**Lost in relations.**

Bullying is considered as a set of interdependent, multi-stage domino-effect, psychosocial processes. A prior meta-analysis found that intervention programs are effective in reducing school-bullying perpetration by approximately 19–20% and school-bullying victimization by approximately 15–16%. There is a lack of studies investigating parents' perspectives on bullying, particularly when their own children are involved as victims or witnesses. Agreeing that parents are a crucial link in preventing peer violence and a very important intervention component, we conducted a qualitative semi-structured IDI’s with 20 parents, sampled and recruited via an online questionnaire and using the snowball effect. Data analysis using a grounded theory approach was facilitated by MAXQDA qualitative data analysis software. We explored how parents/guardians perceive and interpret the reasons for the situation and their perceptions of efficiency of school actions.

Results of our study show certain actions parents/guardians tend to take in order to countermeasure the bullying/victimization problem. They try to engage school staff or other students’ parents.

They also seek help in external institutions or personally engage in conflict. The effectiveness of interventions vary but the key issue seems to be the understanding of the complexity of bullying behaviors and psychological mechanisms responsible for its prevalence. We shed a light on the significance of the relationship between parents and teachers to interrupt the downward spiral of bullying. We suggest that it is necessary to support and educate both parents/guardians and teachers within the scope of bullying prevention and intervention.

This study identifies some research gaps that require further investigations, to provide comprehensive anti-bullying intervention.