

Supplementary Table I: Summary of School based intervention programs to reduce Bullying.

Author and year	Country	Subjects	Study design	Duration	Methods	Findings	Remarks
Olewus D et.al. ¹ 1983-1985	Norway	2500 Students (Grade 5-7)	Age-Cohort design	3 Years (8 months intervention)	School level (staff discussion groups; bullying prevention coordinating committee); classroom level (e.g. classroom rules) and individual level (e.g. Supervision of students)	Reduction in Victimization: 10% to 3.6% Bullying: 7.6% to 3.6%	The first anti-bullying intervention program of the world. It was the first intervention on whole school based approach
Smith PK et.al. ² (1994)	Sheffield area in UK	6500 students (23 schools)	Age cohort design	2 years (18 months intervention)	Whole school policies, playground intervention, curriculum work eg. Audio, video, dramas.	Bullying: Primary: 10% to 8.4% Secondary 6.2% to 4.3% Victimization: Primary: 26% to 23.1% Secondary: 10% to 9.2%	The program involved set of bullying videos for students to deal with bullying. Individual level work with students involved in bullying was also done.
Ortega R et.al. ³ (1995)	Spain	1350 students	RCT	1 year	Educational intervention model; democratic management of interpersonal relationships; co-operative group work; education of feelings and values; direct intervention with high risk students.	Bullying: Intervention group: 4.1% Control group: 6.5% Victimization: Intervention group: 4.2% Control group: 8.5%	Program had special component to work with students at risk or involved in bullying. Additional innovative activities were planned for them.
O'Moore et.al. ⁴ (1999)	Ireland	520 (Grade 6 and 7)	Age Cohort design	2 years	A whole school approach to tackle bullying. A program including teacher training, information for parents, a teacher's resource pack, individual work with children involved. Age related anti-bullying handbooks.	Bullying: 10.49% to 5.24% Victimization: 19.23% to 10.67%	The program also implemented whole school approach. Few teachers were trained initially who further trained staff, students and parents.
Salmivalli et.al. ⁵	Finland	1220 students	Age longitudinal	1 year	Intervention training for teacher; class- level	Bullying: Grade 4: Mean change: from .15 (.36) to .03	The unique feature of the program was use of anti-

(2005)		(Grade 4 and grade 5)	design with adjacent cohorts		interventions; school level interventions (whole-school anti-bullying policy); individual level interventions.	(.18) Grade 5: from .11 (.32) to .07(.25) Victimization: Grade 4: From .14 (.34) to .06 (.024)	bullying computer. It involved whole school, teachers and parents.
Andreou et.al. ⁶ (2007)	Greece	454 Students (5,6 and 7 grade)	RCT	1 year	Set of curricular activities to create classroom opportunities for a) raising awareness b) self reflection c) problem solving situations relevant to bullying.	Mean Change Bullying: Intervention group: 10.43 (3.40) to 10.06 (3.80) Control: 9.87 (3.65) Victimization: Intervention group: 10.74 (3.61) to 10.63 (3.90) Control: 10.62 (3.78) to 11.17 (3.68)	The program was mainly classroom based. Whole school and parental activities were not included in the program.
Ertesvag et.al. ⁷ (2007)	Norway	792 students (Grade 7 and grade 8)	Cohort longitudinal design	1 year	Teachers and school management staff participate in series of seminars; a 2-day seminar for the school management personnel and school representatives was also run in advance of the implementation period. Teachers administered the intervention.	Mean change Bullying Grade 7: .31 (.32) to .15 (.28) Grade 8: .32 (.49) to .25 (.49) Victimization Grade 7: .44(.51) to .24(.46) Grade 8: .30 (.57) to .32 (.40)	One of the main components of the program was giving authoritative approach to adults in school to create safe environment in school. The program also tackled different types of child problem behaviour like disobedience, aggression along with bullying.
Raskauskas ⁸ (2007)	New Zealand	3080 students	RCT	3 years	Whole school approach; the program covered issues such as peer relationships; identifying and dealing with bullying, making personal choices, developing feelings of self worth, respecting differences and working cooperatively to build a safe classroom environment.	Mean change Bullying: .45 (.75) to .53 (.85) Victimization: .84(1.10) to 1.03 (1.18)	The uniqueness of the program was involvement of Police education officers (PEOs) who are trained as educators and are involved in youth education in New Zealand. They visited the schools and introduced and conducted the

							program.
Fonagy et.al. ⁹ (2007)	USA	923 students (3 rd and 5 th grades)	Cluster randomized controlled trial	3 years	Creating a peaceful school learning environment, a manualized psychodynamic approach was introduced in schools.	Mean change: Bullying: From 100.4 (9.72) to 98.9 (9.02) Victimization: 100.64 (9.49) to 99 (9.63)	The program addressed mental health issues of the children in school by child psychiatrist. Parent's involvement was less in this program.
Jensen et.al. ¹⁰ (2010)	USA	876 students	RCT (elementary schools)	2 years	The intervention included the curriculum emphasizing skills and issues salient to bullying and victimization (e.g. asking for help, empathy, being a good friend)	7% decline in victimization. Bullying had no significant decrease.	The intervention did not involve playground supervision or use of videos and computers. It also did not involve intervention for bystanders.
Cross et.al. ¹¹ (2011)	Australia	2552 students (Grade 4 to 6)	RCT	2 years	Structured activities focused on individual victimization and bullying behaviour, family awareness, classroom awareness and school climate	Significant change in victimization but no change in bullying behaviour.	Whole school approach was applied in this program. It involved a whole school policy for preventing bullying.

Supplementary table II: Intervention Package to reduce all forms of bullying among adolescents

Strategies	Activities	Time	Days Required For The Intervention
1. Individual Level Strategy (Group Meetings With Students in Classroom)	Classroom Curriculum	4 Hours	3 Days
	Bullying and cyberbullying awareness and Positive bystander education Activity 1: Slogan making competition on bullying.	1 Hours	
	Assertively handling bullying and effective communication skills., Increasing empathy Activity 2: Posters making competition depicting problem of bullying in schools.	1 Hour	
	Self awareness (Improving self esteem and), Stress and anger: way to cope it(Self management) and problem solving skills Activity 3: Experience sharing session on bullying incidents in school.	2 Hours	
2. RELATIONSHIP LEVEL STRATEGY (Group Meetings with Teachers and Parents in school)	Parents and Teacher Association	4 Hours	2 Days
Parent's Module	Orientation of Parents regarding Bullying and recognising bullying in their children	1 Hour	
	Strategies to prevent children from getting into bullying (Developing communication with their children) and managing bullying/victimization	1 Hour	
Teacher's Module	Teacher's Orientation towards Bullying and relationship building with students	1 Hour	
	Promoting safe classroom environment to prevent bullying, How to respond to rumours of bullying and on the spot of incident of bullying	1 Hour	
Community Level Strategy (Promoting Enabling Environments in the School)	Whole School Strategy	3 Hours	2 Days

Group Meeting with School Administrators			
	Sensitize school administrators regarding Bullying	1 Hour	
	Introduce school rules against bullying	1 Hour	
	Formation of School Committee against bullying	-	
	Improving School environment by display of posters and bulletin boards with messages against bullying.	1 Hour	

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- ¹ Olweus D. The Olweus Bullying prevention program: Design and implementation issues and a new national initiative in Norway. *Bullying in Schools: How successful can intervention be?* 2004. Cambridge: Cambridge University Press.
- ² Smith PK. Bullying in school: the UK experiences and the Sheffield Anti Bullying Project. *Irish Journal of School Psychology* 1997;18:191-201
- ³ Ortega R, Del RR. Mora-Mercan JA. SAVE Model: An antibullying intervention in Spain. In P.K. Smith, D. Pepler and K.Rigby, *Bullying in Schools: How successful can interventions be?* (pp 167-186). 2004 Cambridge: Cambridge university press.
- ⁴ O'Moore, Milton SJ. Ireland: The Donegal primary school antibullying project. In P.K. Smith, D. Pepler and K.Rigby, *Bullying in Schools: How successful can interventions be?* (pp 275-288). Cambridge: Cambridge university press;2004
- ⁵ Salmivalli C, Kaukiainen A, Voten M. Anitbullying intervention: Implementation and outcomes. *British Journal of Educational Psychology*. 2005; 75:465-487
- ⁶ Andreou E, Didaskalou E, Vlachou A. Evaluating the effectiveness of curriculum based anti-bullying intervention program in Greek primary schools. *Educational Psychology*. 2007;27:693:711.
- ⁷ Ertesvag SK, Vaaland GS. Prevention and reduction of behavioural problems in school: An evaluation of the respect program. *Educational Psychology* 2007;27:713:736
- ⁸ Raskauskas J. Evaluation of Kia Kaha anti bullying program for students in year 5-8. Wellington: New Zealand Police;2007.
- ⁹ Fonagy P, Twemlow SW, Vernberg E, Sacco FC, Little TD, et.al. Creating a peaceful school learning environment: the impact of an anti-bullying program on educational attainment in elementary schools. *Medical Science Monitor* 2005;11(7):317-325.
- ¹⁰ Jesnson JM, Dieterich WA. Effects of a skill based prevention program on bullying and bully victimization among elementary school children. *Prev Sci*. 2007;8:285-296
- ¹¹ Cross D, Waters S, Pearce N, Shaw T, Hall M, Erceg E et.al. The friendly schools friendly families programme: three year bullying behaviour outcomes in primary school children. *International journal of Educational Research*.2012; 53:395-406