Bullying has been described as the most common form of youth violence involving negative actions between peers within or related to the school context. Being a victim of bullying has proven to have a range of negative consequences and the importance of studying factors that might reduce such outcomes has been stressed. This dissertation aims at contributing both to knowledge regarding the consequences of being bullied by examining patterns of change of bullying victimization over time and how potential positive social interactions and relationships might promote the well-being of bullied children. To do so, this dissertation includes questionnaire data from a one-year longitudinal study of pupils, shorter qualitative written stories and in-depth interviews with former victims of bullying. Arguments are made for the importance of understanding the social processes behind bullying. By adopting a theoretical understanding of how ‘self’ is realized through interactions with others, this dissertation moves beyond correlation-based explanations of the mechanisms behind the link between bullying and its consequences in order to be able to offer more targeted support for those schoolchildren who are, or have been subjected to bullying.