OPERATION ENCOMPASS

Supporting children experiencing domestic abuse

A practical handbook for schools and other educational settings.

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This handbook should be read in conjunction with the other Operation Encompass Handbooks:





(Updated September 2025)



‘Safeguarding and promoting the welfare of children is everyone’s responsibility.’

This phrase is at the heart of the Government’s '*Keeping Children Safe In Education*' document, 2023. However this language allows people to consider that:

‘Someone else will act’.

Since this phrase was introduced into safeguarding documents Operation Encompass has encouraged people to change this language to:

‘Safeguarding is MY responsibility’

Which clearly lays the responsibility on every individual.[1]

Supporting children[2] who are living with children domestic abuse is the responsibility of us all.

1 Operation Encompass 2019

2 A child is defined in law as anyone who has not yet reached their 18th birthday. ‘Children’ therefore means ‘babies, children and young people’ throughout this handbook.

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In your school there are:

- the children you know are experiencing domestic abuse because of the Operation Encompass contact.
- the children where you suspect that they are experiencing domestic abuse.
- the children who are experiencing domestic abuse and you will never know they are, but the harm to them is still there.

Domestic Abuse is an issue of epic scale and it exists in all strata of society, it occurs in every ethnic group, every age group, every makeup of relationship, in every part of our country and in every continent.

The harm caused to a child living with domestic abuse is far reaching and can last throughout their life course.

This harm can be caused at each and every stage of their lives, from conception onwards and, whilst the impact may change, develop and vary dependent upon the individual, the age of the child and the nature and duration of the domestic abuse, the harm is very real.

The implications for children are well researched and serious and can therefore impact upon health, emotional wellbeing, behaviour, academic progress and success, physical development, creating disruptive relationships and disorganised attachments.

Children are often living in a state of heightened anxiety and hyper vigilance. Their homes, rather than being a place of safety and security, are a place of stress, trauma and fear, leading to feelings of insecurity and danger.



Children experiencing domestic abuse are victims of domestic abuse in their own right[3] and therefore must receive support, nurture and understanding from all professionals who come into contact with them.[4]

Staff in schools are well placed to offer early intervention and support due to their safeguarding responsibilities, the amount and regularity of time children spend in school and the pivotal role they play in children's lives. The crucial role that staff in educational settings play in supporting these children is recognised both nationally and internationally

"Schools are often the service in closest and longest contact with a child living with domestic violence; teachers can play a vital role in helping families access welfare services." [5]

'KCSIE is clear that schools and colleges should ensure that all staff receive regularly updated safeguarding training so they can take appropriate steps to identify,protect and support children. Training could include an exploration of domestic abuse, including the dynamics of inequality, power, and control, which underpin domestic abuse; the different forms domestic abuse may take and the impact of domestic abuse on children and young people.

This could cover both domestic abuse within family settings as well as abuse perpetrated between children and young people either in their own intimate relationships or towards their family.'[6]

Domestic Abuse is a children's rights issue and this acknowledgement should inform how we support them.[7]

"a good teacher's legacy never ends"

- Trauma Proof, Benjamin Perks

3 New Domestic Abuse Act

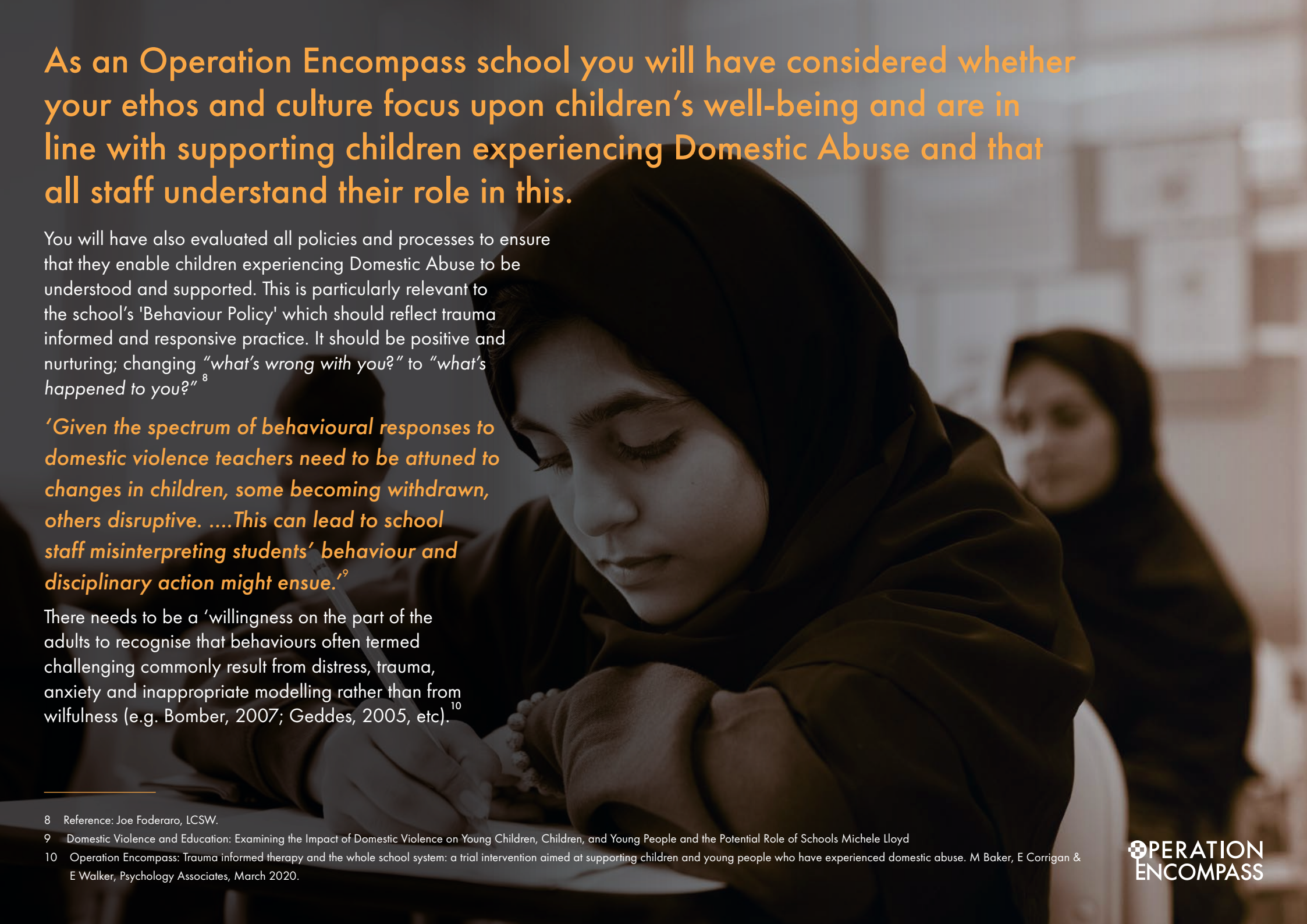
4 A response to Children being recognised as Victims of Domestic Violence and Abuse

5 *Lloyd M (2018) Domestic Violence and Education: Examining the Impact of Domestic Violence on Young Children, Children, and Young People and the Potential Role of Schools. Front. Psychol. 9:2094. doi: 10.3389/fpsyg.2018.02094*

6 Home Office Domestic Abuse Act 2021 Statutory Guidance

7 Operation Encompass based upon Articles in United Nation Convention on the Rights of the Child (UNCRC)

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As an Operation Encompass school you will have considered whether your ethos and culture focus upon children's well-being and are in line with supporting children experiencing Domestic Abuse and that all staff understand their role in this.

You will have also evaluated all policies and processes to ensure that they enable children experiencing Domestic Abuse to be understood and supported. This is particularly relevant to the school's 'Behaviour Policy' which should reflect trauma informed and responsive practice. It should be positive and nurturing; changing *"what's wrong with you?"* to *"what's happened to you?"* [8]

'Given the spectrum of behavioural responses to domestic violence teachers need to be attuned to changes in children, some becoming withdrawn, others disruptive. ....This can lead to school staff misinterpreting students' behaviour and disciplinary action might ensue.'[9]

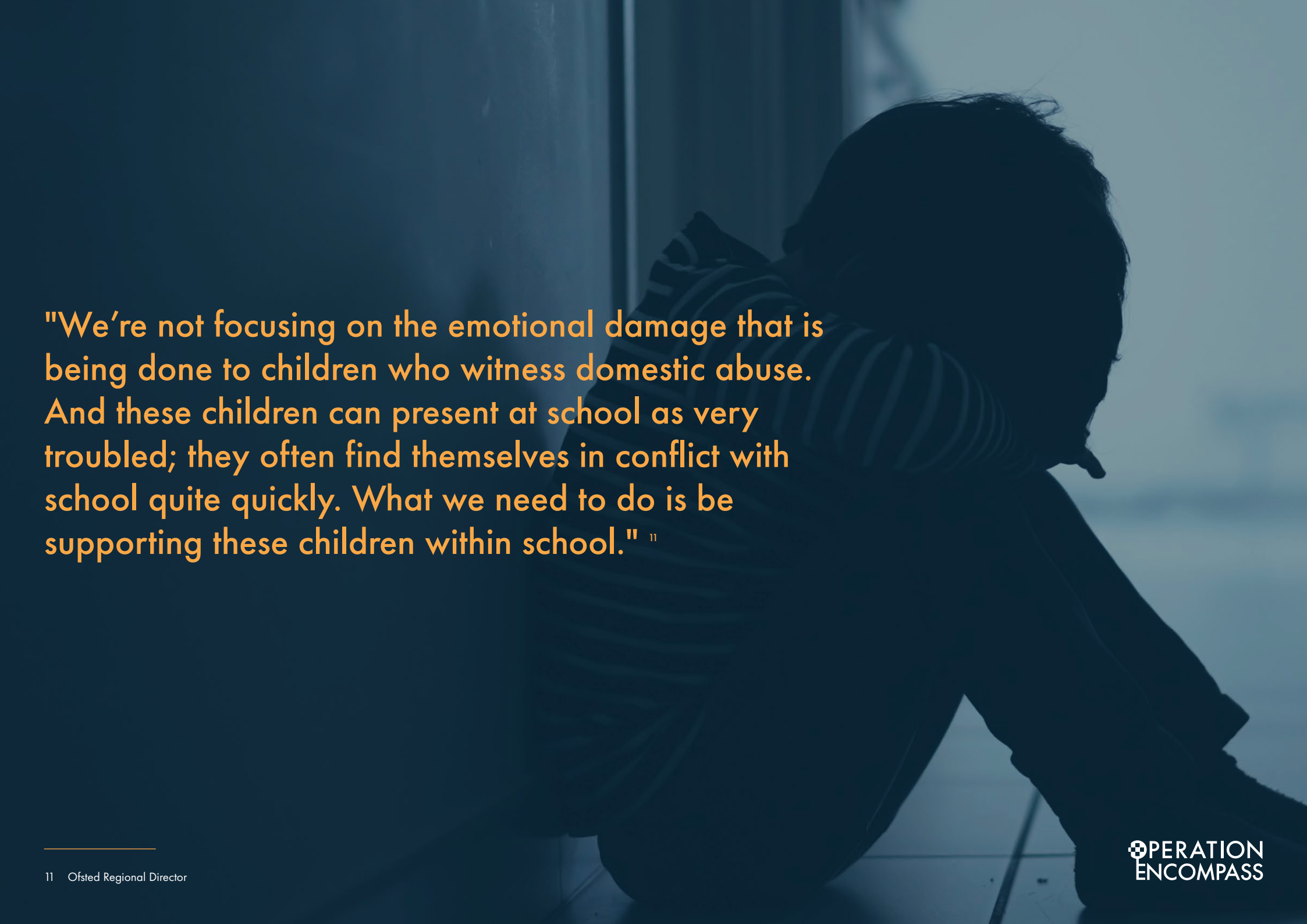
There needs to be a 'willingness on the part of the adults to recognise that behaviours often termed challenging commonly result from distress, trauma, anxiety and inappropriate modelling rather than from wilfulness (e.g. Bomber, 2007; Geddes, 2005, etc).[10]

8 Reference: Joe Foderaro, LCSW.

9 Domestic Violence and Education: Examining the Impact of Domestic Violence on Young Children, Children, and Young People and the Potential Role of Schools Michele Lloyd

10 Operation Encompass: Trauma informed therapy and the whole school system: a trial intervention aimed at supporting children and young people who have experienced domestic abuse. M Baker, E Corrigan & E Walker, Psychology Associates, March 2020.

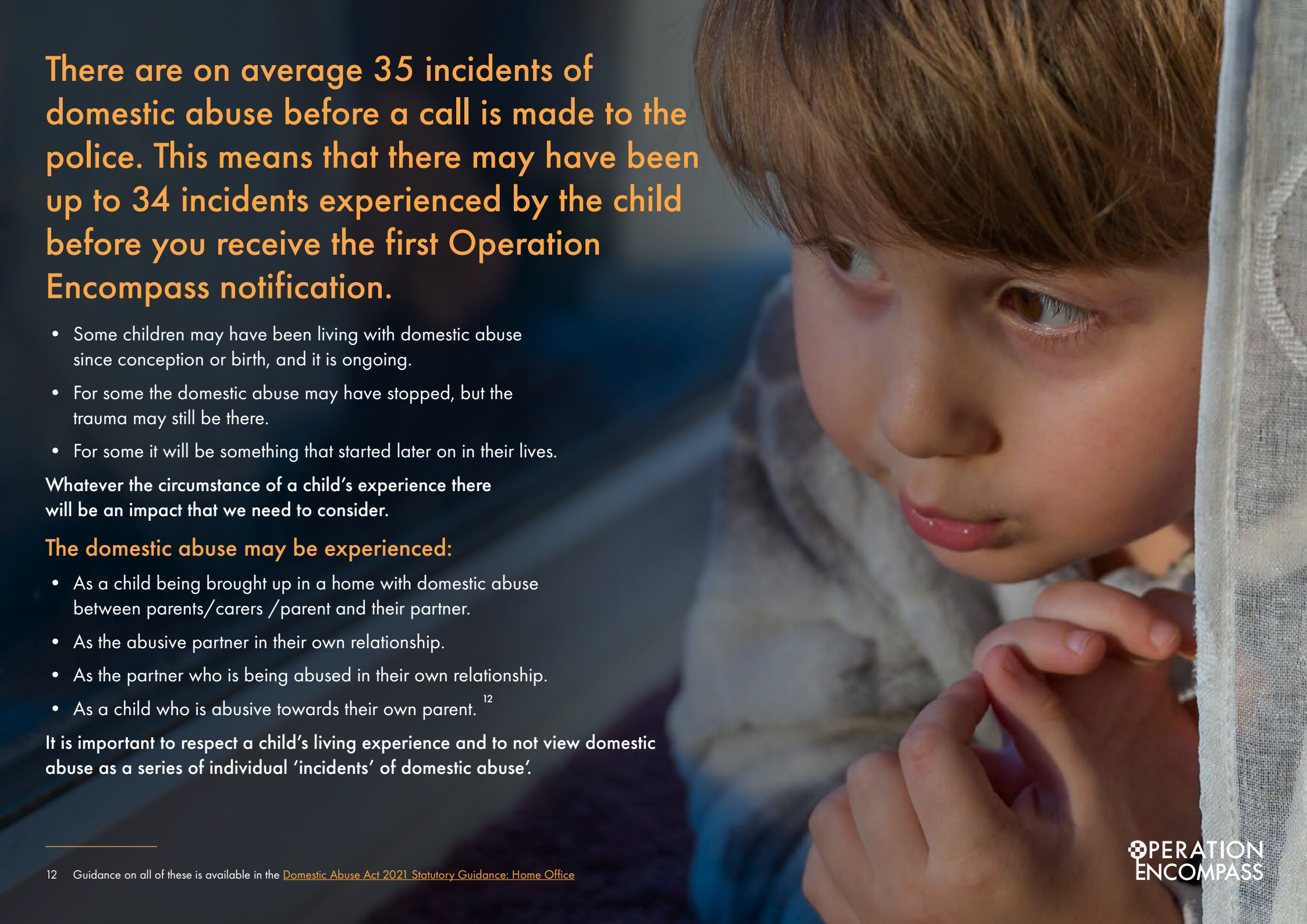
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"We're not focusing on the emotional damage that is being done to children who witness domestic abuse. And these children can present at school as very troubled; they often find themselves in conflict with school quite quickly. What we need to do is be supporting these children within school." [11]

11 Ofsted Regional Director

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There are on average 35 incidents of domestic abuse before a call is made to the police. This means that there may have been up to 34 incidents experienced by the child before you receive the first Operation Encompass notification.

- Some children may have been living with domestic abuse since conception or birth, and it is ongoing.
- For some the domestic abuse may have stopped, but the trauma may still be there.
- For some it will be something that started later on in their lives.

Whatever the circumstance of a child's experience there will be an impact that we need to consider.

The domestic abuse may be experienced:

- As a child being brought up in a home with domestic abuse between parents/carers /parent and their partner.
- As the abusive partner in their own relationship.
- As the partner who is being abused in their own relationship.
- As a child who is abusive towards their own parent. [12]

It is important to respect a child's living experience and to not view domestic abuse as a series of individual 'incidents' of domestic abuse'.

12 Guidance on all of these is available in the Domestic Abuse Act 2021 Statutory Guidance: Home Office

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Some of the risks to children experiencing domestic abuse:

- Being deliberately hurt /abused or murdered by the perpetrator.
- Being hurt because they try to intervene and support the adult victim.
- Going missing to remove themselves from the abuse.
- Being vulnerable to being groomed for CSE, due to a possible desire to be loved, to have friends, to belong.
- Being vulnerable to being groomed for County Lines, due to a possible desire to be valued, to have friends and a sense of belonging.
- Drug/alcohol misuse to self soothe and escape, self-harming and using food as a control.
- Not wanting to attend school as they feel ashamed, worried about leaving an adult victim at home, anxious.
- Finding relationships tricky, being bullied, being an outsider.
- Being excluded because of behaviour due to the impact of domestic abuse, which in turn places children at a greater risk of being groomed for CSE, CCE or County Lines.
- Being left spending more time in the abusive home situation. This may leave a child able to spend increased unsupervised time online, which can then lead to additional vulnerabilities.

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The role of schools

The wide ranging and long-lasting impact of experiencing domestic abuse, together with our understanding of the importance of early intervention, means school staff need to have the knowledge, skills, understanding and empathy to support the children in their care.

'Paramount to effectively supporting students is the adoption of a holistic, child-centered approach. If teachers are aware of issues in students' home lives, they will be better informed to provide tailored support to meet the individual needs of students regarding their learning, and social and emotional development.'[13]

It is acknowledged that school may be the only support these children have as 'many are not known to any other services'[14] and the domestic abuse in their home may well not reach the threshold of intervention by Social Care or other commissioned therapeutic services.

Schools also can support children and families by being alert to the signs that domestic abuse may be occurring in a family: 'Schools and colleges can play a key role in preventing and detecting domestic abuse. They can make a difference by training their staff to spot the signs of domestic abuse in children, parents and colleagues so they know what to do if they have a concern and/or how to handle a disclosure.'[15]

13 Domestic Violence and Education: Examining the Impact of Domestic Violence on Young Children, Children, and Young People and the Potential Role of Schools Michele Lloyd

14 Children's Commissioner: Vulnerability Report

15 Domestic Abuse Act 2021 Statutory Guidance: Home Office



Operation Encompass is not expecting school staff to be therapists or counsellors, we know that there are incredibly simple yet highly effective ways that schools can support children experiencing domestic abuse. This is not necessarily about 'taking a child out of the classroom', it is not necessarily about external counsellors or therapists working with the child, which the child may not want, nor be ready for, but rather it is about having a culture and ethos which means that schools, classrooms and the relationships within them are supportive to children, it is about what school staff can do on a daily basis.

"The role of educators is in delivering that daily dose of buffering care that's so important for healing.... Educators can deliver the daily doses of healing interactions that truly are the antidote to toxic stress. And just as the science shows that it's the cumulative dose of early adversity that's most harmful, it also shows that the cumulative dose of healing, nurturing interactions is most healing."[16]

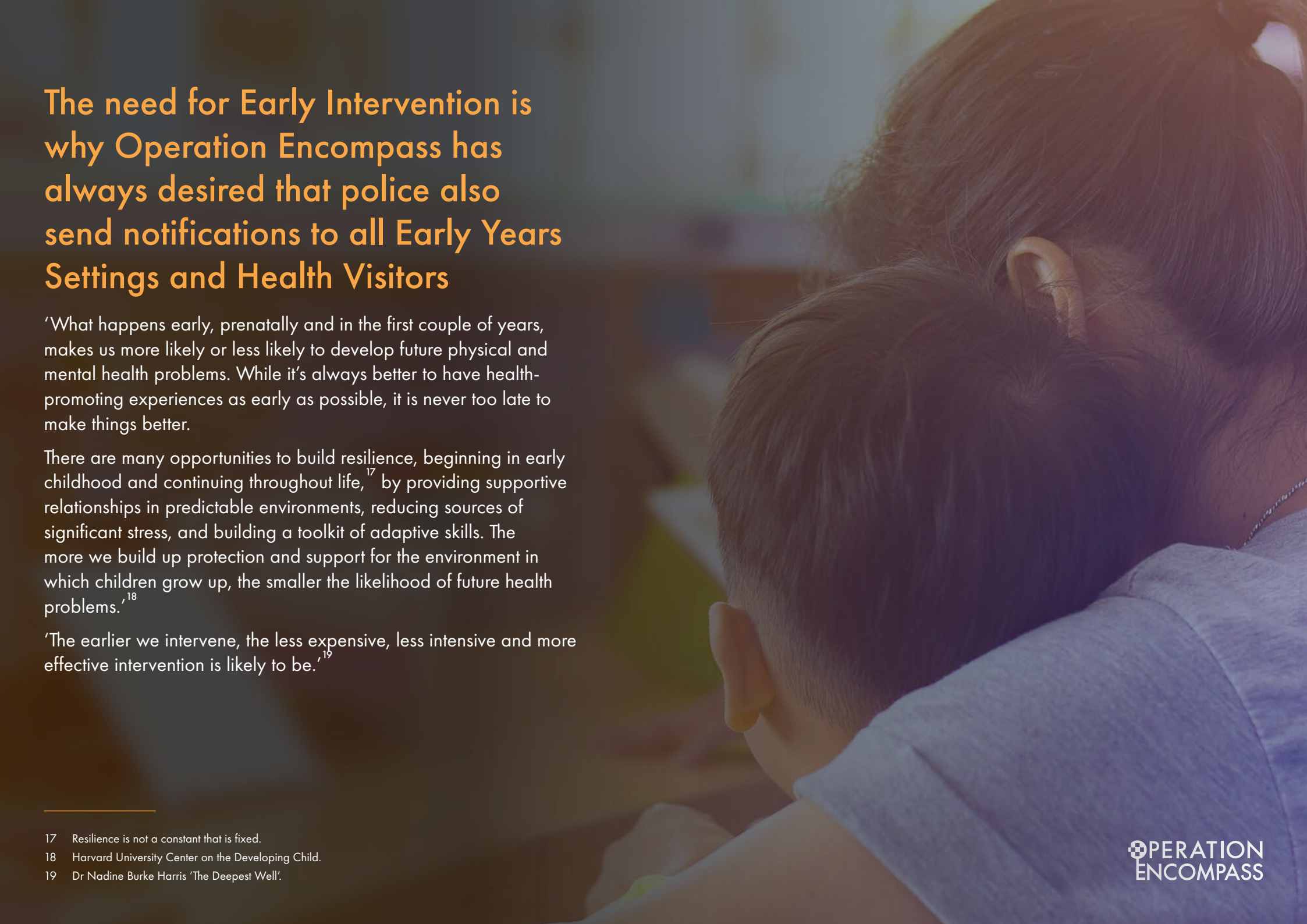
16 Edutopia Interview with Dr Nadine Burke-Harris

The need for Early Intervention is why Operation Encompass has always desired that police also send notifications to all Early Years Settings and Health Visitors

'What happens early, prenatally and in the first couple of years, makes us more likely or less likely to develop future physical and mental health problems. While it's always better to have health-promoting experiences as early as possible, it is never too late to make things better.

There are many opportunities to build resilience, beginning in early childhood and continuing throughout life,[17] by providing supportive relationships in predictable environments, reducing sources of significant stress, and building a toolkit of adaptive skills. The more we build up protection and support for the environment in which children grow up, the smaller the likelihood of future health problems.'[18]

'The earlier we intervene, the less expensive, less intensive and more effective intervention is likely to be.'[19]



17 Resilience is not a constant that is fixed.

18 Harvard University Center on the Developing Child.

19 Dr Nadine Burke Harris 'The Deepest Well'.

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What have child victims of domestic abuse asked for?

- Someone to talk to.
- Someone who will listen to them (including the police officers who attend the incident).
- Someone who will treat them as an independent person.
- To be involved in the decision-making process, feel that they have some control over their lives.
- Police Officers to show empathy towards them and to acknowledge them.[20]



20 Policing Incidents of Domestic Abuse Involving Children: Children's and Police Officers' Experiences DR Anne Marie Millar QUB

All Jumbled Up[21]

The work undertaken by Sarah Ralph-Lane and Amanda McBride (Northumbria University) which includes well planned creative activities gives a voice to children through which the researchers identified:



***'All Jumbled Up':* A Spotlight on teacher and child experience in evaluating Operation Encompass**

'the wide range of feelings that were identified speaks directly to the need to support children in an individualised, child-focused way, managed on a case-by-case basis. Some children will require significantly more support than their peers; others will need an approach based both on how they are presenting and what underpins their presenting behaviour. At the heart of this individualisation is the voice of the child themselves.'

Space, friends, talking – supporting children experiencing domestic abuse

Thematic analysis of the collages made by the children revealed four key themes: inside/outside, space, friends and talking.

Inside/outside

'This relates to the children articulating an awareness that when experiencing difficulties there is a tendency to hide how you feel from others.'

'You never really know what someone is going through, even if they look happy, you have to ask'. David year 6

Space

'Many children identified - both in their images and during conversations we observed - that Alex[22] would need a safe and separate physical space of some form during the school day. Though the space that might simultaneously be created for them might also be a mental headspace to quiet their thoughts and feelings.'

Being with friends

'When asked how friends might help, play was central, indicating the importance of (psychological) space, distraction and enjoyment. This is crucial to note, not least because it is an achievable - if short term – remedy for those who are facing difficulties. Furthermore, it challenges the assumption that children will necessarily want or engage with more intensive interventions such a therapy.'

Talking

'This was a seemingly simple act referred to in numerous collages and the children's conversations which surrounded them. While talking to friends was most commonly mentioned in conversations with the children about support for Alex, talking to the school counsellor[23] was also mentioned, along with to a class teacher or other trusted adult in school. It is usual for children to have adults in the school they particularly connect with, though not necessarily always their class teacher or members of the pastoral team. These school staff (such as Learning Support Assistants or Teaching Assistants) are well placed to initiate supportive conversations, implement small scale support strategies and make referrals to more intensive support if needed. Again, this demonstrates the importance of all school staff, in whichever role they play in the children's school life, having an awareness of the impacts of domestic abuse and how to support children experiencing it.'

21 All Jumbled Up

22 Alex is the fictional child whose experience was explored with the children

23 The large primary school used in All Jumbled Up employs a part time counsellor



A child who is anxious and dysregulated, a child who is in a persistent state of alarm, is a child who cannot learn.

Children need to experience safe, secure and nurturing relationships within a safe, secure and nurturing environment.

We can do this by:

- Ensuring that all staff including non-teaching staff, Governors, especially a Safeguarding Governor, are educated about domestic abuse and its impact on adult and child victims.
- Demonstrating professional curiosity about the living experience of the children in your care and showing compassion in all interactions, this means that we can place a child's behaviour in a context.
- Ensuring that parents know that you have an understanding about domestic abuse and that you will support their child and the family non-judgementally.

'The single most critical factor in how children weather exposure to domestic violence is the presence of at least one loving and supportive adult in their life. Children without any support, who are isolated or lack nurturing adults in their lives, are more negatively affected by their exposure to domestic abuse.' [24]

24 Osofsky J.D.



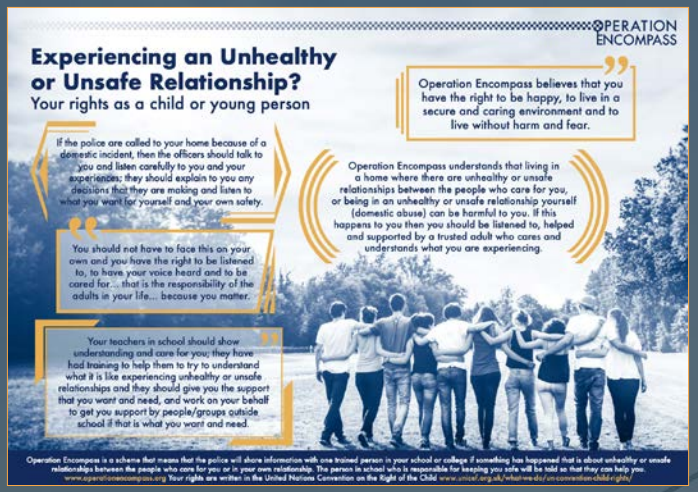
Operation Encompass: Getting it right for our children

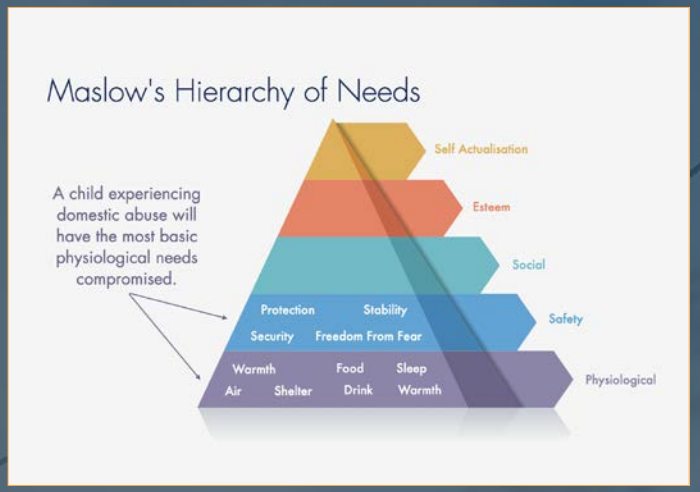
- Ensure that everyone knows that Operation Encompass is a legislative requirement for police and it is place across all police forces in England, Wales, Northern Ireland, Armed Forces Police and beyond.
- Ensure that the whole school community understands that you are part of Operation Encompass so that you can support the child victims.
- Ensure that posters are displayed in and around school, including the posters that explain what Operation Encompass is for parents/carers and older children.
- Through your communications with the school community ensure that adult and child victims understand, prior to any Operation Encompass notifications, that they can approach you for support.
- Ensure that the Safeguarding Lead and their deputies have undertaken the free National Operation Encompass Online Training.
- Consider all staff undertaking the free training.
- Use the free resources on the Operation Encompass website.
- Complete the Operation Encompass self-evaluation.

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Simple factors to consider about how to support a child







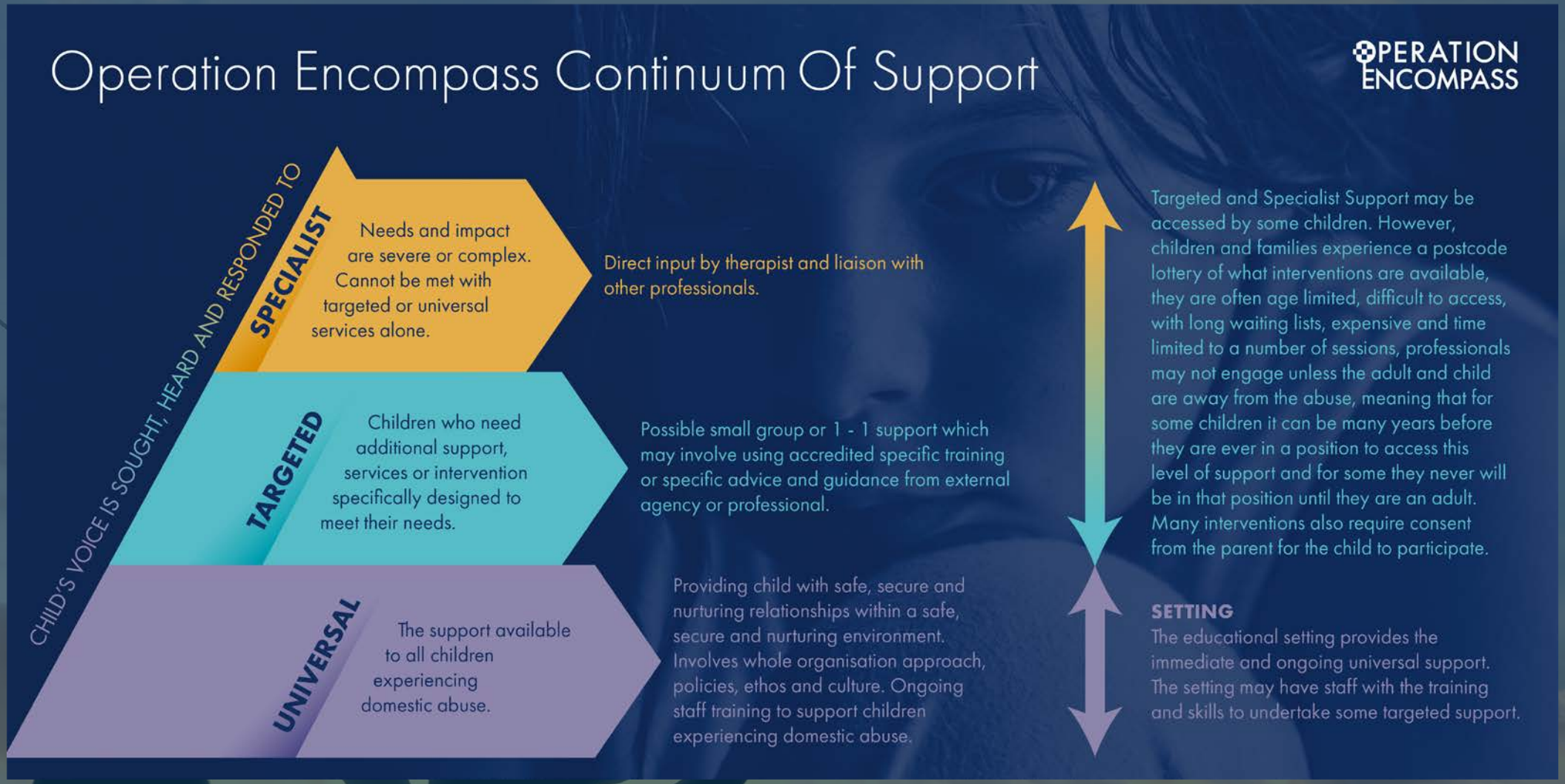
Child's Victim Support Code

Use the Child's Victim Support Code (with handbook to explain how to implement in school) as a minimum of your school's expectation of how you will respond to and support your children. Use of this is supported by the NAHT.

The Child's Victim Support Code Poster

The Child's Victim Support Code can be displayed in school and used to support work in your RSE curriculum.

Maslow's Hierarchy of Need

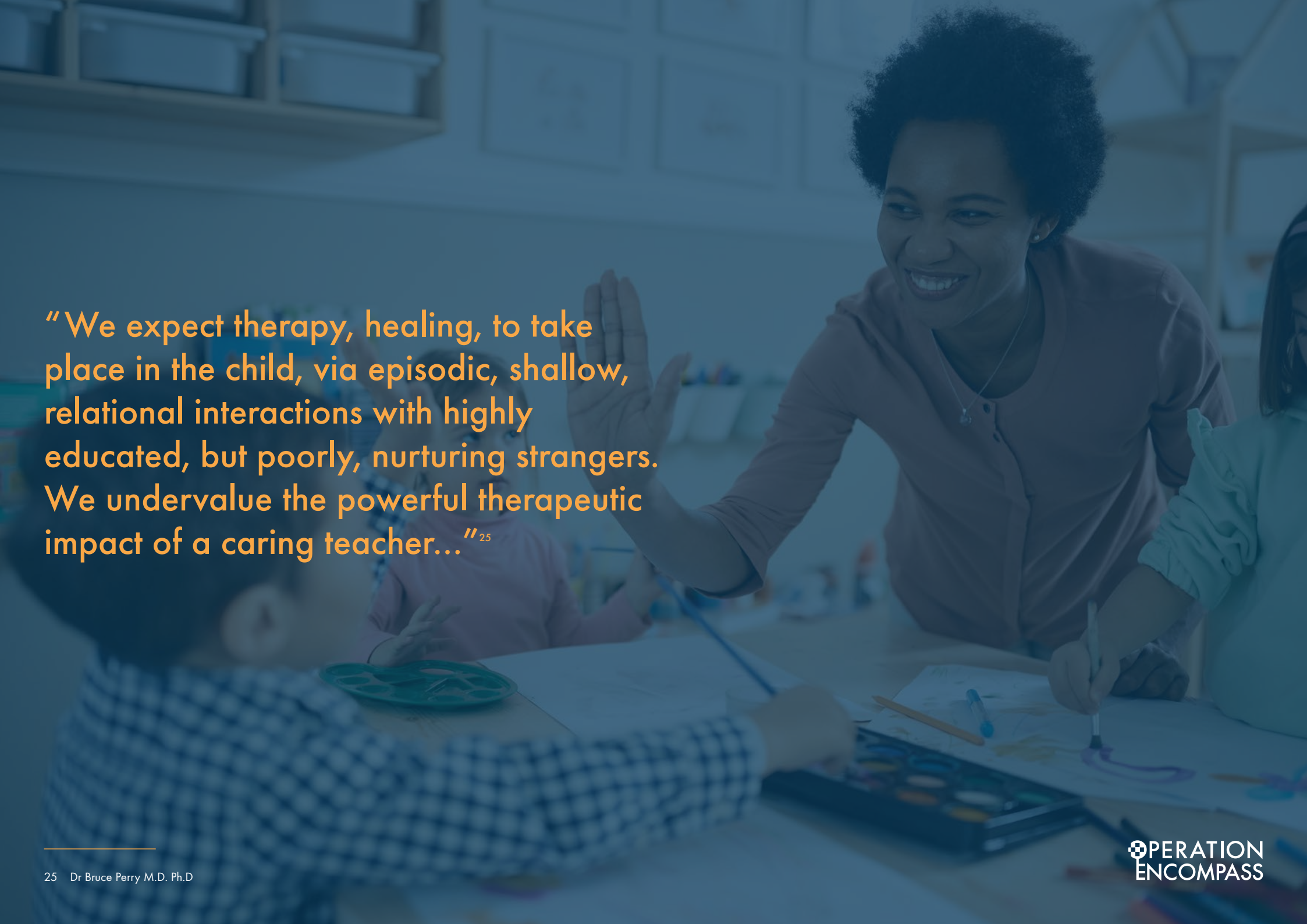


Continuum of Support

The Continuum of Support enables schools to consider all that is in place for the children in their care under the Universal provision. Without this strong Universal provision, any Targeted or Specialist will be far less effective. The skills, knowledge and understanding of school staff, together with the views of the child, enable decisions to be made about when Targeted or Specialist support is required.

It is important to remember that children may wish to participate in additional targeted or specialist support at a later point in their journey of healing. Forcing children to participate too early and when they are not emotionally ready to do so can lead to further traumatisation.

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"We expect therapy, healing, to take place in the child, via episodic, shallow, relational interactions with highly educated, but poorly, nurturing strangers. We undervalue the powerful therapeutic impact of a caring teacher..."[25]

25 Dr Bruce Perry M.D. Ph.D

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Simple factors to consider about how to support a child (continued)[26]

- Ensure that children feel safe in school and have a trusted adult to talk to.
- If a child enters school agitated and anxious, they need to engage in activities that will enable them to become calm before we start to consider academic learning.
- Ensure that basic needs are met ('Maslow's Hierarchy of Needs').
- Using knowledge and understanding of Attachment theory can be helpful.
- Consider your body language, facial expressions.
- Meet and greet the child with a smile and by their preferred name, showing that you are glad to see them.
- Let them know that you are pleased to have them in school and that you value them.
- Be fully present with the child and listen to them.
- Consider the tone of voice that you use and the impact that this may have upon a child living with domestic abuse.
- Remember that children experience domestic abuse through all of their senses and that any of their senses can trigger responses and reactions; a tone of voice, the smell of aftershave, perfume, or particular food, a banging door etc.
- Respect that children may find any physical contact difficult, even an accidental touch.
- If a child is displaying challenging behaviour, pause and step back for a moment, give yourself time to reflect on what is happening, why it could be happening and how you can best help the child.
- Give children 'ways out' of situations where they have 'backed' themselves into a corner.

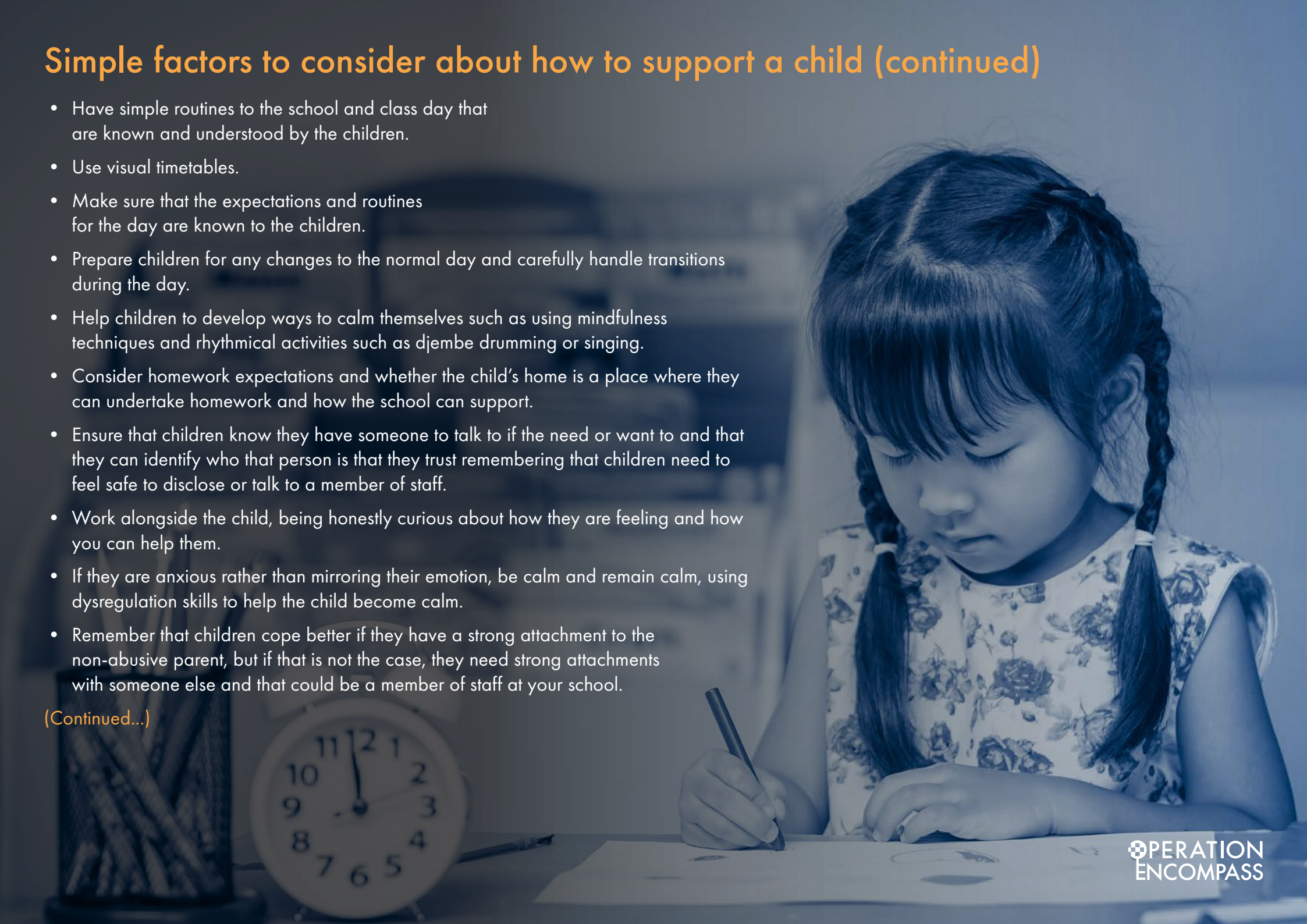
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26 These are illustrative and certainly not exhaustive

Simple factors to consider about how to support a child (continued)

- Have simple routines to the school and class day that are known and understood by the children.
- Use visual timetables.
- Make sure that the expectations and routines for the day are known to the children.
- Prepare children for any changes to the normal day and carefully handle transitions during the day.
- Help children to develop ways to calm themselves such as using mindfulness techniques and rhythmical activities such as djembe drumming or singing.
- Consider homework expectations and whether the child's home is a place where they can undertake homework and how the school can support.
- Ensure that children know they have someone to talk to if the need or want to and that they can identify who that person is that they trust remembering that children need to feel safe to disclose or talk to a member of staff.
- Work alongside the child, being honestly curious about how they are feeling and how you can help them.
- If they are anxious rather than mirroring their emotion, be calm and remain calm, using dysregulation skills to help the child become calm.
- Remember that children cope better if they have a strong attachment to the non-abusive parent, but if that is not the case, they need strong attachments with someone else and that could be a member of staff at your school.

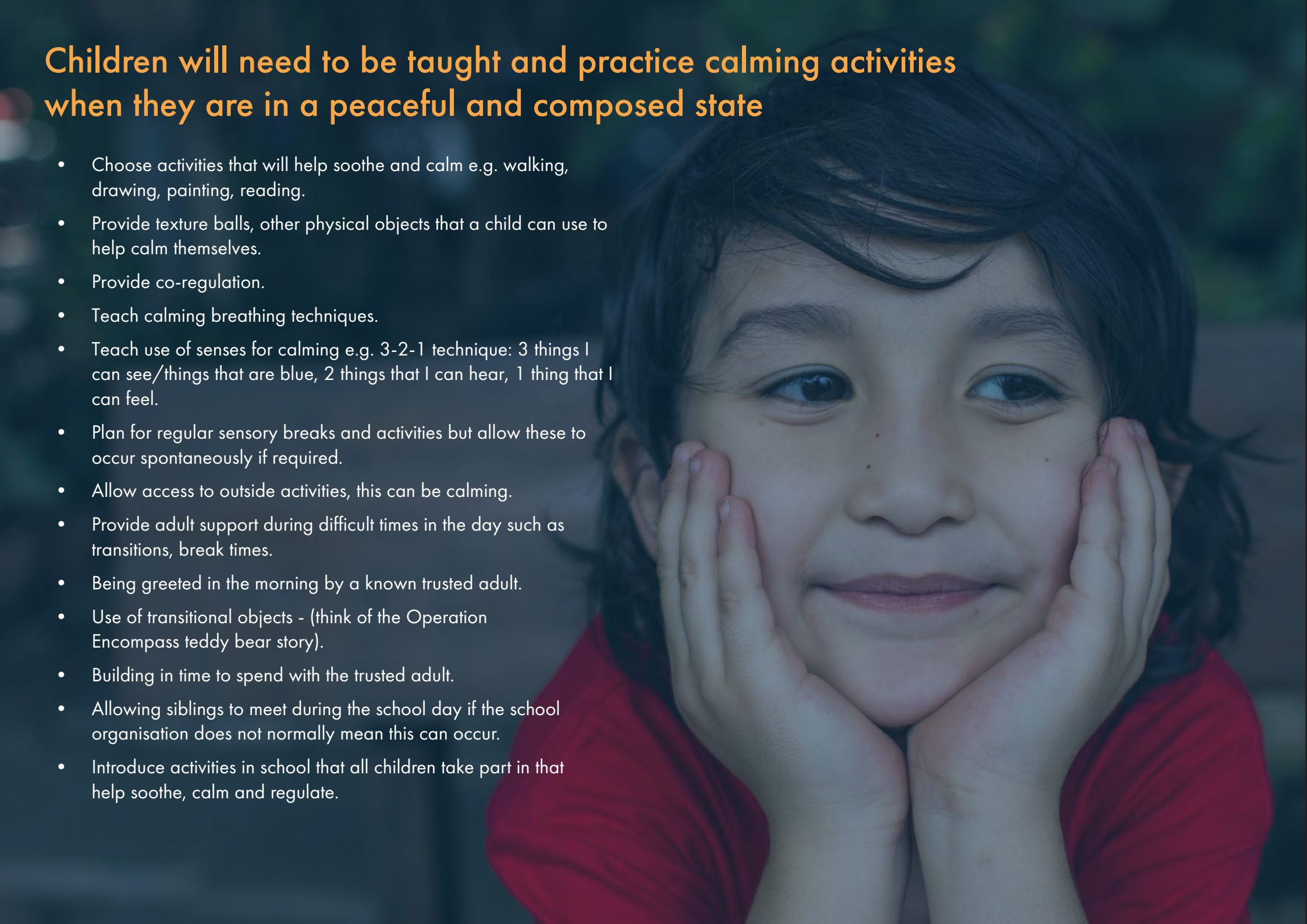
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Children will need to be taught and practice calming activities when they are in a peaceful and composed state

- Choose activities that will help soothe and calm e.g. walking, drawing, painting, reading.
- Provide texture balls, other physical objects that a child can use to help calm themselves.
- Provide co-regulation.
- Teach calming breathing techniques.
- Teach use of senses for calming e.g. 3-2-1 technique: 3 things I can see/things that are blue, 2 things that I can hear, 1 thing that I can feel.
- Plan for regular sensory breaks and activities but allow these to occur spontaneously if required.
- Allow access to outside activities, this can be calming.
- Provide adult support during difficult times in the day such as transitions, break times.
- Being greeted in the morning by a known trusted adult.
- Use of transitional objects - (think of the Operation Encompass teddy bear story).
- Building in time to spend with the trusted adult.
- Allowing siblings to meet during the school day if the school organisation does not normally mean this can occur.
- Introduce activities in school that all children take part in that help soothe, calm and regulate.



Help children to develop resilience:

(The ability to overcome severe hardships such as those presented by domestic abuse, other ACEs and trauma), this can help to avoid some harmful impacts of trauma; reflect upon what you do as a school to build resilience in all children.

Factors that help build resilience include:

- Positive relationships
- Community support
- Cultural connections
- Personal skills[27]
- Ensure that staff understand that 'their emotional state is the biggest influence on the 'emotional climate' in their setting?' [28]

Develop strong communication and trust between family and school:

'The "*absolute importance of supporting family*" ... appears particularly clear: ...for the children to be well, the parent has to be well; for the children to be safe, the parent has to be safe.'[29]

27 PHE Wales Sources of Resilience and their moderating relationships with harms from adverse childhood experiences.

28 Attachment Aware Schools and Settings Audit.

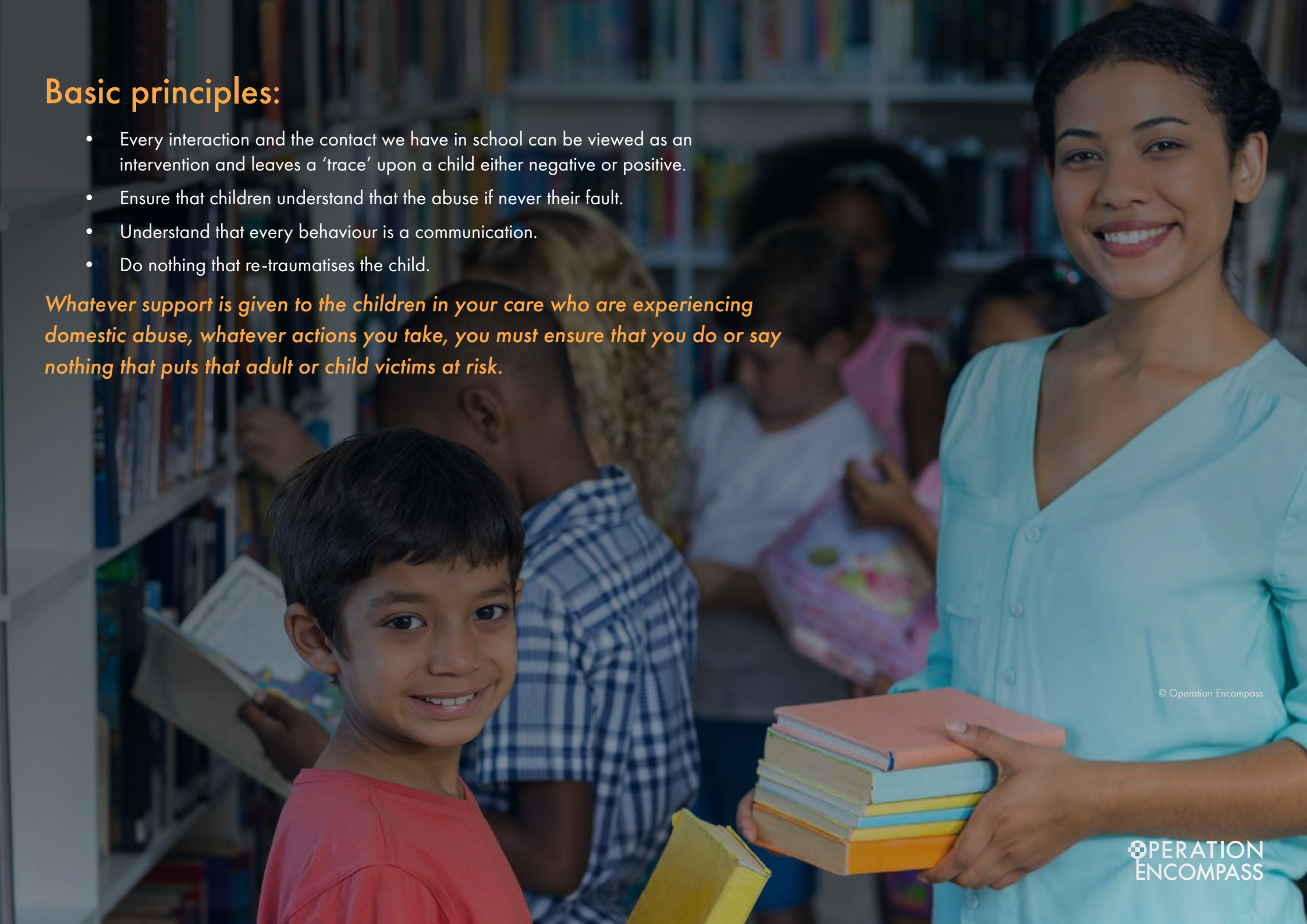
29 Operation Encompass: Trauma informed therapy and the whole school system: a trial intervention aimed at supporting children and young people who have experienced domestic abuse. M Baker, E Corrigan & E Walker, Psychology Associates, March 2020.

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Basic principles:

- Every interaction and the contact we have in school can be viewed as an intervention and leaves a 'trace' upon a child either negative or positive.
- Ensure that children understand that the abuse if never their fault.
- Understand that every behaviour is a communication.
- Do nothing that re-traumatises the child.

Whatever support is given to the children in your care who are experiencing domestic abuse, whatever actions you take, you must ensure that you do or say nothing that puts that adult or child victims at risk.



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Relationships Trump Trauma

"The goal[30] is that there will be no child without a single healthy relationship in any school. It's not rocket science... but you could say it's brain science.

The science of relationships in schools is knowable and doable. It is easier to integrate this knowledge into school systems than to manage the catastrophic problems trauma brings, such as bullying, disruption, dropping out." (and we should also add exclusions , suspensions and poor attendance)[31]

30 Relationship Mapping: Harvard Graduate School of Education

31 Trauma Proof Benjamin Perks

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Why should we care so much about domestic abuse?

Apart from the prevalence and reach of domestic abuse, apart from the financial costs, apart from the harm that it does to both child and adult victims ...we should all care because it is not just the children and young people who live with domestic abuse that are harmed.

We cannot and we must not underestimate the impact of domestic abuse on individuals, on families, on communities and on our society as a whole. Its very existence diminishes us all.

We must:

1. Acknowledge the range and magnitude of domestic abuse in our society.
2. Appreciate the harmful impact of domestic abuse on children.
3. Attend to the needs and wishes of children who are victims of domestic abuse.



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In a report to the government OFSTED stated:

A good example of agencies sharing information readily and efficiently is Operation Encompass, which has been well designed and implemented.. Effective implementation ensures that all professionals are clear about their roles and responsibilities, including information sharing and support to children. Schools ensure that appropriate information is given to parents about the school's involvement with Operation Encompass.

Report by the Children's Commissioner to HM Government

When the Children's Commissioner's Office has discussed this (Operation Encompass) programme with schools, their reaction has been overwhelmingly positive. It gives them three benefits:

1) Having this information in real-time enables the school to respond immediately.
2) Often children notified to the school are those about whom the school already has some concerns, but below the threshold for a statutory referral. This added information will often lead them to re-assess and make a referral to the local authority.
3) Schools have also reported that they have been surprised to discover at how many of their children are being exposed to domestic abuse, including children about whom they would otherwise not have had concerns.

Operation Encompass has been running throughout Covid-19 and helped ensure schools continue to reach out to the pupils who most need their support.

The relevance to Covid-19

Operation Encompass shows the benefit to children of proactive data-sharing between different parts of the public sector. It also shows what can be done within the rules by thinking creatively.

Covid-19 has upended the safeguarding system with schools, youth clubs and children's centres closed as well as health visitors and social workers curtailing their normal programme of visits.

The sharing of information in this context is ever more vital. For example:

If schools are seeing a child every day, they can monitor risks and decide when to escalate. When a child is not in school, and has only fleeting contact with a teacher, the level of concern which justifies a referral to children's services will probably be lower.

Ofsted
raising standards
improving lives

Children's
COMMISSIONER

Examples of support from schools (as written by schools)

1 Operation Encompass notification to school, key adult greeted child as she arrived. A member of staff took her quietly to one side to a room and explained that they knew what had happened that previous night at home. They ensured that she was OK, that she had had breakfast and then talked about how to support her particularly that day as she was due to sit a GCSE examination. They offered her a separate room and any other support they could. She took her examination and the school sent a supporting letter alongside her paper explaining what she had been through the night before. She passed her examination.

2 16-year-old living with Domestic Abuse at home. The school had received Operation Encompass contacts and the child was happy to access support from the school. On one occasion she told the school that she was leaving home, she had nowhere to go. The school supported her to move out safely from a very abusive and toxic situation and to remain safe. She would otherwise have been a "missing from home" child.

3 Operation Encompass contact; child arrived at school and teacher quietly spoke to them and asked how they were and if there was there anything they could do to help. Child said they had not eaten nor had they slept (which had been apparent to the school). The school fed the child and settled them into the staff room with some blankets and a pillow and let them sleep. The child woke up later and went on to have a successful day in school.

4 A 9-year-old boy walked into his classroom, his teacher quietly took him to one side, explained that he knew what had happened the night before at his home and gently asked if there was anything he or the school could do to help. The teacher describes that the 'tension visibly dissolved from his body' and he said to his teacher. "At last, there is someone that I can talk to about all of this."

5 The DSL approached a child after they had received contact from Operation Encompass. The child commented, 'How do you know?' The DSL responded by reassuring the child that all the adults who care, all those who work with them in school, care about them and want to make sure they are safe. They reassured the child that the school staff are there if the child needed them. The DSL recounts "it's a huge relief. There's this incredible sigh of relief from the child" and we can go on to support them.

6 Secondary aged child arrived at school following an Operation Encompass contact. The teacher checked in with the child and asked if there was anything they could do to help. The child explained that they were worried as they had had no tea the night before, no breakfast and had no money for food at lunchtime in school. They were very hungry and were worried what they could do. The school fed the child and gave them money for lunch. The child had a successful day in school and the school was aware that there were now other supportive measures they could take and that the child knew they could talk to the school staff.

32 Schools can submit their own good practice reports here https://www.operationencompass.org/ schools/good-practice-reports



Resources:

www.operationencompass.org

Bright Sky is free app which enables the identification of all of your local domestic abuse services:
https://www.eida.org.uk/bright-sky-mobile-app

Harvard University Center on the Developing Child:
https://developingchild.harvard.edu

Beacon House:
https://beaconhouse.org.uk/?section=welcome-to-beacon-house

Dr Karen Treisman MBE:
http://www.safehandsthinkingminds.co.uk/about-us/

The work of Dr Bruce D. Perry: *'How violence changes the brain in children'* and other videos.
https://www.youtube.com/watch?v=u1L08Xpw7lo



OPERATION ENCOMPASS

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