



# DrugScope Reading List

## Sniffer dogs, drugs testing and policies in schools

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This reading list contains a selection of key documents on sniffer dogs, testing and policies. For a more comprehensive list please search our library database, DrugData, [here](#)

Please call our information service on 020 7940 7520 between 10am and 1pm Monday to Friday, or email us on [info@drugscope.org.uk](mailto:info@drugscope.org.uk) if you need any more information.

### **Blueprint drug education research programme: summary of delivery report and practitioner report research findings.**

UK. Home Office, 2007.

Blueprint was the first major research-based, multi-component drug education programme in England. It targeted schoolchildren in years 7 and 8. This summary examines the implementation of Blueprint under the following headings: the Blueprint programme; programme-evaluation; teacher-training component; curriculum component; school drug-advisor support for delivery in schools; parent component; media component; health policy component.

**Web address:** <http://drugs.homeoffice.gov.uk/publication-search/blueprint/dpreports/?view=Standard&pubID=508900>

### **Sniffing out trouble.**

McLellan A. DrugScope. Druglink: 21(5), September-October, 2006, p.9.

Schools are not bringing in sniffer dogs and drug tests purely to catch out their pupils. They have a reputation to nurture, according to this article.

### **Joining forces: drugs: guidance for police working with schools and colleges. Association of Chief Police Officers, UK. Home Office, UK. Department for Education and Skills, DrugScope, Alcohol Concern.**

London: ACPO, 2006. 95p.

This guidance includes sections on working with schools and colleges, the context of drug education, good management of drugs in schools and colleges, and training and quality issues for the police working in schools and colleges.

**Web address:** <http://www.drugscope.org.uk/ourwork/educationandprevention/acpo.htm>

### **Random drug-testing of schoolchildren [summary].**

McKeganey N., Joseph Rowntree Foundation, 2005.

This report looks at the theory, the evidence, the ethics and the practicalities of testing children in UK schools.

**Web address:** <http://www.jrf.org.uk/knowledge/findings/socialpolicy/0095.asp>

### **The reliability of drug use data collected in the classroom: what is the problem, why does it matter and how should it be approached?**

McCambridge J., Strang J. *Drug and Alcohol Review*: 25(5), 2006, p.413-418.

This article is a methodological discussion on the difficulties of collecting reliable data on drug use in the context of an exploratory trial of a drug prevention intervention. Significant practical and ethical issues are explored, including some of the complexities inherent in conducting research on drug use in schools, along with the need to develop improved methods of study which address the specific challenges posed by the school environment. Implications for the development of effective drug prevention interventions in schools are also examined.

### **Beyond 'just say no': new drug education guidance for schools.**

McWhirter J., Roberts M. *Child Right*: 206, 2004, p.14-16.

This article provides a critical overview of guidance regarding drugs education in schools, whose five key messages are: (1) All schools should have a drug education programme; (2) All schools should have a drug policy developed in consultation with the whole school community; (3) All schools should have a range of responses and procedures for managing drug incidents; (4) All staff should receive drug awareness training, have a role in implementing the drug policy and have access to continual professional development; and (5) All schools should ensure that pupils vulnerable to drug misuse are identified and receive appropriate support.

### **Class of 2004: going to the dogs.**

Daly M. *DrugScope*. From: *Druglink*: May-June, 19(3), 2004, p.6-7.

This article reports on the use of police sniffer dogs to search schoolchildren, a step objected to by teachers unions, but reported as a useful technique by some schools in Kent.

### **Every child matters. Change for children in schools.**

UK. Department for Education and Skills., UK. Home Office., UK. Department of Health, 2004.

Drugs education is one of the components of this strategy

#### **Web address:**

<http://www.everychildmatters.gov.uk/files/07CD1E89BFFA749324DC47F707DD5B7F.pdf>

### **Making sense of student drug testing: why educators are saying no.**

Gunja F., Cox A., Rosenbaum M., Appel J. American Civil Liberties Union., Drugs Policy Alliance. US: New Haven, CT: ACLU, January 2004. 24p.

This booklet outlines the objections to drug testing in schools under headings such as: random drug testing does not deter use; drug testing has a negative impact on the classroom; drug testing is expensive and a waste of school resources; not all drug testing is protected under the law; random drug testing is a barrier to joining extra-curricular activities; drug testing results in false positives that punish innocent students; drug testing is not the best way to identify students with a drug problem; drug testing has unintended consequences; and alternatives to student drug testing.

### **Drugs: guidance for further education institutions.**

Drug and Alcohol Education and Prevention Team. *DrugScope*., Alcohol Concern. London: DrugScope, 2004. 14p.

The aim of this guidance is to help further education (FE) institutions respond to the drug

education needs of students; manage drug-related situations; and develop and implement a college policy on drugs. The focus is on students aged 16-19 in further education but the guidance is also relevant to students in other age groups.

**Drugs and schools; dogs and the police: a guide for young people.**

KFx. [London]: KFx, 2003. 10p.

This leaflet is for children and young people over the age of ten and under the age of eighteen. It is not a strict or comprehensive legal document and is for guidance only. It provides frequently asked questions and answers to many issues surrounding the policies implemented to schools with regard to drugs, and especially with regard to the use of sniffer dogs in schools. Supporting schools in the delivery of drug education and the management of drug-related incidents: a report for DfEE by Birmingham Health Education Unit concerning a national survey of Local education Authorities. Birmingham Health Education Unit.

**Birmingham: Birmingham Health Education Unit, [2003?]. 15p.**

This survey was designed to look at how Local Education Authorities prioritise their support to schools, the types of training and other support offered and issues of policy and effectiveness. The survey was distributed by post to LEA staff with responsibility for school support in relation to drug education in 148 authorities. 80 completed questionnaires were received. This report presents key findings and recommendations for training and follow-up.

**Guidelines for developing a school substance use policy.**

EIRE. Department of Education and Science. Ireland: Dublin: Department of Education and Science, 2002. 10p.

This publication provides a guide for developing a substance use policy. A substance use policy sets out, in writing, the framework within which the whole school community manages issues relating to substance use. It should reflect the unique ethos of the school and should aim to develop a shared understanding of the term 'drugs'. The issues involved in the design of a school substance use policy are complex. The policy should represent an integrated community – based response. It should be developed through existing consultative structures within the school and should build on existing school policy, e.g. discipline, bullying, RSE.

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