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Table 1

Number and percentage of policies that have included items from the codebook

Item	No	Yes
(A) Definitions/Nature		
1. Does the policy include reference to 'misuse/abuse of power'?	8 (12.9%)	54 (87.1%)
2. Does the policy include reference to bullying involving repetition or potential to be repeated?	19 (30.6%)	43 (69.4%)
3. Does the policy make it clear that bullying is different from other kinds of aggressive behaviour?	31 (50%)	31 (50%)
4. Is it clear that academic debate/feedback is not bullying?	34 (54.8%)	28 (45.2%)
5. Mention physical/actions or threats of physical acts?	3 (4.8%)	59 (95.2%)
6. Mentions verbal?	3 (4.8%)	59 (95.2%)
7. Mentions relational/social/indirect?	4 (6.5%)	58 (93.5%)
8. Mentions cyber?	1 (1.6%)	61 (98.1%)
9. Mentions material (e.g. damaging property)?	55 (88.7%)	7 (11.3%)
10. Mentions homophobic?	1 (1.6%)	61 (98.4%)
11. Mentions racial bullying?	2 (3.2%)	60 (96.8%)
12. Mentions sexual bullying?	3 (4.8%)	59 (95.2%)
13. Mentions disablist bullying?	3 (4.8%)	59 (95.2%)
14. Mention the issue of student-lecturer and/or lecturer-student bullying?	21 (33.9%)	41 (66.1%)
15. Give specific/detailed examples of bullying?	8 (12.9%)	54 (87.1%)
16. Mention definition of harassment?	1 (1.6%)	61 (98.4%)
17. Give examples of harassment?	5 (8.1%)	57 (91.9%)
18. Mention harassment is/may be against the law?	10 (16.1%)	52 (83.9%)
19. Mention the protected characteristics (all or some)?	2 (3.2%)	60 (96.8%)
20. Mention a definition of discrimination and/or include the different types?	35 (56.5%)	27 (43.5%)
21. Mention the Equality Act (2010)?	23 (37.1%)	39 (62.9%)
22. Mention a definition of victimisation (regarding a complainant who has reported someone for abuse based on protected characteristics)?	18 (29%)	44 (71%)
23. Mention individual differences, or being mindful and respecting perceptions/cultures?	28 (45.2%)	34 (54.8%)
24. Mention how being bullied can make you feel?	16 (25.8%)	46 (74.2%)
25. Mention how bullying can affect academic work and learning?	21 (33.9%)	41 (66.1%)

26. Mention the legal concept of reasonableness?	21 (33.9%)	41 (66.1%)
27. Mention that the policy applies even if the behaviour was not intended to hurt?	18 (29%)	44 (71%)
28. Mention that 'being under the influence' does not excuse inappropriate behaviour?	51 (82.3%)	11 (17.7%)
Total subsection scores	445 (26.25%)	1250 (73.75%)

(B) Initial Reporting and responding to bullying incidents/responsibilities

29. Provide information for what the victim could do?	3 (4.8%)	59 (95.2%)
30. Provide information about how employees could respond to a report of bullying?	24 (38.7%)	38 (61.3%)
31. Provide information on actions that other students could take if they know of bullying?	36 (58.1%)	26 (41.9%)
32. State what sanctions there are for bullying behaviour (e.g. if it's a criminal act, may be prosecuted)?	20 (32.3%)	42 (67.7%)
33. State whether sanctions applied for bullying will depend on the type or severity of the incident?	31 (50%)	31 (50%)
34. Mention support mechanisms for the victim?	6 (9.7%)	56 (90.3%)
35. Mention resolution mechanisms for either complainant and/or accused (e.g. mediation and/or counselling)?	25 (40.3%)	37 (59.7%)
36. Suggest how to help the student doing the bullying to change their behaviour?	47 (75.8%)	15 (24.2%)
37. Mention the opportunity to appeal if unsatisfied with formal outcome/review?	44 (66.1%)	15 (24.2%)
38. Include a clear flow chart of what to do in a bullying situation?	50 (80.6%)	12 (19.4%)
39. Link/signpost to other related documents, policies, and procedures (e.g. regulations, code of conduct)?	4 (6.5%)	58 (93.5%)
Total subsection scores	290 (42.70%)	389 (57.30%)

(C) Recording bullying, communicating, and evaluating policy/procedure to follow

40. Mention that student/staff should record evidence, where practical, of bullying/harassment incidences?	27 (43.5)	35 (56.5%)
41. Mention that the report of bullying will be recorded?	21 (33.9%)	44 (66.1%)
42. Mention explicitly and transparently how this information will be used?	25 (40.3%)	37 (59.7%)

43. Mention periodic review and updating policy?	30 (48.4%)	32 (51.6%)
44. Mention all reports of bullying will be taken seriously?	18 (29%)	44 (71%)
45. Mention fake complaints/reports could lead to disciplinary action?	17 (27.4%)	45 (72.6%)
46. Mention that informal resolution should come first?	8 (12.9%)	54 (87.1%)
47. Mention formal resolution second?	9 (14.5%)	53 (85.5%)
48. Mention how a formal complainant will be supported?	34 (54.8%)	28 (45.2%)
49. Mention what happens if a complaint is made against you?	45 (72.6%)	17 (27.4%)
50. Mention how the policy is put into practice (i.e. whose responsibility it is to do what)?	5 (8.1%)	57 (91.9%)
51. Mention confidentiality will be maintained where possible?	7 (11.3%)	55 (88.7%)
Total subsection scores	246 (32.93%)	501 (67.07%)
(D) Aims and Values/Strategies for preventing bullying		
52. Mention general issues of peer support?	36 (58.1%)	26 (41.9%)
53. Mention the preventative role of campaigns/training?	44 (71%)	18 (29%)
54. Mention issues of inclusiveness?	45 (72.6%)	17 (27.4%)
55. Mention the existence of a dignity advisor/bullying ambassador or equivalent	36 (58.1%)	26 (41.9%)
56. Mention staff and/or student's responsibility for treating people acceptably/with respect (e.g. good behaviour, creating a safe environment)?	16 (25.8%)	46 (74.2%)
57. Mention the aim or purpose of the policy?	15 (24.2%)	47 (75.8%)
58. Mention who the policy applies to?	3 (4.8%)	59 (95.2%)
59. Mention the importance of dignity &/or respect?	6 (9.7%)	56(90.3%)
60. Mention equality and/or diversity?	19 (30.6%)	43 (69.4%)
61. Mention feeling safe/supported/belonging?	41 (66.1%)	21 (33.9%)
62. Mention it is staff and/or student's responsibility to address unacceptable behaviour?	24 (28.7%)	38 (61.3%)
63. Mention the phrase 'duty of care' and/or other legal responsibilities of university?	28 (45.2%)	34 (54.8%)
64. Mention where the policy applies (e.g. just on campus, or field trips)?	30 (48.4%)	32 (51.6%)
Total subsection scores	343 (42.55%)	463 (57.45%)
Total scores overall	1324 (33.72%)	2603 (66.28%)

Table 2

Levels of agreement between two coders for subsample of policies

University policy	Cohen's Kappa score between coders
1	.37
2	.44
3	.47
4	.48
5	.53
6	.60
7	.61
8	.67
9	.68
10	.68
11	.69
12	.69
13	.76
14	.78
15	.82
16	.84

Table 3

Frequency and percentage of universities with a bullying policy in each cluster

University cluster	Frequency	Percentage
Research	42	34.4
Research and teaching	64	52.50
Teaching	16	13.10
Total	122	100.00