



A word cloud visualization of terms related to domestic violence. The words are arranged in a dense, overlapping manner, with 'DOMESTIC VIOLENCE' and 'ABUSE' being the largest and most central. Other prominent words include 'SEX', 'PHYSICAL', 'REPEATED', 'CRIMINAL', 'POUSAL', 'SOCIAL', 'HARM', 'FORMS', 'INCLUDE', 'IMPORTANT', 'THROWING', 'PEEM', 'DEPRIVATION', 'DICTATORIAL', 'PARTNER', 'VERBAL', 'INTIM', 'SUBTLE', 'OTHERS', 'LEGAL', 'INTELLIGENCE', 'PSYCHOLOGICAL', 'PASSIVE', 'UNWANTED', 'FREQUENCY', 'PERPETRATED', 'BECTS', 'NAL', 'NEED', 'ATION', 'INJURIES', 'NEXT', 'SPIRITUAL', 'SECURITY', 'ADVANCING', 'SANE', 'NONVERBAL', 'POSTURES', 'BRIGHT', 'RELIGIOUS', 'INTERESTING', 'IN', 'MIND', 'T', 'PEEM', 'EXPRESSIONS', 'STY', 'PAR'.

Domestic Abuse



**OPERATION
ENCOMPASS**
In every force. In every school. For every child.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten a person.

Prevalence of Domestic Abuse

1 in 5

1 in 5 adults experience Domestic Abuse during their lifetime. This equates to: 1 in 4 women and 1 in 6-7 men.

2.3 million

In the year ending March 2024, it is estimated 2.3 million people aged 16 and over were victims of domestic abuse (1.6 million women and 712,000 men)

1.35 million

The police recorded 1,350,428 domestic abuse-related crimes and incidents in England and Wales in the year ending March 2024.

20%

Less than one-in-five victims and survivors report to the police.



Victims

For every three victims, two are female and one is male

89%

89% of people referred to our service seeking civil protection orders last year were women.

Every 30 seconds

A domestic abuse related call is made to the police every 30 seconds.

Domestic Abuse

Domestic abuse is a largely hidden crime which goes unreported to the police.

Women

Women are more likely to experience repeat victimisation, be physically injured or killed and experience sexual violence.

Impact upon Children

Now that the Domestic Abuse Act has gained Royal Assent and has become law, children are recognised as victims of domestic abuse in their own right. This must herald a step change not only in how children are supported but also in terms of the expectations from all professionals who come into contact with these children.

There is a wide range of research which clearly demonstrates the damage done to children, throughout their life span, when they experience Domestic Abuse in their life.

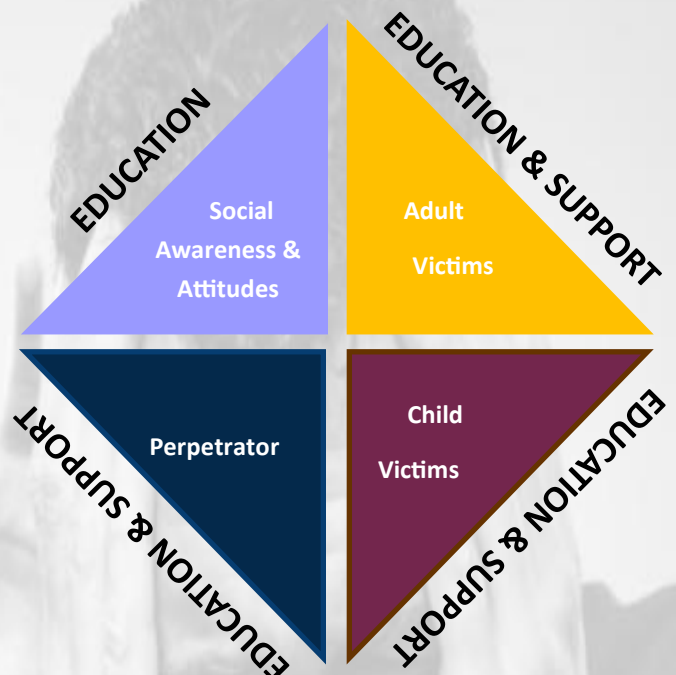
This damage can be caused at each and every stage of their lives, from conception onwards and, whilst the impact may change, develop and vary dependent upon the individual, the age of the child, and the nature and duration of the domestic abuse, the damage is very real.

Experiencing domestic abuse is recognised as an Adverse Childhood Experience (ACE) and as such, helping children to heal from this trauma is a crucial aspect of the role of all schools.

A Domestic Abuse Curriculum

There has always been the opportunity for schools to teach about Domestic Abuse and Operation Encompass has encouraged schools to do this and indeed many schools have done so. Whilst there has long been a professional awareness of the role schools can play in breaking the cycle of Domestic Abuse, a Joint Targeted Area Inspection in 2017 revealed that 'it is often not part of the curriculum that is prioritised by schools. *We recognise that if we want to change attitudes we need to engage with children at the earliest possible opportunity. We know that exposure to domestic abuse can have a serious, lasting impact on children, with negative effects on their future behaviour and relationships. All children should be supported to understand that abuse is never acceptable*'.

There is now an imperative for schools to teach this overtly through the Relationships (and Sex) Education Relationships and Health Education programme heralded by the Home Office in the draft Domestic Abuse Bill and then fully articulated by the DfE in their Statutory Guidance document.³² This enables schools to support each of the elements identified by Operation Encompass as key to breaking the cycle of Domestic Abuse and as described in the enhanced schema to the right:



Child Victims

The core purpose of Operation Encompass is to enable support to be given to the child victims of Domestic Abuse. Key Adults (Designated Safeguarding Leads or their deputies) in all schools involved in Operation Encompass have knowledge of Domestic Abuse and its impact upon children. In turn it is expected that these Key Adults ensure that this knowledge has been disseminated to all staff in their respective schools. Through Operation Encompass, schools are able to help children understand what is happening at home and how to best protect themselves both physically and emotionally and what support and protection they are entitled to from adults. We have also raised awareness of our aim to have children recognised as victims of Domestic Abuse in their own right, with their numbers being counted so that the magnitude of the issue can be known and support provided.

Adult Victims

Through Operation Encompass we have enabled more parents to understand that they are victims of Domestic Abuse and how this abuse is damaging to their children, thus developing the understanding that children are victims in their own right. We have also ensured that schools have the skills to offer support to these parents and understand the complexity and nuances of Domestic Abuse through free face to face briefings or by undertaking the online Key Adult training which can be accessed by all school staff, including Governors. Key Adults now have the knowledge of how and where to signpost victims and access external support. Schools have become a safe place for adult victims to disclose Domestic Abuse (we know that for many, reporting to staff in school is more likely than them reporting to the police) in the knowledge that they and their family will be supported unjudgementally and by staff who have a level of understanding about the issues they may be facing.

Perpetrator

Operation Encompass has enabled some adults who commit Domestic Abuse to understand that this behaviour is not acceptable in their home, in their community or in our society. Perpetrators have also been able to understand the harm that they are causing to both their partner, their children and extended family members. For some, the recognition of damage done to their children has been a revelation and the catalyst to change their behaviour. The recognition of children as victims of domestic abuse in their own right should strengthen this understanding. There is a greater understanding of the impact that Adverse Childhood Experiences that some perpetrators may have encountered in their past and, whilst we can never condone the behaviours of perpetrators of Domestic Abuse, working with them is crucial.

Social Awareness & Attitudes

The nationwide knowledge of and support for Operation Encompass has encouraged international discussion and societal awareness about the prevalence of Domestic Abuse and the impact that this has upon any children within the household. Media interest has assisted with this growing recognition and education about Domestic Abuse. Community awareness within the locality of each school involved in Operation Encompass is raised as schools publicise this aspect of their safeguarding role. Involvement in Operation Encompass transmits a very strong message that Domestic Abuse is not acceptable. As ALL police attended incidents of Domestic Abuse are reported to schools we have also enabled a greater awareness of the range and complexity of behaviours which constitute Domestic Abuse.



Operation Encompass aims to support schools to clearly identify those aspects of Relationships (and Sex) Education and Health Education which encourage teaching about Domestic Abuse.

This is Operation Encompass the Next Steps (OEtNS);



This work is encapsulated by the phrases:

Educating today • Empowering for tomorrow • Breaking the cycle of Domestic Abuse

Together these are the essence of our focus and clearly articulate and capture what we are trying to achieve through both Operation Encompass and Operation Encompass the Next Steps (OEtNS).

Together Operation Encompass and Operation Encompass the Next Steps also support the approach of prevention and crucial early intervention, supporting each aspect of the protect, prevent and repair national agenda.

Educating today:

It is imperative that children and young people are given the opportunity to understand the complexity, prevalence and range of Domestic Abuse so they can identify it in all its forms. This education should start from the very youngest of our children and then build, through a spiral curriculum, towards our older children. This means creating a developmentally appropriate curriculum which ensures that what is taught is appropriate to the age of the child and which allows children to revisit, refine and embed; to build and deepen knowledge; to rehearse previously learnt skills and to develop supportive attitudes and attributes. This means educating about healthy, respectful relationships alongside the development of an understanding of Domestic Abuse.

Empowering for tomorrow:

We must equip our young people with the knowledge, skills and attitudes to be able to prevent themselves becoming either victims or becoming perpetrators. They should understand their rights in terms of the United Nations Convention on the Rights of the Child and know how and where they can access support. They should feel empowered to access support, to safely remove themselves from such relationships, understanding the cycle of abuse and recognising that abuse in any relationship is never acceptable. They should also be able to spot the signs of abuse in other people's relationships and know how best to support them and to access support from other agencies. Government, schools and support agencies must also recognise the need for them to ensure that they understand their role in supporting all who are victims of domestic abuse, no matter what their age or the composition of their relationship. This also entails ensuring that the right support systems are in place.

Breaking the cycle of Domestic Abuse:

The conventional understanding is that 'breaking the cycle of abuse' refers to an individual's relationship. When part of Operation Encompass and OEtNS we also use this to mean working towards a cessation of Domestic Abuse in our society. It is clear that month after month, year after year, additional individuals become victims and perpetrators of Domestic Abuse - this cycle has to stop and schools can play a significant part in this work.



Schools can use these three area of focus.....

During our Relationships (and Sex) Education and Health Education curriculum, OEtNS has identified three key areas for exploration which should assist to develop those aspects which will enable children (EYFS-KS5) to participate in a developmentally appropriate curriculum.



Through these three areas of focus schools can reflect upon appropriate conversations and discussions which will help children to develop:

- Emotional Intelligence
- Empathy
- Self-awareness
- Resilience
- Conflict management
- Understanding non-verbal communication
- Positive communication skills
- A feeling of empowerment
- A clear understanding that abusive relationships are not acceptable
- A feeling of empowerment to take appropriate and safe action and give support if they feel that they or a friend / relative is in an abusive relationship
- An understanding of how and where to access support from both the statutory and voluntary sector

Exploring Relationships/Friendships

- Understand the range of relationships/friendships at school/home/community that a child experiences
- Exploring what friendship is and what makes a good friend
- How someone behaves towards a friend, and how friends treat each other
- Explore caring and respectful relationships and friendships, awareness of and respect for different types of relationships
- Equality of individuals within relationships
- Relationships built upon respect, trust and communication
- Exploring relationships which occur online and in the virtual world, and those which exist across both
- Explore love and who the people are that a child loves. Consider how romantic love might be different /the same as love in a friendship. Explore how we demonstrate that we love someone
- Negotiation in relationships
- Understanding that relationships/friendships are not always exclusive and how this might appear
- Consider the influence of peers in contrast to family influence. This can be appropriate as peer relationships may be more positive than family relationships
- Exploring the effect that social influences (or for younger children, influence from our peers, family, media and society) can have on ourselves/our values/ our expectations of relationships etc
- Explore the signs of disrespectful, unhealthy or abusive relationships
- Explore stalking, harassment, obsessive, controlling and coercive signs of abuse

Exploring Emotions

- Recognise, understand and be able to talk about and manage own emotions accurately and sensitively, using appropriate vocabulary
- Recognise, understand and empathise with the emotions of others, supporting others with their feelings and emotions where needed
- Being able to distinguish between and label different emotions
- Understand emotions such as jealousy, envy, anger, loneliness
- Understanding that people experience emotions in diverse ways in relation to different experiences and situations
- Understanding that emotions are natural and part of everyday life and exploring how we manage some emotions in way that is not damaging to self or others
- Assessing whether feelings are proportionate to a situation
- Exploring dealing with the emotions related to challenging relationships
- Exploring dealing with the emotions related to change (e.g., break-up of relationship/argument)
- Explore how to act when feeling disrespected
- Explore self-awareness: the impact a person and their emotions have on others

Exploring Rules & Expectations

- Rules give us guidance to keep people safe, to keep others safe and to help individuals live together with others
- Understanding the need for rules and the reasons behind them
- Explore rules at home/school/in the community
- Explore the concept of fairness
- Discuss consequences that might apply if people do not adhere to rules
- Explore the awareness and understanding of rules preparing children to play active part in society, understanding how laws are made and upheld
- Examine the definition of Domestic Abuse and what this might look like in different situations
- Consider how to recognise the characteristics of an abusive relationship and the legal position
- Consider the legal position on:

- relationships
- VAWG
- consent
- sexual consent
- abuse
- coercion and control
- harassment
- gaslighting
- domestic abuse



10 Key Principles of Operation Encompass

1. Operation Encompass is a unique police and education early intervention safeguarding partnership enabling support for children and young people who have experienced domestic abuse.
2. Operation Encompass is every child's right. It should be embedded in every force, in every school, for every child.
3. Operation Encompass will ensure that ALL incidents of Domestic Abuse are shared with schools, not just those where an offence can be identified.
4. Through Operation Encompass a trained Key Adult in school (Designated Safeguarding Lead) will be notified PRIOR to the start of the next school day that a child has experienced an incident of Domestic Abuse when the police have attended.
5. The Key Adult must be a trained Designated or Deputy Designated Safeguarding Lead and should attend a mandatory Police and Education led Operation Encompass briefing. The Key Adult is the person who will receive the information from the police.
6. The Key Adult should cascade the necessary awareness training to Governors and all staff so that there is knowledge of the scheme as well as the knowledge about Domestic Abuse and its impact upon children.
7. The Key Adult must be notified PRIOR to the start of the school day in order to plan for timely support. This timely knowledge enables all interactions, from when the child first arrives at the school gates, to be of a positive nature.
8. Operation Encompass is an integral part of safeguarding and child protection and, as such, should be cited in the school's Safeguarding and Child Protection policies.
9. Operation Encompass must lead to a secure record keeping trail. This may be electronic or paper based. All records must be managed at Child Protection level with the highest level of security and confidentiality.
10. As part of the school's participation in Operation Encompass the Key Adult must lead in informing all members of the school's community about the project. This includes, but is not limited to, placing information on the school's website, in the prospectus and sending the joint police/school letter to parents.