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## **OPPORTUNITIES FOR ADAPTING INTERNATIONAL EXPERIENCE IN COMBATING BULLYING IN THE CONTEXT OF IMPROVING KAZAKHSTAN'S LEGISLATION**

The issue of bullying remains one of the most pressing and attention-worthy challenges in modern society. This study focuses on analyzing the experience of combating bullying in countries such as Japan, South Korea, and the Philippines. The authors explored the possibilities of adapting this experience in the context of improving Kazakhstan's legislation. Based on the study of international practices and standards in the fight against bullying, key approaches were identified that could be beneficial for integration into Kazakhstan's legal and educational systems. The study emphasizes the necessity of not only introducing a clear legal definition of bullying but also establishing adequate legal measures to hold perpetrators accountable. The research relies on comparative legal and analytical approaches, including an analysis of legislation and practices in foreign countries, as well as assessing their applicability to the Kazakhstani context. The results obtained hold both scientific and practical significance, as they provide concrete recommendations for developing regulatory acts and educational programs aimed at reducing the level of bullying in the country. The contribution of this study lies in its proposals for improving legislative and organizational measures to counter bullying, thereby protecting the rights of children and vulnerable groups in accordance with international standards.

**Keywords:** bullying, harassment, countering bullying, legislation, Kazakhstan, international experience.

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### **Буллингке қарсы түру бойынша шетелдік тәжірибені Қазақстан заңнамасын жетілдіру контекстінде бейімдеу мүмкіндіктері**

Буллинг мәселесі қазіргі қоғамда өзекті және назар аударуды талап ететін маңызды проблемалардың бірі болып отыр. Бұл зерттеу Жапония, Оңтүстік Корея және Филиппин сияқты шет елдердегі буллингке қарсы күрес тәжірибесін талдауға арналған. Авторлар бұл тәжірибені Қазақстан заңнамасын жетілдіру контекстінде бейімдеу мүмкіндіктерін қарастырды. Буллингке қарсы күрес саласындағы халықаралық тәжірибелер мен стандарттарды зерттеу негізінде Қазақстанның құқықтық және білім беру жүйесіне енгізу үшін пайдалы болуы мүмкін негізгі тәсілдер анықталды. Зерттеу буллингтің нақты заңнамалық анықтамасын енгізумен қатар, оның көріністері үшін тиісті құқықтық жауапкершілікті белгілеу қажеттілігін атап өтеді. Зерттеу салыстырмалы-құқықтық және аналитикалық тәсілдерге сүйеніп, шетелдік елдердегі заңнама мен тәжірибелерді талдау мен олардың Қазақстан жағдайына қолданылуын бағуды қамтиды. Алынған нәтижелер ғылыми және практикалық тұрғыдан маңызды, өйткені олар елдегі буллинг деңгейін төмендетуге бағытталған нормативтік актілер мен білім беру бағдарламаларын әзірлеуге нақты ұсыныстар береді. Зерттеудің үлесі буллингке қарсы күрес бойынша заңнамалық және ұйымдастырушылық шараларды жетілдіру бойынша ұсыныстармен, сондай-ақ халықаралық стандарттарға сәйкес балалар мен осал топтардың құқықтарын қорғауға ықпал етуімен ерекшеленеді.

**Түйін сөздер:** буллинг, қорқыту, буллингке қарсы түру, заңнама, Қазақстан, халықаралық

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### **Возможности адаптации зарубежного опыта противодействия буллингу в контексте совершенствования казахстанского законодательства**

Проблема буллинга остается одной из актуальных и требующих внимания в современном обществе. Данное исследование посвящено анализу опыта противодействия буллингу на примере таких зарубежных стран, как Япония, Южная Корея, Филиппины. Авторы рассмотрели возможности адаптации этого опыта в условиях совершенствования казахстанского законодательства. На основе изучения международных практик и стандартов в сфере борьбы с буллингом были выявлены ключевые подходы, которые могут быть полезны для интеграции в правовую и образовательную системы Казахстана. В работе подчеркивается необходимость помимо внедрения четкого законодательного определения буллинга, установления адекватных мер юридической ответственности за его проявления. Исследование опирается на сравнительно-правовой и аналитический подходы, включающие анализ законодательства и практик зарубежных стран, а также оценку их применимости в казахстанском контексте. Полученные результаты имеют как научное, так и практическое значение, поскольку позволяют предложить конкретные рекомендации для разработки нормативных актов и образовательных программ, направленных на снижение уровня буллинга в стране. Вклад исследования заключается в предложениях по совершенствованию законодательных и организационных мер по противодействию буллингу, способствуя защите прав детей и уязвимых категорий граждан в соответствии с международными стандартами.

**Ключевые слова:** буллинг, травля, противодействие буллингу, законодательство, Казахстан, международный опыт.

## **Introduction**

The legal protection of children worldwide remains one of the core priorities of state policy. This is driven by the imperative to create a safe environment conducive to the full development and upbringing of younger generations, whose hands hold the future of the nation. In one of his addresses to the Parliament, the President of the Republic of Kazakhstan, K.-J. Tokayev, emphasized: “We must address the large-scale challenges concerning the protection of children’s rights. We must ensure the safety of children and strengthen state control to prevent suicides and bullying among children” (Tokayev K.-J., 2021). These words reflect the government’s deep concern about the pressing challenges facing society in the field of child protection. Importantly, these words did not go unheard – in the spring of 2024, a new law came into effect aimed at ensuring the safety of children, preventing and combating offenses against women and children (<https://adilet.zan.kz/>). One of the key issues addressed by this law is the problem of bullying.

The issue of preventing bullying has become one of the most pressing and complex challenges in the educational environment today. While bullying as a social phenomenon is not new, in recent decades, it has taken on new forms linked to the rise of

information technologies. The proliferation of social networks and digital platforms has intensified the scale of bullying, which now extends beyond physical and psychological harm to infiltrate a child’s personal space through the internet. Cyberbullying has become a global threat that demands urgent attention from both legislators and educational institutions.

Despite active measures being taken in Kazakhstan, effective counteraction to bullying is impossible without studying and adapting successful international practices. Countries with advanced child protection systems, such as Japan, South Korea, and the Philippines, exemplify a comprehensive approach to tackling this issue. Their legislative initiatives, preventive programs, and rehabilitation measures for bullying victims serve as valuable resources for developing effective mechanisms to combat this phenomenon in Kazakhstan.

Therefore, studying international experience, adapting proven strategies, and integrating them into Kazakhstan’s legal and educational systems can form the foundation for shaping an effective state policy on protecting children from bullying. Successful implementation of these measures will not only strengthen the legal protection of minors but also contribute to creating a safer and more supportive environment for their growth and development.

## Materials and methods

A comprehensive approach was employed in this study, incorporating an analysis of international practices in combating bullying and evaluating their applicability within the legal framework of the Republic of Kazakhstan. The main focus was placed on the examination of legislative, administrative, and educational initiatives in countries such as Japan, South Korea, and the Philippines. These countries were selected for their successful practices in bullying prevention, which are based on strict legislative norms, interagency cooperation, and a high level of engagement by educational institutions.

The research was conducted in several stages. The first stage involved the analysis of international documents and legislative acts. Particular attention was given to regulatory frameworks addressing bullying prevention in Japan, South Korea, and the Philippines. Special focus was placed on legislative initiatives targeting cyberbullying, which has emerged as a global issue in recent years.

The next stage was a comparative analysis, which allowed for the identification of the most effective strategies in the legal norms, practices, and approaches of these countries that could be adapted to Kazakhstan. Among the aspects considered were mandatory reporting of bullying cases, comprehensive training programs for school personnel, and collaboration between various governmental agencies.

The third stage involved assessing the adaptability of these practices to Kazakhstan's legal framework, including an evaluation of potential legal, institutional, and cultural barriers. Additionally, expert consultations were conducted with professionals in the fields of law, education, and child psychology. These consultations provided practical recommendations to supplement the theoretical analysis.

The methodological foundation of the study included the comparative legal method, which facilitated the identification of similarities and differences between international practices and Kazakhstan's legislation. Content analysis was used to examine the texts of legislative acts and educational programs, while qualitative methods, including expert interviews, offered a deeper understanding of potential obstacles and ways to overcome them.

The results of this research aim to develop specific proposals for implementing successful international practices into Kazakhstan's legal and educational systems. The proposed measures take into account both legal and sociocultural aspects of

the country, ensuring their practical feasibility and long-term sustainability.

This study is an attempt not only to identify and adapt the best international practices but also to provide practical recommendations to enhance the effectiveness of Kazakhstan's national system for combating bullying.

## Literature review

The issue of bullying, its forms, consequences, and methods of prevention and intervention, has been actively studied in academic literature over the past decades. This review covers both foundational works that laid the groundwork for understanding this phenomenon and more recent studies dedicated to modern approaches to combating bullying, including the international experiences of Japan, South Korea, and the Philippines.

One of the most widely cited works globally is Dan Olweus's book "Bullying at School: What We Know and What We Can Do" (Olweus D., 1993). It was the first to provide a clear definition of bullying, develop tools for its identification, and propose a prevention program that has gained widespread acceptance and implementation. Olweus's foundational ideas remain the basis for developing new preventive strategies. However, his work did not address cyberbullying, a problem that has gained prominence relatively recently with the proliferation of social media.

The works of Peter Smith and Sheila Sharp (Smith P. & Sharp Sh., 1994) and Ken Rigby (Rigby K., 2002) significantly expanded the understanding of the social context of bullying, including its dynamics in school environments and the role of educators in its prevention. These studies emphasize the importance of involving all participants in the educational process in preventive measures but devote little attention to the legal and regulatory aspects of combating bullying.

Dorothy Espelage and Susan Swearer's "Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention" (Espelage D. & Swearer's S., 2004) presents a social-ecological approach to studying bullying, considering the influence of various environmental levels (family, school, society). This research has been a critical contribution to understanding the causes and consequences of bullying, though its focus is on the American education system, without addressing the specific contexts of other countries.

The meta-analysis by Maria Ttofi and David Farrington, “Effectiveness of School-Based Programs to Reduce Bullying: A Systematic and Meta-Analytic Review” (Ttofi M.M. & Farrington D.P., 2011), is a key work evaluating the effectiveness of school programs aimed at reducing bullying. The authors demonstrated that the most successful programs include mandatory training for staff and students, clear behavioral rules, and monitoring systems.

Focusing on bullying prevention programs in Asian countries, the work of Sameer Hinduja and Justin Patchin, “Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying” (Hinduja S. & Patchin J.W., 2015), explores cyberbullying as a new form of violence prevalent online. The authors propose strategies for prevention and response based on modern technologies. However, their study does not consider the potential for implementing legislative measures to combat cyberbullying.

Research focused on the Asian experience, including the works of Futoshi Kobayashi and other Japanese authors, highlights the success of strict legislative initiatives and the mandatory involvement of schools in bullying prevention (Kobayashi F., 1999). Japan has implemented a reporting system for every bullying case, enabling effective monitoring at the national level. However, these works often describe practical measures without deeply analyzing their adaptability to other countries.

In South Korea, studies by Seung-ha Lee and his colleagues emphasize an interagency approach, where schools, social services, and police work collaboratively to prevent bullying (Lee S., 2012). However, the research gives insufficient attention to the involvement of parents in this process.

The Philippine experience in combating bullying, as described in the works of Cardona R.S., Reyes A.S., Tangalin M.M., focuses on the legislative initiative known as the Anti-Bullying Act, the first of its kind in the region. The law outlines clear punitive measures for bullying, but its effectiveness is limited by a lack of resources for monitoring and enforcement (Cardona R.S. et al., 2015).

Despite the significant contributions of international authors, issues related to the adaptation of global practices to Kazakhstan’s legal system and cultural context remain underexplored. This article addresses this gap by offering recommendations for integrating the best practices from Japan, South Korea, and the Philippines into Kazakhstan’s legislation and educational system.

## Discussion and results

Countries such as Japan, South Korea, and the Philippines have adopted comprehensive and systematic approaches to addressing the problem of bullying in schools.

*Japan*, in particular, has implemented a legislative framework that serves as a robust foundation for combating bullying. In 2013, Japan enacted the *Act for the Promotion of Measures to Prevent Bullying*, which establishes key principles for prevention and intervention (Act for the Promotion of Measures to Prevent Bullying, 2013). This law recognizes bullying as a serious issue that poses risks to both the psychological and physical well-being of victims and provides guidelines for schools and authorities to address the problem effectively.

The law defines “bullying” as actions by one student that cause physical or psychological suffering to another student, including acts carried out via the internet. The term “school” under this law encompasses a broad range of educational institutions, including elementary schools, junior high schools, high schools, special needs schools, and even colleges. The legislation emphasizes that bullying prevention involves early detection and immediate action, regardless of whether it occurs within school premises or outside of them.

Japanese students are renowned worldwide for their high academic achievements. However, as researchers note, the Japanese education system carries its own unique stigmas. Bullying in Japanese schools is a serious and pervasive issue (Kobayashi F., 1999, 6).

A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus D., 1993, 261).

One of the primary methods outlined in the law involves raising students’ awareness of the detrimental effects of bullying on mental and physical health. Educational efforts are designed to foster an understanding among students that ignoring acts of violence against peers is unacceptable. To address bullying comprehensively, collaboration is encouraged between national and local authorities, schools, communities, families, and the victims and perpetrators themselves.

The national government takes responsibility for the development and implementation of comprehensive measures to prevent bullying. Under the law, the Minister of Education, Culture, Sports, Science, and Technology is tasked with formulating a National

Basic Policy for the Prevention of Bullying (MEXT, 2025). This policy addresses fundamental measures for prevention, specific intervention strategies, and other necessary actions to combat bullying. Local governments work in cooperation with the national government, implementing initiatives to tackle bullying within their jurisdictions. Additionally, they are authorized to establish Anti-Bullying Councils comprising representatives from human rights bureaus, police departments, and other relevant agencies. These councils facilitate coordination between municipalities and prefectures to ensure a unified response to bullying incidents.

The law also mandates financial and other forms of support from both national and local governments for initiatives aimed at bullying prevention. This includes funding for research, teacher training, and the development of programs to assist victims. Teachers, school staff, and medical professionals receive training in psychology and socialization techniques, equipping them to identify bullying and intervene effectively. Furthermore, the law provides for educational campaigns to address cyberbullying, empowering parents and guardians to demand the removal of harmful online content and to request the identification of perpetrators.

The school system itself plays a crucial role in bullying prevention. School founders are tasked with implementing moral education programs, organizing interactive events, and conducting regular surveys to detect and address bullying. Schools are required to establish Anti-Bullying Policies tailored to their specific environments. Teachers and staff bear the responsibility of making every effort to prevent and detect bullying at its earliest stages. They are obligated to cooperate with parents, local communities, child consultation centers, and other stakeholders.

If a teacher suspects bullying, they must report it to school management, which is required to act promptly to confirm the facts. Signs such as a student's prolonged absence, unexplained injuries, or signs of stress may serve as grounds for suspicion. Upon confirmation of a bullying incident, the victim receives support from a team of teachers and staff who also involve the student's parents or guardians, providing advice on preventing future occurrences. The perpetrator may be relocated within the school or temporarily suspended, with their parents or guardians being informed of the situation. These measures aim to prevent conflicts between the families of the victim and the perpetrator.

In severe cases, where a crime is suspected or there is a threat to the safety of a student, schools

are authorized to involve the police. Schools may also issue suspension orders to ensure a safe learning environment for victims and other students. At the same time, schools and local authorities provide support not only to victims and their families but also to the perpetrators and their families through counseling and rehabilitation programs.

Reports of serious incidents must be submitted by schools to the Minister of Education, Culture, Sports, Science, and Technology, who has the authority to launch investigations and implement measures to prevent recurrence (Guidelines for Investigations on Serious Situations of Bullying, 2017). Schools established by prefectures or private entities report such incidents to local administrative heads, who can also initiate investigations. Prefectures and municipalities are entitled to seek assistance from the ministry in conducting investigations and developing effective measures.

Through these measures, Japan has created a comprehensive framework that addresses the issue of bullying at multiple levels. Its emphasis on collaboration, accountability, and early intervention serves as a valuable model for other countries, including Kazakhstan, in developing effective strategies to combat bullying in educational settings.

The *South Korean Law on Measures to Prevent Violence in Schools*, which was adopted on March 14, 2008, was aimed at protecting the rights of students and educating them to be healthy members of society. It regulated the issues of victim protection, guidance and education of offenders, mediation between the parties involved, and the implementation of measures to prevent and combat violence at school (Act on the prevention, 2008).

Currently, the 2017 Act is in effect, providing clear definitions of all key terms related to school violence, including cyberbullying. This updated legislation ensures comprehensive coverage of harmful behaviors, addressing both traditional forms of bullying and modern challenges arising from digital communication technologies.

Specifically, the term “*school violence*” is defined as any action committed against students either inside or outside school premises that results in physical or mental injury or damage to property. This includes acts such as physical assault, confinement, threats, kidnapping, abduction, defamation, insults, extortion, coercion, forced errands, sexual violence, bullying, or cyberbullying. It also encompasses the dissemination of obscene or violent content via information and communications networks.

“*Bullying*” is further clarified as any form of persistent or repeated actions in which at least two students inflict physical or emotional harm on a specific student or group of students, whether the acts occur on or off school premises. These actions are characterized by the deliberate intention to cause pain or distress to the victim.

“*Cyber-bullying*” is defined as any form of constant or repeated actions through which students cause emotional harm to other students by utilizing digital platforms, including the internet, cell phones, or other communication technologies.

These definitions emphasize the comprehensive nature of the Act, ensuring that all forms of harmful behavior, including modern challenges like cyberbullying, are addressed to protect the rights and well-being of students (Act on the prevention, 2017).

Research identifies several factors contributing to involvement in bullying, including personal characteristics and social conditions such as family, school/class, and community. While bullies are more likely to exhibit externalizing problems, such as behavioral issues, aggressiveness, delinquency, and attention deficit hyperactivity disorder (ADHD), victims of bullying tend to experience internalizing problems, including depression, anxiety, low self-esteem, and negative self-concepts. Victims are also more prone to suicidal thoughts compared to those who have not encountered bullying.

Most studies do not provide a definitive answer as to whether psychological problems are a cause or a consequence of victimization. However, many researchers argue that such issues are more likely to arise as a result of bullying (Kim et al., 2006). Bullying creates a vicious cycle, where emotional, social, and behavioral difficulties increase susceptibility to victimization or aggression, which, in turn, further deteriorates mental health (Lee S.-h., 2012).

The country has established a *Comprehensive Plan for Combating School Violence*, developed by the Minister of Education, Science, and Technology and approved by the School Violence Prevention Committee. This plan is updated every five years. The Committee includes the Prime Minister and a presidential appointee with expertise in school violence prevention as chairs, along with representatives from various ministries and agencies, such as the Ministry of Education, Ministry of Justice, Ministry of Health and Welfare, and the National Police Agency, among others.

The Ministry of Education evaluates measures to combat school violence and publicly announces the results. Government budgets and local executive

funds are allocated for investigating violence-related incidents, conducting research, raising awareness, and providing financial support to NGOs and youth organizations for programs that aim to prevent school violence, support victims, and educate perpetrators. Victims receive assistance with medical treatment and rehabilitation, which may be funded by the perpetrators’ families in certain cases.

Support measures for victims include psychological counseling, temporary protection, medical treatment, class reassignment, or transfer to another school. Disciplinary actions for perpetrators range from written apologies and restrictions on contact with the victim to community service, psychological education, suspension, class transfer, or even expulsion.

Regional committees, consisting of representatives from local executive authorities, develop annual violence prevention measures based on the Comprehensive Plan. They also maintain hotlines for reporting school violence, ensure 24/7 operator availability, and coordinate school security measures. Schools’ violence prevention records do not affect principals’ performance evaluations, encouraging transparency. However, in cases of concealment, disciplinary action may be taken against the responsible staff.

The superintendent of education oversees schools within their jurisdiction and ensures proper counseling, medical, and educational facilities are available for victims and perpetrators. Certified counselors are assigned, and superintendents facilitate student transfers, investigate families of perpetrators, and work to dismantle harmful peer groups that exhibit violent behavior.

Each school principal develops and implements a school-specific violence prevention plan, establishes an independent School Violence Prevention Committee, and ensures counseling services are available. Twice a year, the school disseminates materials on physical and psychological protection methods to students, staff, and parents. School committees, comprising 5–10 members (including parents), convene monthly to address cases of violence and retaliation. Counseling services are managed by professional school counselors, while a specialized unit of deputy principals, health teachers, and violence prevention officers investigates incidents.

The Ministry of Education, superintendents, regional educational heads, and school principals have the authority to request information about perpetrators from the police. These structured measures highlight South Korea’s comprehensive and multi-

level approach to preventing and addressing school violence, with a strong emphasis on collaboration between schools, families, and government agencies.

*The Anti-Bullying Act of 2013 of the Republic of the Philippines*, also known as “An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address Bullying,” defines bullying as any severe or repeated act committed by one or more students against another (Anti-Bullying Act, 2013). These acts can take the form of verbal abuse, written statements (including those shared electronically), physical actions, or other forms of hostility that cause physical, emotional, or material harm and instill a reasonable fear for the victim’s safety. Unwanted physical contact includes actions such as hitting, pushing, slapping, or threatening gestures, while psychological harm encompasses behaviors such as defamation, derogatory comments, and cyberbullying, all of which can lead to significant emotional distress for the victim.

The Act mandates schools to develop comprehensive anti-bullying policies and regularly update them to address the evolving nature of bullying. These policies must clearly define the scope of their application, covering not only school premises but also nearby areas, school transportation, and school-sponsored events. The policies emphasize the protection of individuals who report bullying or serve as witnesses, ensuring they are not subjected to retaliation or intimidation. They also outline specific disciplinary and rehabilitation measures for offenders, provide counseling services for both victims and aggressors and their families, and ensure students and parents are educated on the school’s anti-bullying policies. Schools are required to make their policies publicly accessible, displaying them prominently within the school and on their websites. According to teachers, they employ different strategies in class control. They claimed that they implement very often the following methods: direct instruction, focusing, modeling, assertive I-messages, non-verbal cuing, and humanistic I-messages, of that order (Cardona R.S. et al., 2015, p.51).

In addition to these measures, the law requires school administrators, teachers, and staff to undergo specialized training provided by the Department of Education. This training equips them with the necessary skills to prevent bullying and respond effectively when incidents occur. Complaints about bullying can be addressed to the school principal or a designated officer, who must promptly launch an investigation, notify law enforcement if criminal acts

are suspected, and impose appropriate disciplinary measures. The parents or guardians of both the victim and the aggressor must be informed about the incident and the steps taken to address it, ensuring transparency and accountability.

Schools are also required to submit annual reports on bullying incidents to the Department of Education, which consolidates this information into a national report for Parliament. Failure to comply with the requirements of the Act can result in administrative penalties for school administrators, including the suspension of their licenses. These provisions reflect a strong commitment to creating a safe and supportive environment for students, where bullying is addressed comprehensively and effectively.

The Philippine approach to combating bullying demonstrates a well-structured and thoroughly tested system. This framework offers valuable lessons for Kazakhstan as it seeks to strengthen its own measures to protect children from bullying. By incorporating key elements from this legislation, Kazakhstan can establish a robust legal and institutional framework that fosters zero tolerance for bullying and ensures the safety and well-being of its students. A comprehensive and carefully designed national program will be essential in cultivating a culture that rejects all forms of harassment, violence, and humiliation in educational institutions and beyond.

In May 2022, Kazakhstan introduced amendments to legislation on child protection, information, and informatization (<https://adilet.zan.kz/>). For the first time, a legal definition of bullying was established, included in Article 1 of the Law “On the Rights of the Child in the Republic of Kazakhstan”: bullying refers to systematic (two or more instances) humiliating actions, harassment, or intimidation, including acts committed publicly or through media and telecommunications networks (cyberbullying) (<https://adilet.zan.kz/>) An identical definition was also added to the Law “On Education” (<https://adilet.zan.kz/>)

The issue of cyberbullying was further addressed in the Law “On Mass Media,” which introduced a mechanism for responding to cases of cyberbullying against children on internet platforms (<https://online.zakon.kz/>). The new Article 18-4 defines cyberbullying as systematic humiliating actions, harassment, or intimidation of a child using internet resources.

These legislative changes mark significant progress in recognizing bullying and cyberbullying as real threats to children’s safety.

## Conclusion

The protective measures and strategies against bullying, as developed and implemented in the educational systems and state policies of Asian countries, have undergone years of refinement and proven effectiveness. This experience holds valuable lessons for Kazakhstan, where educational institutions and law enforcement agencies must thoroughly examine these approaches to adapt and implement the most effective mechanisms for safeguarding children. It is evident that addressing bullying requires more than isolated efforts; it demands an integrated and well-designed approach that encompasses prevention, protection, and education.

To cultivate a culture of zero tolerance toward bullying in Kazakhstan, it is essential to establish a comprehensive program that not only enforces laws but also promotes awareness, empathy, and mutual respect among students, educators, and families. Such a program should aim to create a safe environ-

ment where every child feels valued and protected from any form of humiliation or violence. By drawing on the best practices from international experiences and tailoring them to Kazakhstan's unique cultural and legal context, it is possible to build a system that not only addresses current challenges but also lays the groundwork for a future where bullying has no place in society.

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*E.A. Alimova: Conceptualization; Methodology; Supervision; Writing – Review & Editing. A.T. Baisseitova: Investigation; Data Curation; Formal Analysis; Writing – Original Draft. Zh.A. Kegembayeva: Resources; Legal Analysis; Validation; Writing – Review & Editing. G.R. Rustemova: Project Administration; Methodology support; Writing – Review & Editing. I.A. Shalkarova: Visualization; Data Interpretation; Writing – Review & Editing.*

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