**3.1. SURVEY OF PRIMARY EDUCATION CHILDREN**

The questionnaire for students in the second and third grades of primary school consists of 86 Likert-type items with four response alternatives. In addition, 19 items are included with a brief response, and 5 with multiple answers. The integration of different types of questions in the same questionnaire responds to the need to deepen the research topic, not only collecting relevant data from a quantitative point of view, but also saving the personal nuances that can only be given through a collection of information using open answers, thanks to a qualitative analysis of them. The total 110 questions are divided into 7 dimensions. In particular: 1) self-concept; 2) perception of good treatment and bad treatment; 3) vertical coexistence perception; 4) horizontal coexistence perception; 5) actions among equals; 6) perception of the teachers' actions in case of good treatment and bad treatment; 7) cases of individualized good treatment and mistreatment. The Likert scale translates into: 1-no; 2-little; 3-pretty; 4-much. Next, the questions regarding each dimension:

**3.1.1. Self-concept**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I think I am** | **1** | **2** | **3** | **4** |
| 1.Brave |  |  |  |  |
| 2.Cheerfl |  |  |  |  |
| 3.Peaceful |  |  |  |  |
| 4.Bully |  |  |  |  |
| 5.Defender |  |  |  |  |

6. Am I different to the rest of the children in my classroom? **YES / NO**. In what?

7. Are other children different? **YES / NO** In what?

8. Do you like other children in your classroom be different? **YES / NO** In what?

**3.1.2. Perception of good treatment and mistreatment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **I think that good treatment to other peers is…** | | **1** | | **2** | | **3** | **4** | |
| 9.Smiling | |  | |  | |  |  | |
| 10.Valuate | |  | |  | |  |  | |
| 11.Respecting their rights | |  | |  | |  |  | |
| 12.Accepting their differences | |  | |  | |  |  | |
| 13.Being kind with him/her | |  | |  | |  |  | |
| 14.Listening | |  | |  | |  |  | |
| 15.Thinking in their emotions and needs | |  | |  | |  |  | |
| 16. Thanking for his/her help | |  | |  | |  |  | |
| 17.Helping | |  | |  | |  |  | |
| 18.Looking after him/ her | |  | |  | |  |  | |
| 19.Playing with him/ her | |  | |  | |  |  | |
| 20.Protecting and defending | |  | |  | |  |  | |
| 21.Apologizing if we have hurt him/her | |  | |  | |  |  | |
| 22.Resolving conflicts peacefully | |  | |  | |  |  | |
| **I think that mistreatment is …** | **1** | | **2** | | **3** | **4** | |
| 23. Insulting |  | |  | |  |  | |
| 24. Giving him/her a nickname |  | |  | |  |  | |
| 25. Speaking badly about that person |  | |  | |  |  | |
| 26. Shouting |  | |  | |  |  | |
| 27.Threatening |  | |  | |  |  | |
| 28. Hitting a person or scratching |  | |  | |  |  | |
| 29. Pushing him/her |  | |  | |  |  | |
| 30. Stealing, hiding or breaking things |  | |  | |  |  | |
| 31. Laughing or laughing at that person |  | |  | |  |  | |
| 32. Ignoring him/her or not letting him/her play in the group |  | |  | |  |  | |

33. If someone mistreats one of my peers and I tell someone…

|  |  |
| --- | --- |
| I am a sneak | I am brave |
| It is better to keep quiet | It is better to tell |

**3.1.3. Vertical coexistence perception**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| 34. Do you like school? |  |  |  |  |
| 35. It's easy for me to do what my teachers say |  |  |  |  |
| 36. My teachers believe that I am stupid |  |  |  |  |

37. What do you like most about school?

38. What do you like less about school?

39. What would have to happen to be very comfortable in your relationships with your classmates? Write 2 things.

**3.1.4. Horizontal coexistence perception**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| 40. I get along with classmates |  |  |  |  |
| 41. I get along with the boys and girls of school |  |  |  |  |
| 42. In class I have friends |  |  |  |  |
| 43. Some classmates bother me in class |  |  |  |  |
| 44. Some children bother me at school |  |  |  |  |
| 45. My colleagues let me play with them |  |  |  |  |
| 46. Outside the school game with friends of the school |  |  |  |  |
| 47. I would like my classmates to come to my birthday |  |  |  |  |

50 How do they help you?

51Why do they help you?

**3.1.5. Peer performances**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What do some boys or girls do to me / what have they done to me during this course?** | **1** | **2** | **3** | **4** |
| 52. They smile at me |  |  |  |  |
| 53.I value myself |  |  |  |  |
| 54. Respect my rights |  |  |  |  |
| 55. Accept my differences |  |  |  |  |
| 56. They are kind to me |  |  |  |  |
| 57. They listen to me |  |  |  |  |
| 58. They think about how I feel and what I need |  |  |  |  |
| 59. You thank me when I help you |  |  |  |  |
| 60. Help me |  |  |  |  |
| 61. They take care of me |  |  |  |  |
| 62. Play with me |  |  |  |  |
| 63. They protect me |  |  |  |  |
| 64.I defend myself when someone treats me badly |  |  |  |  |
| 65. They apologize to me when they have hurt me |  |  |  |  |
| 66. They try to settle conflicts with me without violence |  |  |  |  |
| 67. They insult me |  |  |  |  |
| 68. They give me nicknames or they speak ill of me |  |  |  |  |
| 69. I scream |  |  |  |  |
| 70. They threaten me |  |  |  |  |
| 71. They hit me or scratched me |  |  |  |  |
| 72. They push me |  |  |  |  |
| 73. They steal, hide or break my stuff |  |  |  |  |
| 74. They laugh or make fun of me |  |  |  |  |
| 75. They ignore me, they do not let me play in the group |  |  |  |  |

76. If they treat you badly, where does it usually happen?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| In class | In the hallway | In the bathroom | At recess | In the dining room | At the entrance or exit |

77. If they are treated badly, why do you think they do it?

78. What do you do when you are treated badly?

79. Who do you tell?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To nobody | To my mother | To my father | To my teachers | To my friends | To my brother/sister |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What do I do to other children?** | **1** | **2** | **3** | **4** |
| 80. I try to get along with all of them |  |  |  |  |
| 81.I help other children |  |  |  |  |
| 82. I have treated another boy or girl badly |  |  |  |  |

83. If you have mistreated some boy or girl, why have you done it?

|  |  |  |  |
| --- | --- | --- | --- |
| Because I do not like him/her | Because he/she is weird | Because he/she treats me badly | Because I want to |

84. What do you do if you see a boy or girl who treats another badly?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I do the same | I tell him/her not to do it | I defend him/her | I tell to my teachers | I do nothing |

**3.1.6. Teacher actions perceptions in case of good treatment / bad treatment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **When one child treats another well, my teachers** | **1** | **2** | **3** | **4** |
| 85. They do not do anything because they do not realize |  |  |  |  |
| 86. We are told that this is very good and they are happy |  |  |  |  |
| 87. They teach us to treat other children well |  |  |  |  |
| **When some child treats another wrongly, teachers ...** | **1** | **2** | **3** | **4** |
| 88. Do not do anything because they are our things |  |  |  |  |
| 89. They tell us to avoid the aggressor |  |  |  |  |
| 90. They help the aggressor and the victim to find a solution to the problem |  |  |  |  |
| 91. They talk to the aggressor telling him/her that this behavior is not allowed in class or school. |  |  |  |  |
| 92. They do not do anything if the matter is not serious |  |  |  |  |
| 93. They tell the attacked child that they have to defend themselves and face the aggressor |  |  |  |  |
| 94. They make the aggressor think about how the other child feels, trying to put him/her in the other person’s place and stop doing it. |  |  |  |  |
| 95. They take the aggressor to the school principal, so that they give him/her the punishment he/she deserves |  |  |  |  |
| 96. They do not intervene because they say they have to teach and there is no time |  |  |  |  |
| 97. The aggrieved child is told to be exaggerating, that it is not that much |  |  |  |  |
| 98. They talk with all the students about what is happening and try to propose solutions among all of them |  |  |  |  |
| 99. They do not do anything because they do not find out |  |  |  |  |
| 100. They do activities in class so that all students get along well |  |  |  |  |
| 101. They make students think that it's okay to be different and that we can all learn from each other |  |  |  |  |

**3.1.7. Cases of bad treatment / individual treatment**

|  |  |
| --- | --- |
| **Who makes what** | Indicate the name of the partner |
| 102. Who treats its partners well? |  |
| 103. Who insults, hits, ... or mistreats another child? |  |
| 104. Who is insulted? |  |
| 105. Who gets hit? |  |
| 106. Who is rejected? |  |
| 107. Who do they take things from without their permission, break them or spoil them? |  |
| 108. Who has fun when other children treat a partner badly? |  |
| 109. Who stops the fights and defends who is mistreated? |  |
| 110. Who plays with the child who is always alone? |  |