can be a risky period for children and young people, because at this age they are not able to make the best decisions yet. So, it is essential that their parents' support is available every day, even if young people might display some challenging behaviours.



Think about it.

Does your child have a friend or group/gang who you feel has too much influence over him/her? For example: your child is always trying to conform to him/her, wearing the same clothes, imitating his/her style, not getting his/her own way, or even being dominated by another child or group.

In the following graphic, you can write in the names of your child's friends. Put your child's name in the centre. Mark those children who have strong influence on him/her with a double line. Mark the ones who are supporters of your child with a heart.





Chat-box

Keep in touch with your child every day. Ask where he/she is, what he/she's doing, what he/she's interested in.

Text him/her or ask him/her when he/she gets home:

Hi, how was your day? I got to work this morning without a hitch, there were hardly any people on the bus.

You're right, I never asked before however I'm interested...

What? You've never asked me that before.

...nope, you don't care.



Think about it.

How would you continue the conversation? Write a couple of sentences that you can use to get him/her out of his/her indifference/resistance. This can be a common joke/story/phrase that only you know.



What can I do?

Share a simple, common, not too serious event with your child. Be curious about his/her everyday life, what he/she likes, etc. Don't let yourself be put off. Don't get upset if he/she lashes out at you or ignores you.

4.5 Where do my parenting patterns come from?



The norms in families are social norms which appear like strong messages that we have to follow. A social norm in a family could sound like these examples:

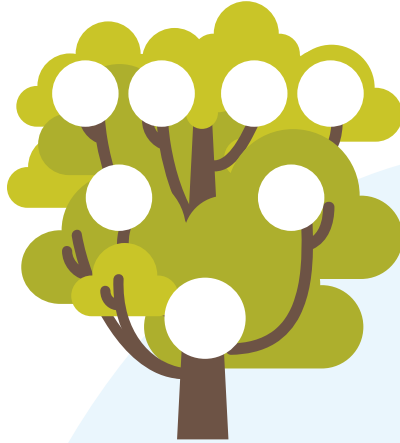
- In this family we respect old people.
- We don't say bad things about our parents.
- Your father will tell you whom you can marry.

In flagrant cases "young people see violence as normal, the most normal thing for them is that groups beat each other, that we beat each other, that people in relationships beat each other — mentally, physically, in all directions — because it is presented to us, all the time as something normal, and it should not be."



Think about it.

Draw your family tree, similar to this picture. Edit it according to the structure of your family. Write the names of your family members in the bubbles.



Now reflect on some patterns of your parenting style or experience that you might bring from your own family that are linked with a social norm.

What messages or norms and from whom have you received that you remember? Write it down!

From whom? What was the message?



What can I do?

Think about the messages you are sending to your child. Which is the main value you want to convey to your child and family as a parent?

CHAPTER 5.

PROTECT YOUR CHILD FROM BULLYING

Recognize if your child is in trouble

One of the characteristics of adolescent development is that the parent-child relationship changes. Usually between 12-16 years old the adolescents are more influenced by their peers. A strong connection with parents is one factor that prevents children from being involved in risky/dangerous situations. If you feel that a group may be a risk factor to your child, talk to him/her and take steps to spend less time with the group.

As a parent, you know your child's cues best. You can spot any changes in his/her behaviour and emotions. At the same time, you are also the one who knows best what is going on in your family. You are very likely to be a good judge of whether a change in your child's emotions or behaviour is due to something at home or at school.

5.1 If your child is a victim of violence

Is not an easy task to recognize that a child is being bullied or hurt as often abuse is displayed in different forms. Sometimes there are no obvious signs that your offspring is being bullied. We must pay attention both to obvious (comes home from school beaten or with torn clothes) as well as subtle signs (is hungry because the bully takes away his/her food or money).⁷

⁷ KIVA - Anti-bullying Program Parent's Guide, p.19.
<https://data.kivaprogram.net/parents/>

Some signs suggest a child is being bullied⁸:

- he/she is afraid of walking to/from school or of taking the usual route to school
- he/she is unwilling to go to school, is absent from school or classes with no clear reason or complains s/he's ill in the morning on school days
- he/she comes home from school with his/her clothes or school bag messed up and torn
- he/she becomes withdrawn, quiet and seems to have lost his/her self-confidence
- he/she has lost his/her appetite, often says he/she does not feel like eating
- cries him/herself to sleep, has nightmares
- loses his/her belongings (baseball cap, hat, books, booklets, pencil case, etc.)
- he/she asks for or steals money (in order to give to the bully or his/her assistants) or frequently loses his/her allowance

5.2 If your child is a perpetrator of violence

If you hear that your child had hurt somebody, your first feelings and reaction may be anger, guilt, and doubt. This kind of information can come as a surprise. You may feel overwhelmed by strong emotions, which is normal. The best thing you can do is to stop and think before you talk with your child about the situation.

Some signs imply being a bully⁹:

- he/she becomes angry or easily irritable
- he/she comes home with money and can't explain where he/she got it

⁸ Based on KIVA - Anti-bullying Program Parent's Guide

⁹ Based on KIVA - Anti-bullying Program Parent's Guide

- he/she comes home with new things (baseball cap, hat, books, booklets, pencil case, etc.)
- he/she is talking about new friends but doesn't introduce them



Think about it

The following activities can help you manage bullying you, as an adult might face, since different kind of bullying situations can appear in an adult's life, like workplaces and social situations as well.

Say NO.

Are you able to tell your boss/child/husband/wife convincingly NO or STOP THAT when things happen to you that you don't want?

When you say NO, you send the message to others that you do not like what is being done to you. Sometimes you may feel that it is difficult to say NO. Try to overcome this doubt, because when you feel threatened, or someone is treating you badly you have the right to stop the action that is hurting you. You can practice saying this simple and strong word: NO.

Anger control

What do you do when you get annoyed or upset? How can you support your child when you are annoyed?

Usually taking a deep breath and letting it out slowly gives us a few moments to calm down, get back in our balance and reconsider our actions.



What can I do?

If you suspect that your child was bullied or hurt, bullied other children you can try two strategies. One strategy is to get to know more about his/her days, ask questions. The other one is to support

him/her to say NO and be able to protect his/her boundaries.

Questions are important

“How was school today?” or “How were things at school?” are important daily questions you can ask your child.

The goal of these questions is to set up a trustful atmosphere, in which your child feels safe to share about his/her day, and the things that are the most important to him/her. It is challenging to find the right questions which can encourage your child to talk. One question can work one day and doesn't work on another day. Be curious, creative and use your humour.

The following questions can give you some inspiration:

- What was the best and the worst thing that happened at school today?
- Who were you with at school today? What were they like?
- What did you do with friends today? Was it fun?
- What did you do on the way to school/home?

Say NO

You can support your child to cope with bullying situations by practicing together. The words NO or STOP IT can function as the first step when he/she is threatened with words or acts by others.

We encourage you to practice a simple situation with your child.

Pretend to offer him/her a soft drink. Ask him/her to refuse. Pretend you're asking him/her to follow you to a hidden part of the school yard. Ask him/her to refuse. Practice using the word NO.

Please note: Ending bullying is not the responsibility of the child/victim; the responsibility always lies with the adults, parents, relatives. And when at school, the teachers and school staff as well.

CHAPTER 6.

WHAT CAN I DO?

WHERE CAN I ASK FOR HELP?

If you need support or want to connect with other parents, organizations that support parents, contact these organizations.

Bulgaria

Child protection social services:

- Social Activities and Practice Institute <https://www.sapibg.org>
- Community Support Centre – Sofia,
02/ 9204238, sapi_slaveykov@abv.bg
- Complex for Social Services to Children and Families – Vidin,
094/600 606, sapi_vidin_ksuds@abv.bg
- Complex for Social Services to Children and Families – Shumen
054 833 124, ksu_sh@abv.bg
- Child Advocacy and Support Centre, 096/ 300 134, zonazakrila_montana@abv.bg
- Child Advocacy and Support Centre, 054 833 124, ksu_sh@abv.bg
- Community Support Centre, 02/9361026, cop_nadejda@abv.bg

Country help lines, chat lines for children in case of need of support:

- National helpline for children 116 111 [https://www.116111.bg/Safer Internet Helpline 124 123](https://www.116111.bg/Safer%20Internet%20Helpline%20124%20123)
- <https://www.safenet.bg/bg/>

Child protection basic services:

- STATE AGENCY FOR CHILD PROTECTION <https://sacp.government.bg/>
- Agency for Social Assistance <https://www.asp.government.bg/>
- Social Activities and Practice Institute <https://www.sapibg.org/>
- Child Advocacy Center Zona ZaKmila for children experiencing or at risk of violence and their families
- UNICEF Bulgaria <https://www.unicef.org/bulgaria>
- National Network for Children, <https://nmd.bg/>
- Safe internet center <https://www.safenet.bg/bg/>

Croatia

- Brave Phone, parent helpline, number: 0800 0800
- Brave Phone, child helpline, number: 116 111
- Brave Phone, e-counselling for children and parents, email: savjet@hrabritelefon.hr
- Brave phone, website for all and chat for children, <https://hrabritelefon.hr/>
- Zagreb Child and Youth protection center (in Croatian: Poliklinika za zaštitu djece i mladih Grada Zagreba), alongside diagnostic and forensic assessment, experts from the Center provide individual and group counseling and support for children and their parents
- Department of Social Services and family center for each county in Croatia

Romania

Parents' organizations are being established in every school. Please contact the school management to find out more of the current running parents' organizations in your area.

Organizations that support parents:

- The Alliance of parents (Alianta parintilor) - <https://aliantaparintilor.ro/>
- Organizations that offer support to youth, are also offering support to parents, namely:
- Save the Children (Salvati Copiii) - <https://www.salvaticopiii.ro/>
- World Vision Romania - <https://worldvision.ro/>
- "Supporting children" Association (Sprijiniti Copiii Iasi) - <https://sprijiniticopiii.ro/>
- Sf. Dimitrie Foundation (Fundatia Sf. Dimitrie) - <http://www.fundatiasfantuldimitrie.ro/>
- International Child and Family Foundation (Fundatia Internationala pentru Copil si Familia) - www.ficf-romania.ro
- Society for Children and Parents (Societatea Pentru Copii Și Părinți) - <http://www.scop.org.ro/>
- SERA Romania Foundation (Fundatia SERA Romania) - <https://www.sera.ro/seraromania/ro>

- The Foundation for Counselling and Social Services for Children and Families (Fundatia de Consultanta si Servicii Sociale pentru Copii si Familii) - <http://www.holt.ro/>
- Romanian Foundation for Children, Community and Family (Fundatia Româna pentru Copii, Comunitate și Familie) - <https://frccf.org.ro/>
- Peoples Development Foundation (Fundatia Dezvoltarea Popoarelor) - <https://www.fdpsr.ro/>
- Bethany Social Services Foundation (Fundatia Serviciilor Sociale Bethany) - www.bethany.ro
- PARADA Foundation (Fundatia Parada) - www.paradaromania.ro
- Community Support Foundation (Fundatia de Sprijin Comunitar) - <https://fsc.ro/>
- HOSPICE House of Hope Foundation (Fundatia Hospice Casa Sperantei) - www.hospice.ro
- Inocenti Foundation (Fundatia Inocenti) - <http://inocenti.ro/>
- New Horizons Foundation (Fundatia Noi Orizonturi) - <https://www.noi-orizonturi.ro/>
- Concordia Humanitarian Organization (Organizatia Umanitara Concordia) - <https://www.concordia.org.ro/>
- AMURTEL Association (Asociatia AMURTEL) - <http://amurtel.ro/>
- SOS Children's Villages Association (Asociatia SOS Satele Copiilor) - www.sos-satelecopiilor.ro
- Child's Phone Association (Asociatia Telefonul Copilului) - www.telefonulcopilului.ro
- Terre des hommes Foundation (Fundatia Terre des hommes Elvetia) - www.tdh.ro

Country help lines, chat lines for children in case they need of support:

- Child's Urgent Helpline (Numarul de urgenta unic): 119
- Child's Helpline (Telefonul Copilului): 116 111 <https://www.116111.ro/>
- Victims of Domestic Violence Helpline: 0800.500.333 <https://anes.gov.ro/call-center/>

Child protection basic services:

- Governmental Services for Families: <https://www.servicii->

sociale.gov.ro/ro/familie-si-copii

- National Authority for Child Protection (Autoritatea Națională pentru Protecția Drepturilor Copilului și Adopție)- <http://www.copii.ro/>
- General Directions of Social Assistance and Child Protection in each county (acronyms: DGASPC, DGAS) (Direcțiile Generale de Asistență Socială și Protecția Copilului existente la nivelul fiecărui județ): <http://anpd.gov.ro/web/informatii-utile/directiile-generale-de-asistența-socială-si-protectia-copilului/or/> sau <http://copii.gov.ro/1/harta-contacte-dgaspc-uri/>

Other national organizations:

- National Federation of Parents Associations in Pre-University Education (Federația Națională a Asociațiilor de părinți din învățământul preuniversitar) - <https://www.fnapi.ro/>
- Federation of Parents and Legal Guardians in Romania (Federația Părinților și Aparținătorilor Legali din România) - <https://fepal.ro/>
- Federation of NGOs for children (Federația Organizațiilor Nегovernmentale Pentru Copil) - <https://fonpc.ro/>

Serbia

Parent's organizations:

- NGO Parent, <https://www.roditej.org/>
- NGO Moms Club <http://centarzamame.rs/>

Organizations that support parents:

- GRIG <https://cspa-grig.org/>
- Helpline for parents 0800 007 000, working time 4pm-10pm

Organizations that support youth:

- Friends of Children of Serbia, <https://priateljidece.org/>
- National Platform for the Prevention of Violence against Children <https://cuvamte.gov.rs/>

Country help lines, chat lines for children in case of need of support:

- National Helpline for Children, <https://nadel-decijalinija.org/>

Child protection basic services:

- Centers for Social Work in Serbia <https://www.minrzs.gov.rs/sr/aktuelnosti/vesti/objavljen-spisak-kontakt-telefona-i-mejl-adresa-svih-centara-za-socijalni-rad-u-srbiji>

Organizations, networks for parental support etc.:

- SOS Mama, +381603393390, Helpline
- National Suicide Prevention Line, +381117777000
- Helpline for reporting the digital violence, 19833, working time 7.30 am-3.30 pm

APPENDIX

DEVELOPMENTAL MILESTONES IN ADOLESCENCE

Following are some information about adolescence or teenage years. This is a challenging developmental period for both parents, teachers, and young people. The table below can help you recognise and distinguish between behaviours that result from adolescent development and those that result from bullying or social norms.¹⁰

Young teens (12-14 years of age)

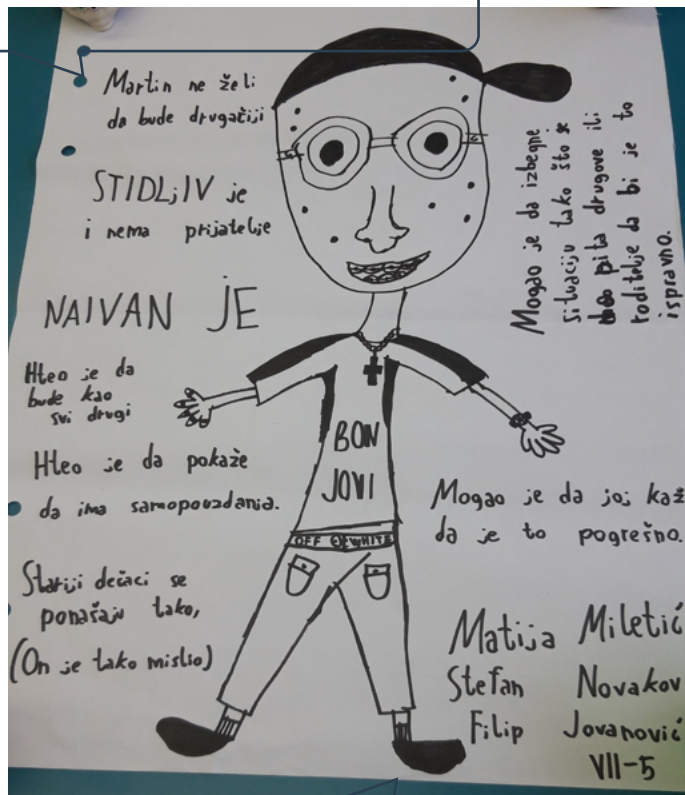
Hormones change as puberty begins, so this is a time of many physical, mental, emotional, and social changes. Young teens might be worried about these changes and how they are perceived by others. At this age, teens make more of their own choices about friends, sports, studying, and school. They become more independent, with their own personality and interests, although parents are still very important.

Teenagers (15-17 years of age)

This is a time of changes for how teenagers think, feel, and interact with others, and how their bodies grow. Most girls will be physically mature by now, and most will have completed puberty. Boys might still be maturing physically during this time. During this time, your teen is developing his unique personality and opinions. Relationships with friends are still important, as well as other interests as he/she develops a clearer sense of who he/she is. This is also an important time to prepare for more independence and responsibility; many teenagers start working, and many will be leaving home soon after high school.

¹⁰ Adaptation based on the developmental stages published by Centers for Disease Control and Prevention <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Martin doesn't want to be different.
He is shy and has no friends.
He is naïve.
He wanted to be like all the others.
He wanted to show that he had confidence.
Older boys act like that. (He thought.)



He could avoid this situation by asking friends or parents if this was right.

He could have told her that it was wrong.

Young teens/Puberty

Age	12-14 years of age
Emotional and Social Changes	<p>Show more concern about body image, looks, and clothes.</p> <p>Focus on themselves; going back and forth between high expectations and lack of confidence.</p> <p>Experience more moodiness.</p> <p>Show more interest in and influence by peer group.</p> <p>Express less affection toward parents; sometimes might seem rude or short-tempered.</p> <p>Feel stress from more challenging school work.</p> <p>Develop eating problems.</p> <p>Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.</p>
Thinking and Learning	<p>Have more ability for complex thought.</p> <p>Be better able to express feelings through talking.</p> <p>Develop a stronger sense of right and wrong.</p>
Challenges	<p>Young teens might face peer pressure to use alcohol, tobacco products or drugs, and to have sex.</p> <p>Other challenges may occur as eating disorders, depression, and family problems.</p>

Teenagers/Adolescents

Age	15-17 years of age
Emotional and Social Changes	<p>Have more interest in romantic relationships and sexuality.</p> <p>Go through less conflict with parents.</p> <p>Show more independence from parents.</p> <p>Have a deeper capacity for caring and sharing and for developing more intimate relationships.</p> <p>Spend less time with parents and more time with friends.</p> <p>Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.</p>
Thinking and Learning	<p>Learn more defined work habits.</p> <p>Show more concern about future school and work plans.</p> <p>Be better able to give reasons for their own choices, including about what is right or wrong.</p>
Challenges	<p>Teenagers, both girls and boys, might have concerns about their body size, shape, or weight. Eating disorders also can be common, especially among girls. Boys also face this problem.</p>

**„The best solutions
to violence in school
come from children
themselves.“**



**Responding to peer Violence among children
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