Table S1

Summary of Studies Included in the Systematic Review

Citation	Study Purpose	Study Design, Location, and Sampling Strategy	Sample Description and Response Rate	Measurement and Evaluation of Policy Effectiveness	Results and Findings
Barnes, 2010	To explore the relationships between anti-bullying policies developed and implementation of those policies	Quantitative cross-sectional study in Arkansas using probability sampling from elementary, middle, and high schools	547 school administrators and counselors (51% counselors, 49% administrators); 69% female, 31% male; 93% White, 5% Black, 1% Hispanic/Latino, and 1% multiracial; 1% ages 20–29, 15% ages 30–39, 37% ages 40–49, 37% ages 50–59, 10% ages 60–69; response rate = 25%	Participants responded to one item: "How effective do you feel your school's anti-bullying policy is in reducing bullying?" A state law required district policies.	Results showed 5% of participants reported that their policy was very effective, 32% reported it was effective, 46% reported it was somewhat effective, 15% reported it was not very effective, and 2% reported it was ineffective.
Bauman, Rigby, & Hoppa, 2008	To explore the various strategies that teachers and school counselors use to respond to a hypothetical bullying incident	Mixed methods, cross-sectional study across the United States using convenience sampling from listservs and email distribution through personal contacts of educators in elementary, middle, and high schools	735 teachers and school counselors (60% counselors, 39% teachers); 85% female, 15% male; 85% White, 7% Asian, 4% Hispanic/Latino, 3% Black, 3% Native American, 2% other; response rate not reported	Participants indicated if their school had a bullying policy and completed a 22-item, 5-factor scale measuring strategies for responding to a hypothetical bullying incident: Working with the victim (α = .75), working with the bully (α = .69), ignoring the incident (α = .70), enlisting other adults (α = .63), and disciplining the bully (α = .45).	Educators in schools with a bullying policy were more likely to enlist the help of other adults (t = 3.62*) and less likely to ignore the incident (t = -2.72*) compared to those in schools without a policy. Analysis of qualitative data indicated that a need for anti-bullying policies was the third most frequently reported theme about bullying strategies in schools.
Bradshaw, Waasdorp, O'Brennan, & Gulemetova, 2013	To examine variations between teachers' and education support professionals' exposure to bullying, perceived efficacy in handling bullying situations, involvement in prevention efforts, and needs for training	Quantitative, cross-sectional study in the United States using stratified sampling from a national professional association of educators working in elementary, middle, and high schools	5,064 teachers and education support professionals (57% education support professionals, 43% teachers); 80% female, 20% male; 89% White, 5% Black, 4% Hispanic, and 2% other; response rate = 31%	Participants responded to one item: "Are bullying problems adequately addressed by the district bullying policy?"	Results showed that 80% of teachers and 88% of education support professionals reported that their school's bullying policy adequately addressed bullying.

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Farrington & Ttofi, 2009	To assess the effectiveness of school-based anti-bullying programs in reducing bullying	Systematic and meta-analytic review of studies evaluating intervention programs implemented in elementary, middle, and high schools in Australia, Europe, and North America.	30 studies evaluating bullying intervention programs in K-12 schools; 22 had a bullying policy and 8 did not	Researchers coded whether or not study schools had a whole-school bullying policy in place before or during intervention program implementation. Mean scores for bullying perpetration and victimization, or the proportion of bullies and victims in schools, were extracted.	Having a bullying policy was marginally associated with a decrease in bullying victimization (weighted mean OR = 1.53†). Having a bullying policy was not significantly associated with a decrease in bullying perpetration, an increase in perpetration, or an increase in victimization.
Hedwall, 2006	To examine the extent of implementation and effectiveness of a state anti-bullying law	Quantitative, cross-sectional study in Connecticut using probability sampling from high schools	62 teachers, administrators, and department chairs (61% elective-area educators (e.g., business, technology and health), 39% core-area educators (e.g., math and science); response rate = 21% for core-area educators and 33% for elective-area educators	Participants responded to one item: "Has the incidence of bullying declined in the classroom since the policy was put in place?" A state law required district policies.	Results showed that 21% of elective-area educators and 26% of core-area educators reported that the incidence of bullying had declined since the adoption of the policy, 11% of elective-area educators and 4% of core-area educators reported that the incidence had not declined, and 68% of elective-area educators and 70% of core-area educators were not sure.
Isom, 2014	To understand teacher perceptions of bullying and the effectiveness of an anti-bullying policy in a suburban school district	Qualitative, cross-sectional study in a school district in the southwestern United States using convenience sampling from high schools	6 teachers; 67% female, 33% male; 100% White; response rate not reported	Participants' perceptions of the district bullying policy were collected via interviews, journals, and observations. Data were analyzed using thematic analysis.	Four of the six participants (67%) stated that the policy was effective to some degree, and two participants (33%) found the policy ineffective. One teacher stated that the policy was effective for bullying that occurs at school but was less effective for cyber-bullying. Another teacher stated that students knew about the policy and that bullying among students was low. Another teacher felt that the policy was not consistently implemented and personnel did not know how to respond to bullying.

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Ju, 2012	To explore the effectiveness of anti-bullying policies in high schools from the student perspective	Mixed-methods, cross-sectional study in Providence, Rhode Island, using convenience sampling of recent high school graduates	80 students; 54% female, 46% male; 95% White, 3% Black, and 2% other; response rate = 96%	Participants responded to one item: "Anti-bullying policies make a beneficial impact in the effort to prevent bullying in high school." Participants also entered qualitative comments to elaborate on their responses about the school policy.	The beneficial impact of bullying policies was rated a 3.6 on average on a Likert scale of 1 (*strongly disagree*) to 6 (*strongly agree*), which indicates moderate agreement. Five of the seven comments (71%) related to this item suggested that the school bullying policies were effective and two comments (29%) indicated that policies were not helpful because they were ignored or people were not made aware of them.
Khoury-Kassabri, 2011	To examine individual and contextual factors that explain students' victimization by peers among Jewish and Arab students	Quantitative, cross-sectional study in Israel using stratified sampling from Arab and Jewish elementary schools	3,375 students; response rate = 98%	Students completed an 8-item subscale about the school aggression policy (α = .87) and a 17-item, 3-factor scale measuring victimization experiences: physical victimization (α = .76), verbal victimization (α = .69), and relational victimization (α = .68)	Three-level hierarchical linear modeling results showed no significant associations between school aggression-policy scores and rates of physical victimization (b = 0.36), verbal victimization (b = −0.22), and relational victimization (b = 0.06).

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Kosciw & Diaz, 2006	To examine the school experiences of LGBTQ students.	Mixed-methods, cross-sectional study in the United States using convenience sampling from websites, listservs, and youth-serving groups and organizations	1,732 students in elementary, middle, and high schools; 69% White, 10% Hispanic/Latino, 7% Black, 5% Asian, 5% multiracial, 4% American Indian, and 2% other; 52% cisgender female, 38% cisgender male, 11% transgender/genderqueer; mean age = 16; 62% gay/lesbian, 27% bisexual, 11% queer/other; response rate not reported	Participants reported if their school had a bullying policy and if it enumerated protections based on sexual orientation and gender identity. Participants also responded to 22 items on experiences of physical, verbal, relational, electronic, and sexual victimization in school. Participants also reported on the frequency that school personnel intervened when anti-LGBTQ remarks were made in their presence and the effectiveness of staff responses to harassment.	Significantly fewer youth reported victimization based on their sexual orientation in schools with comprehensive bullying policies (32%) than those in schools with no policies (40%) or general policies without enumerated protections (41%). Significantly more youth reported that school personnel intervened with homophobic remarks in schools with comprehensive bullying policies (25%) than those in schools with no policies (16%) or general policies without enumerated protections (12%). Significantly more youth reported that school personnel effectively responded to homophobic harassment in schools with comprehensive bullying policies (56%) than those in schools with no policies (39%) or general policies without enumerated protections (39%).

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Kosciw, Diaz, & Greytak, 2008	To examine the school climate experiences of LGBTQ students, the negative effects of a hostile school climate on educational and psychological well-being, reporting and responding to victimization experiences, and the presence and influence of supportive resources	Mixed-methods, cross-sectional study in the United States using convenience sampling from websites, listservs, and youth-serving groups and organizations.	6,209 students in elementary, middle, and high schools; 64% White, 13% Hispanic/Latino, 6% Black, 6% American Indian, 5% multiracial, and 4% Asian; 58% cisgender female, 33% cisgender male, 9% transgender/genderqueer; mean age = 16; 54% gay/lesbian, 42% bisexual, 5% queer/other; response rate not reported	Participants reported if their school had an anti-bullying policy and if it enumerated protections based on sexual orientation and gender identity. Enumeration in state anti-bullying law also was examined. Participants also responded to 23 items on experiences of physical, verbal, relational, electronic, and sexual victimization in school. Participants also reported on the frequency that school personnel intervened when anti-LGBTQ remarks were made in their presence and the effectiveness of staff responses to harassment.	Youth in schools with a comprehensive bullying policy reported significantly lower levels of victimization based on their sexual orientation (M = 4.72) than those in schools with no policy (M = 5.47) and marginally significantly lower levels in schools with a general policy (M = 5.08). Significantly more students reported that school personnel frequently intervened with homophobic remarks and negative remarks about gender expression in schools with comprehensive bullying policies (29% and 23%) than those in schools with no policies (13% and 11%) or general policies without enumerated protections (18% and 15%). Significantly more youth reported that school staff were effective in addressing harassment in schools with a comprehensive policy (46%) than those in schools with no policy (26%) or a general policy (33%). Students who lived in states with comprehensive bullying laws reported significantly lower rates of victimization because of sexual orientation and gender identity than those in states with a general law or no law. Students who lived in states with comprehensive anti-bullying laws reported significantly lower rates of victimization because of sexual orientation and gender identity than those in states with a general law or no law.

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Kosciw, Greytak, Diaz, & Bartkiewicz, 2010	To examine the school climate experiences of LGBTQ students, the negative effects of a hostile school climate on educational and psychological well-being, reporting and responding to victimization experiences, and the presence and influence of supportive resources	Mixed-methods, cross-sectional study in the United States using convenience sampling from websites, listservs, and youth-serving groups and organizations	7,261 students in elementary, middle, and high schools; 67% White, 14% Hispanic/Latino, 10% multiracial, 4% Black, 3% Asian, 1% Middle Eastern, 1% American Indian; 57% cisgender female, 33% cisgender male, 10% transgender or genderqueer; mean age = 16; 61% gay/lesbian, 32% bisexual, 5% queer/other, 3% questioning; response rate not reported	Participants reported if their school had a bullying policy and if it enumerated protections based on sexual orientation and gender identity. Enumeration in state anti-bullying law was also examined. Participants also responded to 23 items on experiences of physical, verbal, relational, electronic, and sexual victimization in school. Participants also reported on the frequency that school personnel intervened when anti-LGBTQ remarks were made in their presence and the effectiveness of staff responses to harassment.	Youth in in schools with comprehensive bullying policies reported less frequent harassment based on their sexual orientation or gender identity than those in schools with no policies or general policies without enumerated protections. Significantly more students reported that school personnel frequently intervened with homophobic remarks and negative remarks about gender expression in schools with comprehensive anti-bullying policies (27% and 17%) than those in schools with no policies (10% and 9%) or general policies without enumerated protections (16% and 13%). Significantly more youth reported that school staff were effective in addressing harassment in schools with a comprehensive policy (41%) than those in schools with no policy (29%) or a general policy (36%). Students who lived in states with comprehensive anti-bullying laws reported significantly lower rates of victimization because of sexual orientation and gender identity than those in states with general laws and marginally lower rates than those in states with no law.

Citation	Study Purpose	Study Design, Location, and Sampling Strategy	Sample Description and Response Rate	Measurement and Evaluation of Policy Effectiveness	Results and Findings
Kosciw, Greytak, Bartkiewicz, Boesen, & Palmer, 2012	To examine the prevalence of anti-LGBTQ victimization, the effects of victimization on student achievement and well-being, and the utility of interventions to improve the school climate	Mixed-methods, cross-sectional study in the United States using convenience sampling from websites, listservs, and youth-serving groups and organizations	8,584 students in elementary, middle, and high schools; 68% White, 15% Hispanic/Latino, 9% Multiracial, 4% Black, 2% Asian, 1% Middle Eastern, and 1% American Indian; 50% cisgender female, 35% cisgender male, 15% transgender/genderqueer; mean age = 16; 61% gay/lesbian, 27% bisexual, 8% queer/other, 4% questioning; response rate not reported	Participants reported if their school had a bullying policy and if it enumerated protections based on sexual orientation and gender identity. Enumeration in state anti-bullying law also was examined. Participants also responded to 23 items on experiences of physical, verbal, relational, electronic, and sexual victimization in school. Participants also reported on the frequency that school personnel intervened when anti-LGBTQ remarks were made in their presence and the effectiveness of staff responses to harassment.	Significantly fewer youth reported victimization based on their sexual orientation and gender identity in schools with comprehensive bullying policies (22% and 25%) than those in schools with no policies (36% and 38%) or general policies without enumerated protections (32% and 34%). Significantly more students reported that school personnel frequently intervened with homophobic remarks and negative remarks about gender expression in schools with comprehensive bullying policies (29% and 21%) than those in schools with no policies (8% and 5%) or general policies without enumerated protections (16% and 8%). Significantly more youth reported that school staff were effective in addressing harassment in schools with a comprehensive policy (56%) than those in schools with no policy (29%) or a general policy (36%). Students who lived in states with comprehensive bullying laws reported significantly lower rates of victimization because of sexual orientation and gender identity than those in states with no law or a general law.

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Kosciw, Greytak, Palmer, & Boesen, 2014	To examine the prevalence of anti-LGBTQ victimization, the influence of school policies and practices on school experiences for LGBTQ students, the effects of school climate on education and well-being, and school climate resources and supports	Mixed-methods, cross-sectional study in the United States using convenience sampling from websites, listservs, and youth-serving groups and organizations	7,898 students in elementary, middle, and high schools; 68% White, 15% Hispanic/Latino, 9% multiracial, 3% Black, 3% Asian, 1% Middle Eastern, and 1% American Indian; 32% cisgender male, 44% cisgender female, 24% transgender/genderqueer; mean age = 16; 59% gay/lesbian, 32% bisexual/pansexual, 7% queer/other, 3% questioning; response rate not reported	Participants reported if their school had a bullying policy and if it enumerated protections based on sexual orientation and gender identity. Participants also responded to 20 items on experiences of physical, verbal, relational, electronic, and sexual victimization in school. Participants also reported on the frequency that school personnel intervened when anti-LGBTQ remarks were made in their presence and the effectiveness of staff responses to harassment.	Significantly fewer youth reported victimization based on their sexual orientation and gender identity in schools with comprehensive bullying policies (18% and 20%) than those in schools with no policies (38% and 35%) or general policies without enumerated protections (28% and 28%). Significantly more students reported that school personnel frequently intervened with homophobic remarks and negative remarks about gender expression in schools with comprehensive bullying policies (29% and 21%) than those in schools with no policies (8% and 5%) or general policies without enumerated protections (16% and 8%). Significantly more youth reported that school staff were effective in addressing harassment in schools with a comprehensive policy (50%) than those in schools with no policy (17%) or a general policy (32%).
Lee, 2007	To identify different levels of ecological factors influencing bullying in schools	Quantitative, cross-sectional study in South Korea using stratified random sampling from middle schools	1,238 students; 58% male, 42% female; 100% Asian; 5% age 13, 33% age 14, 38% age 15, and 24% age 16; response rate = 92%	Participants responded to a 3-item factor on perceived effectiveness of the school bullying policy (α = .79) and a 15-item, 3-factor scale of bullying perpetration: relational (α = .84), verbal (α = .81), physical (α = .78).	Correlational results showed that perceived policy effectiveness was inversely related to relational bullying (r = -.08*) and verbal bullying (r = -.05*) perpetration. Policy effectiveness was not correlated with physical bullying perpetration (r = -.03). Structural equation modeling results showed no relationships between policy effectiveness and relational (β = -.01), verbal (β = -.00), and physical (β = -.01) bullying perpetration.

Citation	Study Purpose	Study Design, Location, and Sampling Strategy	Sample Description and Response Rate	Measurement and Evaluation of Policy Effectiveness	Results and Findings
O'Brennan, Waasdorp, & Bradshaw, 2014	To examine dimensions of school connectedness in relation to staff members' comfort intervening in bullying situations	Quantitative, cross-sectional study in the United States using convenience sampling from a national professional association of educators working in elementary, middle, and high schools	5,064 teachers and education support professionals (57% education support professionals, 43% teachers); 80% female, 20% male; 89% White, 5% Black, 4% Hispanic/Latino, 2% other; mean age = 46; response rate = 31%	Participants reported if their school district had a bullying policy; responded to a 4-item factor on their comfort intervening in physical, verbal, relational, and electronic bullying (α = .87); and responded to a 6-item factor on their comfort intervening in discriminatory bullying (α = .95).	Structural equation modeling results showed no significant relationship between having a bullying policy and comfort intervening in general bullying (b = 0.03) or discriminatory bullying (b = 0.02).
Ordonez, 2006	To examine the relationship between comprehensiveness of anti-bullying policies in low socio-economic elementary schools and the prevalence of bullying	Mixed methods, cross-sectional study in Indianapolis, IN, using convenience sampling from elementary schools	231 students; 50% male and 50% female; 52% Black, 17% White, 13% multiracial, 11% Hispanic/Latino, and 7% other; mean age = 10; response rate not reported 24 students, 24 parents, and 24 school personnel for focus groups at each school	Participants responded to a 16-item, 4-factor scale measuring bullying victimization: physical bullying (α = .69), verbal bullying (α = .72), social bullying (α = .69), and property bullying (α = .68), overall (α = .85). Focus group participants responded to questions about their school's bullying policy and strategies. Then, transcripts were content analyzed to identify the presence or absence of 16 anti-bullying strategies.	One-way MANOVA results showed that students in schools with high bullying policy comprehensiveness scores reported lower rates of physical and verbal bullying victimization (η^2 = .124*, η^2 = .024*) than students in schools with low policy scores. Policy comprehensiveness scores were not significantly related to social and property bullying victimization (η^2 = .008, η^2 = .011).

Citation	Study Purpose	Study Design, Location, and Sampling Strategy	Sample Description and Response Rate	Measurement and Evaluation of Policy Effectiveness	Results and Findings
Phoenix et al., 2006	To examine the presence of homophobic language and verbal harassment in high schools	Quantitative, cross-sectional study in North Carolina using convenience sampling from high schools	904 students; 20% 9th graders, 24% 10th graders, 30% 11th graders, and 24% 12th graders; response rate not reported	Students responded to 3 items about the frequency of homophobic verbal harassment and 1 item about the frequency that school personnel intervened with homophobic remarks. Each school's policy against harassment, bullying, and discrimination was examined for inclusion of sexual orientation.	Students in schools with a policy that prohibited harassment, bullying, or discrimination based on sexual orientation reported hearing anti-gay comments (e.g., "that's so gay" or "you're so gay"), homophobic slurs (e.g., "faggot" or "dyke"), and other homophobic remarks significantly less often than in schools with noninclusive policies ($\chi^2 = 40.1*$, $\chi^2 = 72.7*$, and $\chi^2 = 61.6*$, respectively). School personnel were more likely to intervene when homophobic remarks were made in their presence in schools with inclusive policies ($\chi^2 = 27.4*$).
Samara & Smith, 2008	To investigate schools' use of anti-bullying strategies and the effect of required legal policies	Mixed-methods, repeated cross-sectional study in England using random sampling of early, primary, and secondary schools that had requested a state-sponsored anti-bullying packets in 1995 or 2001	257 schools; 109 schools at wave 1 and 148 schools at wave 2; 14% early schools, 58% primary schools, and 28% secondary schools; response rate = 25% at wave 1 and 29% at wave 2	Wave 1 data were collected in 1995. In 1999 schools were legally required to have a bullying policy based on a national mandate, and wave 2 data were collected in 2001. A representative from each school responded to 1 item about bullying: "Since receiving the pack, how do you think the frequency of bullying has changed in your schools?"	Results showed that respondents' perceptions about changes in the frequency of bullying were not significantly different from before ($M = 4.6$, $SD = .09$) and after ($M = 4.5$, $SD = 0.8$) schools were legally required to have a bullying policy.
Sherer & Nickerson, 2010	To understand the current status of anti-bullying practices in American schools	Quantitative, cross-sectional study in the United States using systematic random sampling from a national professional association of school psychologists working in elementary, middle, and high schools	213 school psychologists; 78% female, 22% male; response rate = 43%	Out of a list of 20 anti-bullying strategies, participants identified strategies that were most and least effective in their schools. School policy was one strategy.	Results showed that 25% of participants indicated that an anti-bullying policy was the most effective strategy to reduce bullying, and 20% indicated that it as the most ineffective strategy.

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Terry, 2010	To examine the implementation and the effectiveness of a state anti-bullying law	Mixed-methods, cross-sectional study in South Carolina using convenience sampling of graduates of a master's degree program	120 teachers; response rate = 50%	Participants responded to one item: "Since the implementation of the Safe Schools Climate Act, do you believe that harassment, intimidation, and bullying are still a problem in South Carolina's K-12 schools?" Participants also entered qualitative comments about the state law.	Since the passage of the anti-bullying law, 79% of teachers believed that bullying was still a problem in schools, 5% did not believe it was still a problem, and 16% didn't know. Qualitative comments showed that many teachers felt that the law had done little to change student behavior or the school environment. Other teachers commented that the law had not been put into action and that students, school personnel, and parents were unaware of the law.
Woods & Wolke, 2003	To investigate the prevalence of bullying and the relationship between the quality of school anti-bullying policies and rates of bullying in schools	Mixed-methods, cross-sectional study in a region in England using convenience sampling of elementary schools	2,377 students; 51% male, 49% female; 90% White and 10% people of color; mean age = 7.6 (SD = 1.0); response rate = 90%	Participants responded to a 20-item scale about direct and relational bullying victimization and perpetration. Participating schools were asked to submit their school bullying policies to researchers; the policies were content analyzed using 21 criteria related to policy quality and implementation requirements.	Students in schools with high-quality bullying policies reported lower rates of direct bullying victimization on the playground compared to students in schools with low- or moderate-quality policies (χ^2 = 9.57*). Students in schools with high-quality bullying policies reported higher rates of relational bullying perpetration compared to students in schools with low- or moderate-quality policies (χ^2 = 12.41*). No significant results were found between policy content and relational bullying victimization or direct bullying perpetration.

Note. LGBTQ = lesbian, gay, bisexual, transgender, queer. *M* = mean. *SD* = standard deviation.

* $p < .05$

† $p < .10$