THE INDIAN INTERNATIONAL SCHOOL, DSO

Safeguarding and Child Protection Policy

OCTOBER 2026

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1. Rationale

The Indian High Group of Schools is committed to protect and safeguard the rights of all students and promote their welfare. The school creates safe environments for all stakeholders through robust safeguarding practices. Protecting and enhancing the welfare of the students is a collective responsibility of every person who deals with the children, and the family also has a crucial role.

2. Scope

This policy applies to all stakeholders of the school community. All stakeholders are made aware and trained to respond to concerns and keep up to date with the policies and practices.

3. Policy Statement

Students should be treated with respect, consideration, and dignity. Every student has the right to privacy and confidentiality. All learners should be allowed to participate in decisions involving their healthcare when such participation is not contraindicated.

4. Relevant Legislation and Authorities

The Policy is underpinned by the fundamental principle of the United Nations Convention of the Rights of the Child (UNCRC) 1989 of which the United Arab Emirates (UAE) ratified on the 3rd of January 1997 along with the UAE local laws (the Emirates Human Rights Association have launched a Federal Law, the Child Rights Law, which was to be established December, 2014).

- The 2026 Cabinet Resolution on Social Media Access.
- Federal Decree-Law No. 26 of 2025 on Child Digital Safety.
- Federal Decree-Law No. 34 of 2021 on Cybercrimes.
- Federal Decree-Law No. 55 of 2023 on Media Regulation.
- The National Child Protection Policy in Educational Institutions, issued pursuant to UAE Cabinet Decree No. 3/3 of 2022.
- Cabinet Resolution No. (106) of 2026 Regarding the Regulation of Children's Access to Social Media Platforms.
- Applicable UAE data protection and cybercrime legislation, together with relevant KHDA safeguarding requirements and guidance.

5. Types of Abuse

Abuse of students can cause serious behavioral problems. Abuse can be classified under physical, psychological, sexual, potential and cyber abuse.

5.1 Physical Abuse

An action that causes actual/likely physical injury to a student or failure to prevent physical injury/ suffering is considered as physical abuse which includes, but not limited to:

- Beating (with hands or objects).
- Pulling students' hair.
- Twisting student's hand.
- Slapping/punching/kicking.
- Hurling objects at a person.

- Being made to stand for hours inside the class / outside the class / in the sun.
- Making a student run in the playground for an extended period resulting in health issues.
- Bullying which may cause physical injury to the child.

5.2 Psychological Abuse

An action/statement, which may cause severe or permanent damage to the psychological growth and development of the child, is called psychological abuse.

- Any action that causes mental trauma for a student by severe or persistent emotional ill-treatment or rejection resulting in behavioral problems.
- Humiliating a student by calling him/her names (especially in the presence of their peers, teachers, and parents).
- Hurling verbal abuses at a student.
- Startling a student by banging or striking the desk with an object.
- Misrepresenting a student's learning disability as a discipline problem.
- Denying a student adequate time for Recess/Games.
- Abusing a student's parents in the class.
- Making negative comparisons to other students/siblings.
- Turning a blind eye to bullying.
- Neglecting a child or not providing the support the child deserves.
- Cyber/Verbal bullying which may cause an emotional impact on the child.
- Repeated threats of physical harm or intimidation that instill fear, even if not carried out.
- Wrongful confinement of students.
- Overloading students with unrealistic academic expectations without support, leading to constant stress or failure.
- Displaying favouritism or bias in a way that causes psychological harm to other students.
- Isolating a student socially by forcing them to sit separately, excluding them from group work or activities as punishment.

5.3 Sexual Abuse

Sexual abuse is the physical exploitation of a student that violates social taboos or family roles, resulting in severe emotional damage.

5.4 Potential Abuse

Situations where medical and social assessments indicate a high degree of risk that a student may be abused in the future, including the situation of another student in the same household having been abused or where there is a known abuser, are classified as potential abuse.

5.5 Cyber Abuse

Cyber abuse is to harm or harasses a student in a deliberate, repeated, and hostile manner through the use of the internet and digital platforms such as social media, messaging apps, emails, and websites. Cyber abuse includes bringing about hatred in others' minds, or it may go to the extent of personally identifying the student and publishing materials severely defaming and humiliating him/her. It includes, but is not limited to:

- Spreading rumours, gossip, false information, or defamatory content about a student.
- Sharing personal or sensitive information without consent.
- Cyberbullying, stalking, or threatening messages.

- Use of fake profiles or anonymous messaging to harass or impersonate.
- Exclusion of a student from digital groups with the intent to cause harm.
- Unauthorized Recording or Photography is strictly prohibited, including through personal devices during school hours, trips or events.

5.6 Bullying

It is an act of intentionally and deliberately intimidating another student through physical, psychological, or cyber means.

5.7 Neglect

Neglect means the failure of the parents or caregivers to take care of the basic needs of the child and the failure to provide the child with psychological, physical, mental, and moral safety.

6. Roles and Responsibilities

6.1 Responsibilities of the Whole School Staff

The school shall formally designate a person(s) who is the Designated Child Protection Officer (DCPO), with clearly defined safeguarding responsibilities and appropriate training. Their names, roles and reporting contact details shall be communicated to all staff. Where a concern involves the DCPO, the Principal or another member of the senior leadership team, staff must use the designated alternative reporting route and ensure that the concern is referred to the appropriate authority where required. No member of staff shall be prevented from reporting a safeguarding concern directly to the competent authority in accordance with applicable procedures.

6.2 Specific Responsibilities of the School Doctor/Nurse and Counsellor

- The school Doctor/Nurse or Counsellor may be requested to provide physical treatment/ emotional support after a child has faced abuse.
- The doctor or nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition.
- The doctor/ nurse and/ or counsellor can provide positive encouragement to the child and liaise with family members to determine how best to promote the child's safety both at school and at home.
- Child abuse can leave deep emotional scars, and the School Doctor or Nurse should recognize these and help develop a rehabilitation plan in liaison with the DCPO and other appropriate staff in the case team.
- In some cases, the child may have to take medication due to the abuse. The school doctor or nurse should ensure that all standards and procedures for administering medications in the school setting are met.

6.3 Specific Responsibilities of the Section Supervisors

- In case staff or a student reports any behavioural incident of a student causing harm to self/others/school properties, the section supervisor will keep a record of the incident in a behavioural log will take necessary actions with reference to the school's behavioural policy. Looking at the severity of the misbehaviour / repeated action of the same level of misbehaviour, the supervisor will make a behavioural incident report and refer the student to DCPO with a written request for a special counselling session.

6.4 Specific Responsibilities of the Health and Safety Officer

- The HSO is responsible for making sure that all the staff are aware of all policies related to Safeguarding and Child Protection.
- To conduct various awareness programs for students to boost their confidence in them, encourage them to identify and share their feelings, be an upstander against bullying etc.
- To keep the record of incidents related to students' safety and security in the campus.
- To ensure a safe school environment where the student feels motivated, secure, and supported by staff and peer groups.

7. Recognising Concerns

7.1 Staff Should Be Concerned if a student

- Has any injury that is not typical of the bumps and scrapes normally associated with children's activities.
- Regularly has unexplained injuries.
- Frequently has injuries, even when reasonable explanations are given; offers confused or conflicting explanations on how injuries were sustained; exhibits significant changes in behaviour, performance, or attitude.
- Indulges in sexual behaviour unusually explicit and/or inappropriate for their age.
- Discloses an experience in which he or she may have been significantly harmed.

7.2 Children Missing Education

All children, regardless of their age, ability, aptitude and any special education needs may be entitled to a full-time education. Our school recognizes that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorized absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency.

8. Procedure to be Followed in Case of Abuse of a Student

Any child, in any family and in any school, could become a victim of abuse. Staff should always maintain an attitude of "it could happen here."

8.1 Key Points for Staff to Remember

- In an emergency, take the necessary action to help or support the child.
- Report your concerns to the DCPO (Designated Child Protection Officer) as quickly as possible, immediately when there is evidence of physical or sexual abuse, and certainly before the end of the day.
- Do not start your own investigation.
- Share information on a need-to-know basis only; do not discuss the issue with colleagues, friends, or family.

8.2 How to Act if a Student Makes a Disclosure

If a student discloses directly to a member of staff or volunteer, he/she must:

- Listen carefully to what is said and keep an open mind. You should not form conclusions whether the abuse has taken place or not.

- Ask only open-ended questions such as ‘How did that happen’? What was happening at the time? Anything else you want to tell me?
- Do not ask leading questions that may be considered as suggesting what might have happened or who has perpetrated the abuse, as this can later be interpreted as putting ideas into the child’s mind. Depending on the situation, suggest that it would be helpful to continue the discussion with the Designated Child Protection Officer (DCPO) present but do not force the child to repeat what he/she said in front of another person.
- Never give undertakings of absolute confidentiality to a student: breaking a child’s confidence would be inappropriate, it is better to say that you might have to tell someone who will ensure the correct action is taken, make notes of the details of the disclosure using the child’s words where possible.
- Reassure the child they have done the right thing and tell them they are not to blame.
- Offer continued support.

8.3 Preserving Evidence and Assessing Risk

All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, and computers, must be safeguarded and preserved and passed to the DCPO. Conduct regular risk assessments to check on the potential risks in case of students who may be experiencing abuse at home. Frequent meetings or telephonic conversations with parents to understand the current conditions and conduct a risk assessment to evaluate the student's overall well-being at home.

8.4 Reporting Suspicions or Complaints

All safeguarding concerns, disclosures and suspected cases of child abuse or neglect must be reported promptly in accordance with applicable UAE child protection legislation and the procedures of the competent authorities. Internal reporting to the DCPO must not delay any external referral or notification required by law. Where a concern involves the DCPO, Principal or another senior leader, the matter must be escalated through the designated alternative reporting route and referred to the appropriate authority as required. All referrals and subsequent actions must be documented securely.

9. Records and Monitoring

Well-kept records are essential to good safeguarding practice. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing and securely stored by the DCPO. Concerns and disclosures should be recorded in writing by the staff member who receives them and passed to the DCPO without delay. Students and parents can also directly raise their concerns and request support through the student/parent portal, where relevant documents can be uploaded.

9.1 Records Related to Disclosure Must

- Be handwritten or emailed.
- Be accurate and descriptive, including the date, time, and place of the conversation and the essence of what was said and done by whom and in whose presence.
- Not include assumptions or any opinions.
- Indicate sources of information clearly and concisely.
- Be signed by the person making it, and use names, not initials.
- Be kept securely and handed to the Designated Child Protection Officer (DCPO) as soon as possible.

9.2 Monitoring and Storage

The DCPO, in consultation with the principal, will then decide on further action and any appropriate monitoring program for the pupil.

Records are stored in a dedicated filing system maintained by the DCPO in their office. When students with records in this filing system shift to another school, the principal is responsible for transferring information judged to be relevant to the student's next school.

10. Investigation, Referral and Reporting

The DCPO will ensure that members of staff, students and other members of the school community, including governors and volunteers are aware that it is their responsibility to:

- Protect children from abuse.
- Be aware of the school's child protection procedures in this policy.
- Know how to access and implement the procedures independently, if necessary, keep a sufficient record of any significant complaint, conversation, or event, and report any matters of concern to the DCPO.
- Undertake appropriate training, including refresher training, which will be updated regularly in accordance with KHDA requirements.

It is not the responsibility of school staff to investigate suspected abuse or any allegations against other staff; they should refer the matter to the DCPO immediately. The school is not an investigation or intervention agency for child protection, but it plays an important role at the recognition and referral stages.

On being notified of a complaint or suspicion of abuse, the DCPO will:

- Operate safeguarding procedures in line with the local procedures.
- Consider the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offense will always be referred to the police.
- Consider the wishes or feelings of the student. However, there may be times when the situation is so serious that decisions that override a pupil's wishes may need to be taken after all appropriate consultation.
- Consider confidentiality and ethical practice.

If there is doubt over whether a referral should be made, the DCPO will consult with the relevant authorities on a no-name basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). The DCPO, should follow up on the referral.

The DCPO will keep the principal informed of the case(s) unless the complaint involves the principal, in which case it will be informed to the CEO.

If the child's situation does not appear to be improving, the DCPO or the staff member with concerns should press for re-consideration to ensure concerns have been addressed and that the child's situation improves.

11. Notifying Parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DCPO will contact the parent in the event of a concern, suspicion or disclosure.

In case of risk for students at home, the DCPO will guide the parents on the safety measures available for support.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problems, advice will be sought first from relevant UAE regulatory authorities.

12. Confidentiality

Members of staff have selective access to confidential information about students to undertake their everyday responsibilities. They are expected:

- to treat this information in a discreet and sensitive manner.
- to seek advice from the DCPO if they are in any doubt sharing information they hold, or which has been requested of them.
- to be cautious when passing information to others about a student.

Never guarantee confidentiality about a safeguarding concern (including parents / care givers or students) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the DCPO and may require further referral to and subsequent investigation by appropriate authorities.

13. Support for Students and Staff

The principal will make all reasonable attempts to protect and otherwise support students who have disclosed information about possible child abuse incidents. Dealing with disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the DCPO (including where he/she is distressed or needs to debrief). Ongoing emotional support will be provided through trusted staff members or peer support programs. Regular check-ins will be scheduled by counselling team to monitor the individual's well-being and ensure continued support. Wellness sessions are conducted for students and staff to support their social emotional growth and to overcome their personal challenges.

14. Care and Protection of Students of Determination

Based on Law No. (2) of 2014 Concerning Protection of the Rights of Students of Determination in the Emirate of Dubai, the school prohibits exploiting or demeaning students of determination or abusing them in any way. Basic care and necessary protection are provided for students of determination.

Keeping in line with Federal Law No. (29) of 2006 concerning the Rights of People of Determination, the school guarantees students of determination equal opportunities in education in regular classes. School provides transport service to its students without prejudice to its responsibility for student safety and for transporting them from and to the school. Student affairs are administered professionally and impartially, and the school provides equality among students and prevents discrimination based on race, gender, nationality, religion, or social class.

Individual Risk assessment is conducted for the special need students, Personalized Emergency Evacuation Plan and Emergency Support Plan is prepared for the identified students and special training is provided to the staff who needs to handle them on need basis. To create a safer environment, the special need students are paired with a buddy/partner in the classroom who can offer immediate support during emergencies/emotional breakdowns. Orientation on handling students with special needs are given to staff annually and special training sessions are conducted annually. (First-aid for students with special medical conditions by school medical team, PEEP etc.) All staff handling the special need students are trained to provide extra care and support during emergency evacuation/sheltering during emergency alert.

15. Digital Safeguarding

15.1 Network Security

- Updates on the school cyber network are carried out periodically and/or as required.
- Firewall installation and maintenance are mandatory to protect the school's cyber eco system.
- Appropriate network strategies are applied to restrict unauthorized access and to protect the cyber network against threats from devices connected to it.
- Periodic cyber network maintenance and performance audits are held to optimize school cyber infrastructure.

15.2 Data Security

- School leaders and ICT follow best practices of data governance, data management, data confidentiality and other data security measures for adequate protection of all kinds of school data.
- ICT ensures data backups and protection mechanisms are in place per their policy and procedures, which are reviewed as appropriate occasionally.
- Routine data cleaning activities are carried out by ICT to enable accurate data-driven decision-making in academics and operations.
- Data access criteria are well planned and implemented.
- Students are required to register their device with the School's ICT department.

15.3 Cyber Hygiene Practices to Enhance Security

All users and school system administrators will follow practices listed below to maintain digital hygiene.

- Ensure software updates are carried out in the devices and other hardware.
- All students and staff must adhere to the school's Use of Device: BYOD Policy.
- Use strong passwords; do not use the same password for multiple sites/applications.
- Employ two-factor authentications, Mobile Application Management and device encryptions.
- Download apps only from reliable sites and sources.
- Do not share account details with others.
- Have a backup of files and data, preferably on the cloud using OneDrive.
- Organize data well and clean in devices and systems.
- Avoid using USB flash/pen drives to transfer data for protection against transmitting malware through infected USBs.
- Apply proper privacy settings.

15.4 Cyberbullying

- Cyberbullying is strictly prohibited, and disciplinary actions will be taken against students/staff who report and verify inappropriate online activity. (Refer to Behaviour Improvement Pathway)
- Student online safety is paramount, and all necessary measures will be undertaken to protect students online.

15.5 Social Media Guidelines

The school has a presence on the following social grounds, and only authorized representatives can manage and use these official handles to share approved information in the designated format.

- Twitter

- Instagram
- Facebook
- Access to social media sites such as Twitter, Facebook, Instagram, or any similar social media apps is restricted for users of school networks except for top management, the principal, and the media department.
- Prior permission is required if a user needs access for any valid reasons.
- Members of the school community will not post wrongful information or derogatory comments about the school on any social media to malice the reputation of the school. Any such unruly activity will not be tolerated and are punishable.
- Students of age below 15 are prohibited to use any social media platforms in school.

Use of Photos, Videos and Recordings

The school may use photos, videos, or recordings of students and staff on its official website, newsletters, and social media platforms to showcase school activities and achievements.

Unless a parent/guardian or staff member opts out in writing at the start of the academic year, it will be assumed that consent is given for such use.

15.6 Misuse of Social Media

Slander/Libel and Defamatory Content

Misusing social media tools to defame or slander anyone would bear severe consequences. If any student is found using slanderous, libellous or defamatory content against the school, teachers or other students, it should be brought to the attention of the Class Teacher and Supervisor immediately. Students will have the following action taken against them for their misconduct:

- First-time violation will result in the student receiving an official written warning from the school.
- The student's parents will be informed by the Supervisor. The student is expected to apologize to the person affected by this act.
- The student will be counselled.

Bullying of Fellow Students on Online Platforms

The Ministry of Education (MoE) and Knowledge and Human Development Authority (KHDA) have strong regulations proposed for cyberbullying. If students are found bullying their peers or juniors, action would be taken against them based on their severity level, as mentioned below:

- If the student is found to indulge in cyberbullying, he/ she would be reported to the Supervisor /Vice principal/Principal for the misconduct.
- The parents of the students will be duly informed.
- In case of repeat offence, the matter may be reported to KHDA, and the concerned student must perform community service work within the school or as deemed fit by KHDA under their regulation.

Derogatory and Unruly Comments

All stakeholders can communicate via social media; however, students, parents and teachers must note that no derogatory or inflammatory remarks will be tolerated on the social media platforms. Any derogatory remark, if it comes under the category of slander, libel or defamation, would mean that the stakeholder is trying to harm the reputation or defame the other party due to any pre-set views or hidden malicious motives.

15.7 Preventive Proactive Measures for Online Safety

- The provision of school systems for a safe and secure cyber infrastructure is reviewed periodically and/or as per needs, and corrective actions are performed to keep them up to date.
- Awareness programs on the school's policy & procedures to stakeholders and training workshops for leaders, IT staff & educators are planned as per requirements and delivered periodically.
- New staff are introduced to system provision and expectations during the induction program.
- Posters informing the guidelines and acceptable behaviours are placed strategically around the campus to educate staff, students and parents on the related information and procedure to be followed regarding the use of school cyberspace and social ground.
- Need-based news bulletins are shared with stakeholders to disseminate the required information.
- Cyber security education is incorporated into the curriculum as digital citizenship lessons to teach students topics such as copyrights, digital footprint, plagiarism, digital wellbeing, 'netiquette' etc.

15.8 Incident Response Plan

- An emergency response team will activate the quick response plan stipulated in ICT policy in accordance with Federal Decree-Law on combatting rumours & cybercrimes, UAE Information Assurance Regulation and Dubai Data Law.
- When an incident is reported, it is verified, and the course of action stipulated in ICT policy is revoked for support and quick resolution to avoid full-blown escalation.
- In case of severe security breaches, threats, and attacks, the aeCERT (UAE computer emergency response team) and/or concerned regulatory authorities are informed as appropriate, and subsequent steps are taken to combat the situation.

16. Safeguarding from Substance Misuse (Smoking & Drugs)

To uphold student wellbeing and safety, the school implements a comprehensive approach to prevent drug misuse, including prescription medications, sedatives, narcotics, and synthetic substances through proactive education, early detection, and collaborative support initiatives which apply to all stakeholders aligned with Ministry and KHDA guidelines.

16.1 Education & Awareness Initiatives

- **Curriculum Integration** incorporates drug-risk awareness into the pastoral/wellbeing program, assemblies and lessons. Teach resistance skills, peer pressure strategies, and real-life consequences based on guidance from the document provided by the MOE.
- **Staff Training** by counsellor and clinic staff on early detection, referral protocols.
- **Parental Engagement & Partnership** through seminars, workshops and communications highlighting signs to watch for (e.g. mood swings, memory loss, aggression) and strategies for constructive conversations at home by providing resources and support referrals and involve families in prevention campaigns and progress check-ins.

16.2 Health Screening & Coordination with School Medical Centre

Health Screening of students will be conducted by the DHA-licensed school clinic to support the detection of psychological/emotional issues such as addiction or sedative misuse on needful basis and flag concerns related to substance misuse, mental health, or behavioural issues for further intervention.

16.3 Incident Handling & Disciplinary Approach

Any suspected drug-related incident (possession, use, sale) must be reported to school leadership immediately. Affected students and families will be engaged sensitively. Disciplinary procedures as per KHDA-approved codes will be taken emphasizing the severity of drug-related offences. Repeated or serious violations may result in exclusion and referrals. In cases requiring professional intervention, the school will liaise with relevant authorities or rehabilitation centres, as outlined in the KHDA/MoE Guide.

The confidentiality and privacy of the incident and related documents including health records, screening results, referrals, disciplinary action taken etc will be maintained. The school shall share the information only with authorized personnel or health authorities and register any data releases formally.

(Refer to Anti-Smoking and Drug Prevention Policy)

17. Staff Training

The school shall implement appropriate safer recruitment procedures for all employees, volunteers and other personnel who may have contact with students. These shall include verification of identity, qualifications and employment history, appropriate reference checks, and applicable police clearance or other background checks, in accordance with UAE laws and regulatory requirements. Any safeguarding concern or allegation involving an employee or volunteer shall be managed promptly through the designated safeguarding and employment procedures, with referral to the competent authorities where required. (see Section 14).

18. Involvement of Outside Agencies

18.1 Dubai Foundation for Women and Children (DFWAC)

The first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services.

In accordance with international human rights obligations, the Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach.

DFWAC provides:

- Case management medical care
- Psychological support counselling
- Legal, consular and immigration assistance
- Helpline 800 111 or email help@dfwac.ae
- Website – www.dfwac.ae

18.2 Dubai Police Human Rights Department

- 24/7 Duty Officer: 056 6862121

18.3 Latifa Hospital Child Welfare Unit

- Tel: 04 2193000 | Fax: 04 3241717
- PO Box 4115 Dubai, UAE
- Working Hours: 24 Hours

18.4 Community Development Authority (Centre)

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened centre under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need.

18.5 Al Ameen Reporting (Dubai & Federal Police)

The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of development in Dubai and on issues that concern them. Website: www.alameen.ae/en/

19. Effectiveness, Review and Revision

This policy has been in effect since 2017. The policy is reviewed annually and/or whenever the regulatory and licensing bodies make changes in the regulations. It was last revised in November 2021, April 2022, September 2023, September 2024, September 2025 and September 2026.