INTERNATIONAL LEGAL STANDARDS AS A BASIS FOR REGULATING NATIONAL ANTI-BULLYING POLICIES AMONG MINORS

[1]SAILIBAYEVA ZHANEL, [2]RAKHIMOVA GAKKU, [3]BIRIMKUL YENLIK

[1,2] Department of Jurisprudence of KazNPU named after Abaya, Republic of Kazakhstan,
[3]Department of Jurisprudence of Kunaev University, Republic of Kazakhstan
E-mail: [1]zh.sailibaeva@abaiuniversity.edu.kz, [2]gakku_almatycity@mail.ru, [3]yenlik2606@gmail.com

Abstract - The problems of countering bullying among minors are attracting the attention of all progressive humanity due to the growing trend of constant, cruel, and aggressive behavior among minors towards other minors for various reasons, often causing deep psychological, mental, and physical trauma. In severe cases, law enforcement practices have recorded the development of persistent suicidal behavior among victims of bullying. This phenomenon has become a social dysfunction syndrome in the last decade. Research on the problems of genesis, motivations, and prevention of school bullying or bullying among minors is complicated by factors such as the reluctance of educational institutions/schools and the parents of children who participated in bullying to disclose the circumstances that contributed to it, as well as the incidents involving bullying behavior among children and their immediate surroundings. Additionally, there are numerous international acts aimed at protecting individuals from discrimination, including bullying. International experience is a traditional source of international legal standards, on the basis of which national legislation is improved.
The purpose of this study is to analyze international legal standards governing discrimination issues in order to determine their applicability to the prevention of bullying among minors in Kazakhstan, and to develop recommendations for improving national legislation. To achieve this goal, the following objectives are set: (1) to compare the concepts of "bullying" and "discrimination"; (2) to study international legal instruments prohibiting discrimination; and (3) to identify gaps in Kazakhstan's legislation on combating bullying among minors.

Keywords - Minors, Bullying, Anti-Bullying Legal Policy, International Experience, Legal Standards Against Discrimination, Harassment, Persecution, National Legal System.

Main provisions

There is no legal term "bullying" in the Kazakhstani system of national law. Bullying is interpreted as "harassment". Along with this, bullying contains the signs of administrative offenses or criminal acts. However, this does not mean that the facts of committing bullying are subject to legal assessment with the subsequent application of the punishment established by law to the perpetrators. The reasons for this are the peculiarities of the legislation of Kazakhstan and its individual institutions

Bullying contains threats that lead to psychological, mental, and physical health disorders in the victim, damage and destruction of other people's property, and other negative consequences. Moreover, not only the victims of bullying are at risk, but also their immediate family members and the bullies themselves (also known as aggressors). Therefore, the risks extend to a wide range of individuals.

In order to address the issue of how to combat and prevent bullying among minors, it is advisable to study international documents that contain legal norms prohibiting discrimination on various grounds and motives. In this context, the author's perspective is to recognize bullying as a form of discrimination. Studying the structure of anti-discrimination legislation at the levels of global legal standards and national legislation, as well as the mechanisms of its operation and application in social practice, will allow us to design a model of an appropriate law on countering and preventing bullying among minors.

I. INTRODUCTION

Bullying is essentially an act of violence against an individual. Like all acts of violence, bullying is illegal and can be classified as an administrative offense or a criminal act. However, due to certain legal considerations, no one can be held legally responsible for committing an offense or a criminal act under the name of "bullying" under Kazakhstani law. This is because of the following characteristics of bullying:
- Firstly, there is no purely legal term or concept of "bullying" in the repressive branches of the national legal system (with the exception of the Law of the Republic of Kazakhstan "On the Rights of the Child in the Republic of Kazakhstan" of 2002);
- Secondly, the term "bullying" is a scientific term, but it is widely used in social practice;
- thirdly, the forms of bullying are very diverse: causing harm to health, inflicting bodily injuries/beatings, slandering, threats, insulting and humiliating human dignity, damaging/destroying someone else's property, ostracism, boycotting, etc., which are commonly referred to as "bullying" and "harassment" in social practice. All of these actions are covered by the relevant provisions of the Administrative Code of the Republic of Kazakhstan or the Criminal Code of the Republic of Kazakhstan;

- fourthly, bullying is directed at a specific individual or at the same group of minors/schoolchildren (for example, at children from an orphanage who attend a regular high school);
- fifthly, bullying is persistent and continues until a negative result is achieved with respect to the victim (the victim becomes an obedient "slave" of the bully's organizer/aggressor, leaves the school, or adults (teachers, educators, parents, guardians, trustees, etc.) or law enforcement agencies intervene and take legal action against the parents, guardians, or trustees of the individuals involved in the bullying, or the victim provides adequate resistance and, in the worst-case scenario, attempts to commit suicide;
- sixthly, the fact that the perpetrator of bullying has not reached the age of majority (the age of majority is the age of sixteen) in cases established by law is a factor that grants them a legal privilege, which is the prohibition of criminal liability (with the exception of the rules on criminal liability for persons who have reached the age of fourteen, as provided for in Part 2 of Article 15 of the Criminal Code of the Republic of Kazakhstan);
- seventhly, the latent nature of bullying. Latency is caused, on the one hand, by the silence of the educational institution/school administration, the teaching staff, about the bullying they know, for the false reasons of maintaining the positive reputation of the educational institution/school; on the other hand, by the bullying in the absence of witnesses in the form of teachers, educators, parents, guardians, trustees and other interested persons from the immediate environment of the victim of bullying.

The above-mentioned features of bullying indicate the high degree of relevance and complexity of the complex of problems related to the development of legal, social, and educational measures to protect potential and actual victims of bullying, timely diagnosis and prevention of the formation of bullying behavior among minors, and the development of special programs for the socialization of victims of bullying.

The purpose of this work is to describe the international experience of protecting minors from discriminatory influences, which is the basis for protecting them from bullying, and to formulate recommendations for improving Kazakhstani legislation on the issues under study.

To achieve this goal, the following tasks have been resolved:

1). Comparing the concepts of "bullying" and "discrimination";

2). International legal standards prohibiting discrimination;

3). Gaps in the legislation of the Republic of Kazakhstan on countering bullying among minors.

II. MATERIALS AND METHODS

The materials used include publications by foreign researchers on bullying issues, statistical data from official sources, as well as data from targeted studies on the range of issues under consideration, and legal acts related to bullying prevention.

The research methods include logical-legal, statistical, content analysis, a comparative approach, and specific methods of legal analysis and evaluation. The main method is the application of the laws of dialectical materialism, which excludes one-sidedness and bias in judgments and conclusions.

III. RESULTS AND DISCUSSION

Comparison of the concepts of "bullying" and "discrimination"

A comparative analysis of the concepts of "bullying" and "discrimination" is necessary to clarify the presence or absence of signs indicating the legal nature of bullying. An analysis of the definitions sought in various sources allows us to identify the characteristic features of bullying that distinguish it from other forms of violence and violations of individual rights recognized as integral by the international community.

For the purpose of illustrating a comparative analysis of the definitions of certain concepts that are closely related to the term "bullying," we present Table 1 (Table 1):

Term	Definition	A source
Bullying	Bullying is systematic (two or more times) acts of a humiliating nature, harassment and/or intimidation, including those aimed at forcing or refusing to commit any actions, as well as the same actions committed publicly or using mass media and/or telecommunications networks., and/or online platforms (cyberbullying)	SAM "On the rights of the child" - paragraphs 4-1) of art. 1 [13]

Harassment	Bullying, intimidation, picking on, and bullying are aggressive harassment and bullying of one member of a group by another member of the group, but also often by a group of individuals who are not necessarily part of the same formal or recognized group. In severe cases, bullying can take on some characteristics of group crime.	//ru.wikipedia.org/wiki/травля
Persecution	To persecute is to subject someone to something unpleasant, to harass someone, to mock someone, to oppress someone, to bully someone, to persecute someone	//Ozhegov S.I., Shvedova N.Yu. Explanatory Dictionary of the Russian Language. – Moscow: Azbukovnik. – 1997. – P. 585 [15]
Bullying	Bullying is systematic psychological or physical abuse of a victim, which is carried out by one or more aggressors in a team. The distinctive features of bullying are premeditation, durability, and a clear disparity of power, where the victim cannot defend himself. Unlike other conflicts, it is characterized as pathological behavior aimed at humiliating the victim and increasing the status of the aggressor.	//ru.wikipedia.org/wiki/bullying
Harassment	Harassment is any unwanted behavior (verbal, physical, psychological, or sexual) that humiliates, insults, intimidates, or violates a person's personal boundaries, making them feel uncomfortable or unsafe. It includes discrimination based on any factor, psychological pressure, abuse of power, and more.	//ru.wikipedia.org/wiki/harassment
Grooming	Grooming is originally a comprehensive care for an animal's appearance. The term is also used in a negative context to describe the process of psychological manipulation of a victim, including child abuse. It is a deliberate process of establishing a trusting relationship with a victim for the purpose of subsequent sexual or other forms of abuse, which can have a devastating impact on the victim's self-esteem and mental health.	//ru.wikipedia.org/wiki/grooming

Table 1: Comparison of definitions of the term "bullying" and other terms that are similar in content.

Thus, the analysis of the given definitions allows us to identify common elements that are characteristic of all the terms under consideration. The elements that unite the given definitions include the following features of bullying (in the author's interpretation):

- violence against an individual and their oppression;
- aggressive and defiant behavior of the organizers/perpetrators of bullying;
- the persistence, duration, and systematic nature of the aggression;
- the deliberate harassment of the victim;
- the aggressor's awareness of the negative nature of their actions and their desire to achieve a negative result;
- types of influence: physical, psychological, mental, verbal, indirect, direct, and remote;
- forms of influence: bullying, ridicule, insults, rudeness, humiliation, intimidation, threats, extortion, harassment, insulting nicknames, coercion, spitting, grimacing, obscene gestures, physical injuries, beatings, damaging or destroying the victim's property, drawing insulting drawings or writing on the victim's property, clothing, school desk, blackboard, etc.;
- the choice of a victim is based on the aggressor's superiority in terms of physical, age, social, economic, and other criteria (the victim is always weaker than the aggressor, not only in terms of physical strength but also in terms of financial status, health, academic performance, and the social status of their parents, among other factors);
- bullying activities are usually carried out in public, with the alleged or actual support of a group of aggressors, as well as witnesses who represent their associates or very cautious and intimidated minors;

- the composition of witnesses to bullying incidents is selective and excludes the possibility of witnesses who may give a negative assessment of the aggressor's actions or take measures to stop these actions (teachers, educators, security personnel, law enforcement officers, and individuals from the victim's immediate circle, such as parents, relatives, and friends);
- the aggressor's dual behavior: innocent, very cultured, and correct in the presence of those who determine the aggressor's future; and bold and obscene in the presence of like-minded individuals and the victim.

There is a common goal: the arbitrary establishment of differences between the victim and the aggressor, and on this basis, the restriction of the victim's rights, freedoms, and opportunities, or the deprivation of these rights, freedoms, and opportunities; the infliction of physical, psychological, and moral trauma; the creation of extreme discomfort for the victim in educational institutions, courtyards, streets, and neighborhoods; the achievement of obedience from the victim; the forced public recognition by the victim of their own failure as an individual ("inferiority"); and the expulsion of the victim from the territory where the aggressor or the group is located. the aggressor's self-assertion as a leader in a group of like-minded individuals.

In today's context of the expansion of information and communication technologies (ICTs), researchers are paying special attention to the high degree of threats posed by a new type of bullying based on ICTs, known as cyberbullying [19; 20].

Definition	A source
Racial discrimination is any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin, which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, social, cultural or any other sphere of public life.	Kazakhstani Political Encyclopedia. – Almaty. – 1998. – P.99. [16].
Apartheid was an extreme form of racial discrimination and segregation that was practiced in South Africa until the late 1980s against the indigenous African population. It involved the denial or significant restriction of political, civil, or socio-economic rights, including the isolation of individuals in designated territorial reserves. It is considered a crime against humanity.	Kazakhstani Political Encyclopedia. - Almaty. – 1998. – P. 22. [16].
Segregation is a form of racial discrimination. It involves separating the "colored" population from the "white" population and housing them in designated areas.	Kazakhstani Political Encyclopedia. – Almaty. – 1998. – P. 330. [16].
Discrimination is 1) the infringement (actual or legal) of the rights of a group of citizens based on their nationality, race, gender, religion, etc.	The latest dictionary of foreign words and expressions. – Minsk, 2007. – P. 290. [17].
National discrimination is a prejudiced attitude and unfair treatment of a person because of their nationality, origin or ethnicity, expressed in restrictions of their rights and opportunities, for example, in the field of employment, education or life in general. National discrimination includes: prejudice and hostility, restriction of rights, language discrimination, harassment.	//ru/wikipedia.org/wiki/national discrimination
Chauvinism is extreme nationalism, a policy of persecution, harassment, and oppression of other nations, the incitation of national enmity and hatred, the promotion of national exclusivity and racial superiority, and aggression against other nations.	The latest dictionary of foreign words and expressions. – Minsk, 2007. – P. 916. [17].

Jingoism is a term used in English-speaking countries to describe extreme chauvinistic views and attitudes. Over time, it has taken on the characteristics of a cult of racial superiority of white Americans over non-white peoples in the United States.	Kazakhstani Political Science Encyclopedia. – Almaty. – 1998. – Pp. 96-97. [16].
Heightism is the discrimination of people based on their height. It is a form of discrimination that involves prejudice or bias against people based on their height. Heightism affects people's confidence, mental health, and social well-being. Low-height individuals (often referred to as "pygmies") may experience lower self-esteem and be more prone to bullying. In contrast, taller individuals tend to have higher levels of self-confidence.	//https://www.multitren.com>dictionary>Russian-english
Ageism is the stereotyping, prejudice and discrimination of people based on their age, which can manifest itself both in relation to the elderly and young people. It is expressed in a biased attitude towards people based on their age, can lead to limited access to resources, opportunities and respect in various areas of life (at work, in the family, in society as a whole).	//https://ru.wikipedia.org>wiki>Age discrimination
Ableism is a type of discrimination in which people without health problems are seen as normal and superior to people with disabilities, leading to prejudice against the latter.	//https://ru.wikipedia.org>wiki>Discrimination based on health conditions
Discrimination on the basis of disability is any distinction, exclusion or restriction based on disability that has the purpose or effect of impairing or denying the recognition, enjoyment or exercise, on an equal footing, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.	Convention on the Rights of Persons with Disabilities, 2006. – Preamble, paragraph h); Article 2.

Based on these definitions, discrimination can manifest itself in a variety of ways, depending on the individual or group's behavior towards the victim.

In social practice, there are a large number of types of discrimination that have been the subject of international regulation and special scientific research. The most commonly studied types of discrimination include economic, political, social, racial, labor, gender identity, and sexual orientation discrimination, as well as discrimination based on nationality and ethnicity, religion, language, height (hijacking), disability (ableism), age (ageism), and others. The following are common characteristics of discrimination based on the definitions in Table 2:

- unequal treatment of different people;
- denial of people's right to be different;
- arbitrary or state-imposed differences, exceptions, or restrictions on the victim's civil, political, economic, social, cultural, educational, and other rights;
- arbitrary or state-imposed differences, exceptions, or restrictions on the victim's enjoyment of fundamental freedoms granted to citizens under national and international law;
- the reasons for discrimination may be prejudices and stereotypes in the mind of an individual or a state administration entity that discriminates (the authors do not aim to conduct a more detailed study of the genesis of discrimination);
- the goals of discrimination are to destroy or diminish the recognition of people's right to be different (this goal can be present both in personal relationships and at the state level); the approval and implementation of actions aimed at creating a belief in one's own or a group's superiority based on various characteristics (national, ethnic, or caste affiliation, wealth, social status, language, and others).

Based on these definitions, discrimination can manifest itself in a variety of ways, depending on the individual or group's behavior towards the victim.

In social practice, there are a large number of types of discrimination that have been the subject of international regulation and special scientific research. The most commonly studied types of discrimination include economic, political, social, racial, labor, gender identity, and sexual orientation discrimination, as well as discrimination based on

nationality and ethnicity, religion, language, height (hijacking), disability (ableism), age (ageism), and others. The following are common characteristics of discrimination based on the definitions in Table 2:
- unequal treatment of different people;
- denial of people's right to be different;
- arbitrary or state-imposed differences, exceptions, or restrictions on the victim's civil, political, economic, social, cultural, educational, and other rights;
- arbitrary or state-imposed differences, exceptions, or restrictions on the victim's enjoyment of fundamental freedoms granted to citizens under national and international law;
- the reasons for discrimination may be prejudices and stereotypes in the mind of an individual or a state administration entity that discriminates (the authors do not aim to conduct a more detailed study of the genesis of discrimination);
- the goals of discrimination are to destroy or diminish the recognition of people's right to be different (this goal can be present both in personal relationships and at the state level); the approval and implementation of actions aimed at creating a belief in one's own or a group's superiority based on various characteristics (national, ethnic, or caste affiliation, wealth, social status, language, and others).

Based on the norms of international documents on the prohibition of discrimination in any area of life and activity in society where minors are present, the legislator of the Republic of Kazakhstan has legally established its positions in the following legal acts:
- The Constitution of the Republic of Kazakhstan, Article 14, paragraph 2 (on the prohibition of discrimination based on origin, social status, official position, property status, gender, race, nationality, language, religion, beliefs, place of residence, or any other circumstances) [11];
- The Law of the Republic of Kazakhstan "On the Accession of the Republic of Kazakhstan to the International Convention on the Elimination of All Forms of Racial Discrimination" of 1998 [12];
- The Law of the Republic of Kazakhstan "On the Rights of the Child in the Republic of Kazakhstan" of 2002 [13];
- The Law of the Republic of Kazakhstan "On Education" of 2007 [14].

Thus, in the Air Defense System "On the rights of the Child in the Republic of Kazakhstan" [13], for the first time at the legal level, the term "bullying" was used in the following context: "bullying of a child" (paragraphs 4-1 of art. 1). This wording means that preference is given to the main term – "bullying". In other documents of the Republic of Kazakhstan related to the topic of this study, the term "bullying" is not mentioned.

The Law of the Republic of Kazakhstan on Education [14] does not contain specific provisions on protecting children from bullying. However, the principles and objectives of the education system (Articles 3 and 11) indirectly imply the need to protect children from unlawful attacks on their personal integrity. Regardless of this, it seems that a direct prohibition of discrimination in education and upbringing is a reasonable legislative approach. This should be followed by an industry-specific interpretation that takes into account the rights and freedoms of minors. As such an interpretative act, the Law of the Republic of Kazakhstan "On Countering and Preventing Bullying among Minors" (the name is conditional) can serve.

3. Gaps in the legislation of the Republic of Kazakhstan on issues of countering bullying among minors

Special attention, as we see, should be paid to the Law of the Republic of Kazakhstan "On "Education" [14]. In none of the provisions of this act is there any mention of such a function of educational institutions as protecting children from bullying and harassment, which is considered a significant legislative gap. In other words, the issue of ensuring children's safety has not been adequately addressed in the basic educational law of the Republic of Kazakhstan. This conclusion is supported by the data provided by the Committee for Legal Statistics and Special Records, which operates under the General Prosecutor's Office of the Republic of Kazakhstan. In particular, there have been cases of child suicide in Kazakhstan: 155 in 2022 and 203 in 2023. In 2024, there were 175 [21] suicides. One of the reasons is bullying or cyberbullying. According to the WHO, Kazakhstan has a relatively high suicide rate among minors, with 4.74% (approximately 5,000 people) committing suicide per 100,000 children. This is an alarming, if not tragic, statistic.

A number of researchers have proven that bullying is a form of deviant behavior among young people [22]. At first glance, this fact seems obvious and does not require further proof. However, deviant behavior is a deviation from the normal behavior of an individual, a violation of the accepted rules of conduct in society, and can manifest itself in the form of administrative offenses, criminal misdemeanors, or crimes (for which legal responsibility is not provided for minors, with a few exceptions), as well as alcoholism and drug addiction [17, p. 259]. Bullying is a psychological and mental disorder, i.e., a disease. There is an objective opinion that teachers should be able to distinguish between conflict and bullying at a professional level. Conflict is a normal component of group dynamics. Bullying is a disorder of conflict development [23]. Researchers have noted that aggressors (bullers) are at risk of developing mental and behavioral disorders [24].

Different approaches to determining ways to combat bullying, including at the legislative level, indicate the complexity and versatility of the very social

phenomenon of bullying among minors. At the same time, there is no doubt that it is advisable to take timely measures to regulate relations caused by bullying. We believe that in this case, the algorithm of actions may be as follows: at the first stage, in the Air Defense System "On Education", the norms on the principles of state policy in the field of education (art. 3) and the tasks of the education system (art. 11) to make additions regarding the principle of ensuring the safety of subjects (participants) of educational activities and the corresponding task solved by the subjects of the education system. Additionally, in Article 1, to clarify the concept of "safety of subjects of educational activities" in the context of the legal response of authorized bodies and their officials to bullying among minors; At the second stage, based on the proposed amendments to the Law on Education, initiate the development of an independent law on combating bullying among minors.

IV. CONCLUSION

1. As a result of the conducted research, the authors came to the conclusion that bullying should be assessed as a type of discrimination, as one of its forms of manifestation.
2. Acts of international law and norms of legislation of national legal systems regulating relations in the field of counteraction to discrimination are applicable to combat bullying.
3. The rules on liability for discrimination in the form of bullying should be designed in such a way that they reflect the type and form of discrimination (bullying) within the framework of sectoral interpretation, as it is almost impossible to develop a text of a rule that provides for legal liability for discrimination or bullying.
4. It is advisable to develop a draft law of the Republic of Kazakhstan under the provisional title "On Countering and Preventing Bullying among Minors."
5. Recognize the expediency of amending and supplementing Articles 1, 3, and 11 of the Law of the Republic of Kazakhstan "On Education" (2007) on ensuring the safety of educational activities in the context of the anti-bullying educational policy of the Republic of Kazakhstan.

LIST OF SOURCES USED

[1] The Universal Declaration of Human Rights. Adopted and proclaimed by General Assembly Resolution 217 A (III) of 10 December 1948. // International Public Law: Collection of Documents. In 2 volumes. Volume 1. – Moscow: BEK Publishing House, 1996, pp. 460-464.

[2] Declaration on the Elimination of All Forms of Racial Discrimination. – Adopted by the UN on 20.11.1963. Entered into force in 1969.//https://gart9.npi-tn.ru>assets>files>innovac> (accessed on 24.08.2025.).

[3] International Convention on the Elimination of All Forms of Racial Discrimination. – Adopted by UN General Assembly Resolution 2106 (XX) of 21.12.1965. //https://diplomaticdictionary.com/dictionary (accessed: 24.08.2025.).

[4] International Convention on the Suppression and Punishment of the Crime of Apartheid. – Adopted by UN General Assembly Resolution 3068 (XXVIII) of 30.11.1973. (New York). //https://www.un.org>conventions>aparteid1973 (accessed: 24.08.2025.).

[5] Declaration on Race and Racial Prejudice. – Adopted by the UN General Conference on Education, Science and Culture at the 20th session on 27.11.1978. (New York). un.org/ru/documents/decl_conv/declarations/racism.shtml (accessed on 24.08.2025).

[6] Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. – Adopted by the UN General Assembly resolution A/RES/39/46/ of 10.12.1984. (New York). //https://online.un.org/en/documents/decl_conv/conventions/torture.shtmlzakon.kz>Document/?doc_id=1007589 (accessed on 24.08.2025.).

[7] Convention on the Rights of the Child. – Adopted by UN General Assembly Resolution 44/25 of 29.11.1989. (New York). //un.org/ru/documents/decl_conv/conventionschildcon.shtml (accessed:24.08.2025.).

[8] International Labour Organization (ILO) Convention on Discrimination in Respect of Employment and Occupation. – Adopted in Geneva on 25 June 1958 at the Second Session of the General Conference of the ILO//un.org/ru/documents/decl_conv/conventions/labour.shtml (accessed on 24 August 2025).

[9] UNESCO Convention against Discrimination in Education. Adopted by the UN General Conference on Education, Science and Culture at its Eleventh Session on 14 December 1969. Entered into force in 1062. //un.org/ru/documents/decl_conv/conventions/educat.shtml (accessed on 24 August 2025).

[10] International Covenant on Civil and Political Rights. – Adopted on 16.12.1966. Entered into force on 23.03.1976. //International Public Law: Collection of Documents. In 2 volumes. Volume 1. – Moscow: BEK Publishing House, 1996, pp. 470-482.

[11] Constitution of the Republic of Kazakhstan. – Adopted at the republican referendum on 30.08.1995. //

[12] On the accession of the Republic of Kazakhstan to the International Convention on the Elimination of All Forms of Racial Discrimination. – Law of the Republic of Kazakhstan dated 29.06.1998. No. 245. //adilet.zan.kz/docs/Z98000245 (accessed on 24.08.2025.).

[13] On the Rights of the Child in the Republic of Kazakhstan. – Law of the Republic of Kazakhstan dated 08.08.2002. No. 345-II. //online.zakon.kz/Document/?doc_id=1032460&pos=4;-108#pos=4;-108 (accessed on 24.08.2025.).

[14] On Education. – Law of the Republic of Kazakhstan dated 27.07.2007. No. 319-III. //https://adilet.zan.kz>rus>docs/Z070000319_ (accessed:24.08.2025.).

[15] Ozhegov S.I., Shvedova N.Yu. Explanatory Dictionary of the Russian Language. – Moscow: Azbukovnik. – 1997. – 944 p.

[16] Kazakhstan Political Encyclopedia. – Almaty: Institute of Kazakhstan Development. – 1998. – 447 p.

[17] The Newest Dictionary of Foreign Words and Expressions. – Minsk: Modern Writer. – 2007. – 976 p.

[18] Convention on the Rights of Persons with Disabilities. – Adopted by UN General Assembly Resolution 61/106 of 13.12.2006. //https://www.un.org>decl_conv>conventions>disability (accessed: 24.08.2025.).

[19] Toleubekova B.Kh., Sailibayeva Zh.Yu., Khvedelidze T.B. Cyberviolence against Minors: Problems of Counteraction. – Digital Technologies in the Humanities and Education: Proceedings of the Twelfth International Scientific and Practical Conference from the series “Current Issues of Law, Economics, History, and Education at the Present Stage: Theory and Practice. Almaty, Institute of History and Law of

the Abai Kazakh National Pedagogical University. April 22, 2024 – Almaty. – 2024. – Pp. 172-178.
[20] 20 Ivanova, A.K. Bullying and Cyberbullying as a Phenomenon of the Educational Environment: Examples of Modern Research on the Problem. // World of Science (electronic journal). – 2018. – No. 5. – Pp. 25-31. //URL:https://mir-nauki.com/PDF/32PSMN518.pdf (date of access: 08/25/2025.).
[21] The portal of legal statistics and special accounting //qamqor.gov.kz/crimstat/indicators (date of reference: 08/25/2025.)
[22] Zadorozhnaya E.A., Konoplin Yu.S., Lutskaya E.E., Przhilenskaya I.B. Bullying as a form of deviant behavior of students: a sociological aspect. //Social and Humanitarian Knowledge. – 2023. – No. 8. – Pp. 25-31.
[23] Conflict and bullying: where is the line? //https://cppmsp59.ru>articles>for-professionals>conflict (accessed on 25.08.2025.).
[24] Electronic resource. Access mode: https://postnauka.org>faq/78155 (accessed on25.08.2025.).

★★★