

The HEPAS model



- 1 School policy documents often discuss aims and values regarding physical activity and health promotion, as well as more general goals. In addition to these explicitly presented aims and values, schools called implicit aims and values that are not discussed, but reflect assumptions and priorities.
- 2 This might include information from the scientific research, traditional and social media, and consultants and advisers.
- 3 This ranges from international guidance, such as the WHO Physical Activity targets, to national curriculum, and municipal and local policy statements.
- 4 School headteachers/principals, school governing bodies, and other leadership bodies are known to be crucial mediators between policy and practice.
- 5 This refers to teachers and other significant adults responsible for the promotion of physically and healthy lifestyles of learners. In addition to teachers, this might include sports coaches, teaching assistants, and volunteers.
- 6 All evidence supports the claim that sustainable health-related initiatives depend upon the admittance of students' voices in their planning, delivery, and evaluation.
- 7 Parents and families influence learners' engagement with healthy lifestyles, both in and outside of school.
- 8 Community refers to members of the local area, relevant service providers (such as school neighbours, sports club owners, municipal leisure stakeholders).
- 9 According to the HEPAS Project, Physical Activity includes Active Homework, Active Learning (active lessons), Active Recess, and Active Transport (to and from school).
- 10 According to the HEPAS Project, Physical Education includes school PE lessons and physical teacher education.
- 11 According to the HEPAS Project, School Sport includes competitive and non-competitive activities taking place outside of the normal school day.
- 12 Healthy Lifestyles, in this context, refers to the findings of the consensus study into the most effective elements of learning and health support systems influencing school students' healthy lifestyles education.
- 13 The Transversal Dimension of the HEPAS model includes themes that cut across of the settings and elements that provide the HEPAS framework. These themes feed into and are relevant to each of the settings.
- 14 Inclusion and Diversity refers to policies and practices that promote the participation and engagement of all learners, irrespective of disabilities, gender, as solicitor, or other socio-economic factors.
- 15 Professional Development refers to the formal, informal, and non-formal professional training opportunities for qualified teachers and other school staff.
- 16 This refers to any school capital structures and spaces associated with the promotion of health and physical activity, including gymnasias, play equipment, fields associated with the school, and sports equipment.
- 17 Community Partnerships include any formal or informal understandings between the school and members of the local neighbourhood. This might include, for example, sports groups, religious and community associations, and shop owners.
- 18 Events, Project Weeks, Camps or examples of extra-curricular activities that support the promotion of physical activity and healthy lifestyles, but usually take place outside of school hours and away from school premises.

***Social Climate** refers to characteristics of the psycho-social environment, and includes interpersonal relationships, staff-teacher relationships, peer relationships, staff beliefs and behaviours, staff communication styles, lesson and activity management and group processes.

****The Physical Environment** is made up of the real and perceived characteristics of the physical context in which children spend their time (e.g., home, neighbourhood, school) including aspects of urban design (e.g., presence and structure of sidewalks), traffic density and speed, distance to and design of venues for physical activity (e.g., playgrounds, parks and school yards), crime and safety.