Markham, WA; Bonell, C; Fletcher, A; Aveyard, P (2017) How can schools help to reduce the harm associated with teenage substance use? Development of a theoretically driven whole-school approach. Drugs and alcohol today, 17 (1). pp. 1-11. ISSN 1745-9265 DOI: https://doi.org/10.1108/dat-11-2016-0028

Downloaded from: http://researchonline.lshtm.ac.uk/3975746/

DOI: 10.1108/dat-11-2016-0028

Usage Guidelines

Please refer to usage guidelines at http://researchonline.lshtm.ac.uk/policies.html or alternatively contact researchonline@lshtm.ac.uk.

Available under license: http://creativecommons.org/licenses/by-nc-nd/2.5/
**School outcomes**

- Increased cultural congruence between school and communities it serves
- Ordered school
- Enhanced teacher morale
- Extended student opportunities for affective and cognitive development, worthwhile achievement and success
- High expectations regarding educational outcomes

---

**Extended opportunities for control and support**

- **School organisation**
  - Increased internal and external input into running of school
- **School structure** e.g. student grouping across school years
- **Curriculum**
  - PSHE focus on social competency
  - Extended extra-curricular activities
  - Extended curriculum e.g. includes work-related components
- **Pedagogic practice**
  - Increased student centred learning e.g. cooperative learning in small groups

---

**Formal support and control**

- **Formal support**
  - Pastoral system that promotes students’ sense of acceptance facilitates student input into problem solving and developing self-control strategies
  - Individual support plans for unresponsive students
- **Formal control**
  - Reactive punitive strategy for major infractions only e.g. violence
  - Preventive strategy that focuses on school-level/classroom level rules and regulations on how to behave, firm disciplinary methods and unambiguous sanctions e.g. privilege removal
- **Supporting interventions**
  - Staff development, monitoring of student progress, active supervision in non-classroom settings
- **Unresponsive students**
  - Individual academic and/or behavioural support plans for unresponsive students

---

**Initial student outcomes**

- Improved student support
- Rapid student access to in-depth support
- Development of adaptive coping strategies, and problem solving skills
- Improved social competency

---

**Intermediate student outcomes**

- Valued attainment
- Fewer negative interactions between students and between students and teachers
- Reduced bullying and violence
- Increased and more widespread sense of acceptance by school
- Reduced truancy
- Improved mental health
- Increased and more widespread connectedness to school

---

**Long-term student outcomes**

- Reduced problematic substance use
- Improved attainment
- Fewer anxious or depressed students
- Reduced medical and psychological care
- More successful life trajectories