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Policy:	Healthy Lifestyle Policy
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Evaluation & Review:	Last reviewed : September 2025, May 2026 reviewed in: May 2027
Rationale:	A safe and healthy lifestyle is key to physical and mental health and is therefore an important factor in maintaining overall wellbeing. In fostering the wellbeing of the school community, GES has a duty to create a safe and healthy food environment and to actively promote healthy lifestyle choices. In addition, GES have a responsibility to ensure that their food provisions and physical activities supports their efforts to improve the quality of life. This policy sets out the basic requirements for schools in providing healthy living and sustainable food environments..
Roles of Responsibility	Principal, SLT, Pastoral Heads, Nurse, facilities, HoDs, Student Counselor, SWO, Teachers, Students and Parents.

Purpose:

- Healthy living policies ensure access to nutritious food, clean water, and opportunities for physical activity, which strengthens bones, supports muscle development, and helps people maintain a healthy weight.
- Ensure that school canteens comply with the Abu Dhabi Guideline for Food Canteens in the Educational Institutions in relation to the healthy and safe provision of food services.
- A healthy lifestyle, including proper nutrition and regular exercise, boosts the immune system, making a population more resilient to infectious diseases. The COVID-19 pandemic highlighted the importance of robust public health measures to manage national and global health risks.
- Improve the nutritional awareness and meal practices of school community by increasing their understanding of healthy and sustainable food habits and fostering school environments that are conducive to such habits.

Policy

1. School Healthy Eating and Food Safety Policy

The policy shall:

- 1.1 Set out the school's commitment to the provision of healthy food choices and the encouragement of healthy and sustainable meal practices, and the steps to be taken in relation to this, including:
 - a. Measures to foster an environment conducive to healthy eating in line
 - b. Adherence to the nutritional standards prescribed in the Abu Dhabi Guideline for Food Canteens in Educational Institutions.
 - c. Measures to actively supervise students during snack/mealtimes to:
 - 1) Ensure that students are consuming acceptable foods (e.g., not bringing allergens that may harm other students, etc.).
 - 2) Ensure all students have access to a meal every day (unless fasting).
 - 3) To be vigilant about concerning food-related behaviour (eating disorders, food-related bullying, etc.).
 - d. Measures to improve the sustainability of food consumption practices, in line with the school's sustainability strategy.
2. Set out the school's commitment to adhere to the hygiene and food safety standards prescribed in the Abu Dhabi Guideline for Food Canteens in Educational Institutions in relation to food preparation, packaging, transportation, and handling.
3. Set out measures for shared events by the school to ensure certain food items (e.g., alcohol, carbonated drinks, pork, and allergens) are prohibited. School is authorized to commit to further stringent measures for shared events, to ensure stricter healthy eating guidelines and/or sustainable practices.
4. Set out measures taken by the school to promote the inclusion of minority groups and the safety of students with allergies and food intolerances.

2. Promotion of Healthy Eating

2.1 Healthy Food Promotion: GES shall create a healthy food culture that encourages a healthy eating environment of nutrition-rich foods for all members of the GES school community.

2.2 Healthy Food Services: We shall provide students and staff with healthy, nutrient-rich food in line with the requirements of the Abu Dhabi Guideline for Food Canteens in Educational Institutions.

1. GES has obtained the necessary valid licenses and maintain inspection records and notices.

2.3 Nutrition Education: GES arranges nutrition education to students through the formal curriculum and other engagement strategies (e.g., competitions, and workshops) to enable them to make active and informed choices. We ensure that the

curriculum covers the following topics, at a minimum:

1. Healthy and balanced eating.
2. Reading of food labels.
3. Sustainable meal practices.

2.4 Staff Awareness: GES shall ensure teachers and canteen staff attend training conducted by the Abu Dhabi Public Health Center (ADPHC) and other relevant entities in relation to healthy eating, to enable them to promote healthy eating when supervising and/or interacting with students.

2.5 Parent Engagement:

1. GES shall share guidelines with parents regarding healthy and balanced eating. These guidelines shall include food restrictions (e.g., allergens like nuts, and caffeinated beverages) as mandated by the Abu Dhabi Quality and Conformity Council (QCC) and “unhealthy” food that the school recommends parents avoid packing (e.g., fried food). We make a reference to the guidelines in the school-parent agreement, as per the ADEK Parent Engagement Policy.
2. GES shall share with parents any relevant guidelines shared by ADEK, ADPHC, QCC, Abu Dhabi Agriculture and Food Safety Authority (ADAFSA), or the Department of Health (DoH) in relation to children’s health, nutrition, and allergies.
3. For events where food sharing has been authorized by ADEK, we shall communicate to parents that any food brought in shall adhere to the Abu Dhabi Guideline for Food Canteens in Educational Institutions.
4. We shall communicate all food-related concerns (all instances included in Section 1.1.c) to parents on the same day as the concern was noticed.

3. Food Service

- a. Quality Check and Compliance: We adhere to the Abu Dhabi Guideline for Food Canteens in Educational Institutions and Federal Law No. (10) of 2015 on Food Safety in the provision of food services.
 - b. Food Delivery Services: We shall not permit students to use external food delivery services (e.g., Talabat) during school hours.
 - c. Student Feedback: We shall engage the student body in planning and improving school food services (e.g., through feedback forms).
- ## 4. Special considerations
- a. Consideration for Minority Groups: We shall take into consideration the religious, cultural, and ethical needs of minority groups, and shall involve these groups in decision-making related to food services and the use of food labels.
 - b. 1. We shall undertake the following measures to support students with allergies, in line with the requirements of the Abu Dhabi Guideline for Food Canteens in Educational Institutions:
 - a. Maintaining records of students' food allergies and intolerances and keeping a copy of the records in the school canteen

- b. Ensuring that food labels provide warnings regarding allergens in food provided through the school's food services.

2. Additionally, GES shall:

- a. Consider students' allergies and intolerances when planning school activities and meals to ensure the basic food offering suits as many students as possible as it is or with minor modifications.
- b. Require parents to notify the school immediately if their child develops an allergy and provide the relevant medicines to the school.
- c. Share food allergy records of students with relevant staff members and respective parents and students to minimize the risk of accidental exposure to allergenic food substances.
- d. Conduct risk assessments related to student allergies and implement appropriate risk mitigation measures.
- e. Have procedures to effectively manage allergic reactions of students, including clear procedures to deal with severe allergic reactions.
- f. Appropriately label and store medicines required to manage student allergies.

3. Physical Education and School sports

GES has developed, implemented, monitors, evaluate and review a PE and School Sports Policy that includes the following elements:

- 1. Sets out the school's vision, mission, strategy, and targets in promoting student physical health.
- 2. Outlines how the policy will be implemented in schools through the PE curriculum and school sports programs.
- 3. Sets out the school's strategy to meet the target of having each student engage in a daily average of at least 30 minutes of moderate- to vigorous intensity physical activity (MVPA) through PE and school sports.
- 4. Promotes awareness of the importance of physical activity and health to all stakeholders in the school community (staff, students, parents, etc.) and outlines their roles in achieving the policy's targets.

1. Staying Active

21. Holistic Activity Goal: GES shall provide opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day of MVPA within the school setting (contributing to a daily goal of 60 minutes within the school and home settings). This should include:

- 1. Opportunities for students to be active during breaks and recesses, with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play as well as semi-formal and formal physical activity.
- 2. Initiatives involving optimizing the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.

- 3. Short, frequent activity breaks during classes to allow students to stretch

and, where possible, raise their heart rates and engage their core muscles.

4. Engagement with key stakeholders to increase awareness of broader sports programs within schools.
5. Attention to individual students or particular groups of students identified as the least active, without risking the possibility of their stigmatization, by providing additional support to increase their physical activity levels and engage more widely in PE and sports.

2. Inclusion

2.1 Inclusive Participation: GES has provided opportunities for participation in high quality PE and school sports for all students.

1. All students shall participate in the designated PE class for their grade level.
2. Where a specific activity or task limits a student's active participation, schools shall ensure that students are offered subject-specific alternative roles (e.g., team leader, referee, or score/record keeper).
3. Schools shall ensure that PE teachers make reasonable adjustments to PE lesson content and resources to enable all students to make progress toward the objectives in their documented learning plans (DLP), which should include specific recommendations to support learning in PE.
4. Girls/young women, students with additional learning needs, and gifted and/or talented students shall have the same opportunities as their peers to take part in PE and school sports, including participating and competing in intra- and inter-school sports, where appropriate.

3. Physical Literacy

Physical Literacy Framework: GES has developed a physical literacy framework that describes physical, social, cognitive, and psychological outcomes as relates to movement for students (of all ages and stages of development) as outlined below:

1. Enjoyment: "I like playing sports or being active"
2. Confidence: "I feel confident when exercising or playing sports"
3. Competence: "I find sports and exercise easy"
4. Knowledge: "I know why exercise and sports are good for me, how to get involved, and improve my skills"
5. Understanding: "I understand how to apply my skills and knowledge of sports to learn new types of exercise and sports and continue to be active throughout my life".

3. Overall Wellbeing

3.1 contributes to a broader ADEK initiative to enhance the wellbeing of school communities. HES has constituted Wellbeing Committee to monitor the policy's effectiveness, and oversee annual wellbeing surveys for students and staff.
