



A FREE REFLECTIVE TOOL

Reflective Supervision Question Bank

For pastoral, SEMH and trauma-informed staff working with children and young people in schools and organisations.

Reflective supervision works best when it follows a thread — from what happened, to what it might mean, to how to respond, to what it costs the person doing the work. These questions are organised in that order: **Curiosity, Compassion, Connection**, and **Sustaining the work**. Use a handful per session rather than working through the whole bank at once.

How to use this

- Choose 3–5 questions relevant to the situation being discussed, rather than all of them.
- There's no need to move through the categories in order — follow what the supervisee brings.
- These are prompts for reflection, not a checklist or assessment tool.
- Suitable for 1:1 supervision, group reflective practice, or personal reflection.



1. Curiosity

Approaching what happened with openness, before jumping to interpretation.

1. What did you notice in your own body or emotional response during this interaction?
2. What behaviours or signals from the young person stood out to you, and why those in particular?
3. What was happening in the environment or context just before this moment?
4. Whose needs were most visible to you in this situation — and whose might have been harder to see?

2. Compassion

Making sense of behaviour with compassion, through a relational, developmental lens.

1. What might this behaviour be communicating about safety, connection or control?
2. What do you know about this young person's history that might help make sense of their response?
3. If this behaviour is the tip of the iceberg, what might be underneath it?
4. What would change if you approached this as a stress response rather than a choice?



3. Connection

Responding in a way that protects the relationship and keeps connection intact.

1. What helped you stay regulated, connected and curious in this moment — and what made that harder?
2. What would a relationally safe response look like here, even if a boundary still needs to be held?
3. What's one thing you could try differently next time, and what support would help you do that?
4. How did the young person know, in that moment, that the relationship was still intact?

4. Sustaining the work

Because relational work asks something of the adult too.

1. What has this piece of work cost you, emotionally or physically?
2. Where are you carrying this, and who else needs to know?
3. What do you need right now to keep doing this work well?
4. What would you want a colleague to ask you, that no one has asked yet?

Want support embedding reflective supervision in your team?

I offer individual and group supervision for schools and organisations —
healingyounghearts.com/book-consultation.html