

PURPOSE

- To provide a tool to support staff to manage the emotional demands of their role through a reflective process.
- Developed as part of the Trauma-Informed Schools Project which aims to embed trauma-informed practice across schools in Leicestershire.
- Recognises the absence of professional supervision within education and aims to support staff who are working with children and young people who have experienced adversity and trauma.
- Draws on psychological theory to create safe spaces for staff to share concerns and create productive solutions.

IN COLLABORATION WITH
LEICESTERSHIRE VIRTUAL SCHOOLS



STRATEGY

- Reflective spaces uses a structured, timed model to help staff collaboratively create solutions around a challenge.
- The process lasts approx. 30 minutes, following 6 steps, including:

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Problem Presentation

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Voice of Child

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Round of Questions

⋮

Reflection & Solutions

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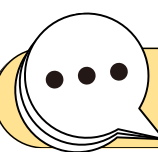
Next steps

⋮

Round of words

○

- The process relies on professional agreements to create a safe, respectful environment.
- Staff from across the school are encouraged to join, to ensure a range of knowledge, experience, and perspectives.
- This structure supports deeper thinking, shared understanding, and collaborative problem solving around how to best support staff members and young people.



IMPACT

- Strengthened collaborative thinking across schools.
- Improved shared understanding of the child's needs.
- Increased confidence in problem-solving through multiple perspectives.
- Supported staff to consider alternative strategies.
- Helped staff feel heard and valued in a psychological safe space.
- Helped staff focus on next steps and follow-up measures to continue providing support after the process.



NEXT STEPS

- Continue to deliver Reflective Spaces training across Leicestershire schools.
- Work with schools to help identify ways schools can integrate the reflective process into their existing routines and ethos.
- Support and encourage schools to build reflective practice across a whole-school level.