This thesis is about bullying, reactions to bullying and processes in bullying as it takes shape in interaction and interpretations of interviews with fourth-to eighth grade students. The aim with this thesis is to listen to, examine and conceptualise students’ perspectives on bullying. Students’ perspectives are crucial for our further understanding of this phenomenon. Based on my analyses and interactions with students, this thesis came to focus interactions, processes and negotiations as important themes. Findings reveal that students’ reactions, when they discuss how they respond when they are witnessing bullying, depend on how they define the situation. Explanations to the emergence of bullying are understood through a complex social ordering of belonging process, where the peer target is defined and constructed as someone who do not fit in and as responsible for the bullying. A contribution is also the importance of social norms and negotiation of identities. Students discuss how gender and a normative peer structure, where a pressure to fit in, is interlinked with how they understand bullying.