

Emotional Check-in Good Practice & Guidance



Northern House
Academy

Following on from our recent Wednesday workshop, the following guidance has been created to outline best practice in relation to Emotional Check-ins. These are used to enable students to express how they are feeling and where possible to get them to reflect or explore why they might be feeling this way. This is typically done via a visual format, with emotions and student names or photos which can be placed on those emotions. Students are encouraged to move their name or face independently across the day, to communicate how they are feeling alongside more formal 'whole class' check-ins which take place at various times within the day.

What is the purpose of our Emotional Check-ins?

- To give students the opportunity to develop their emotional awareness by encouraging them to identify, reflect on and share how they are feeling.
- They provide students with an opportunity to
- Students develop an awareness of others' emotions and how to respond to them. Check-ins give students the opportunity to respond empathetically to their peers, by commenting on their class-mates responses and thinking about how they can support each other.
- Students know that every voice matters. Check-ins ensure that students know that how they are feeling is important to the rest of their class and that they are valuable members of that class/school community.
- To allow staff to understand the various factors that may have contributed towards a pupil presenting in a particular way and adjust their interactions accordingly.

Implementation Guidelines:

- There is not mandatory visual system or format. Teachers are encouraged to be creative and develop a system that is age appropriate and meets the needs of their class.
- It is not mandatory to share and students can opt to 'pass'.
- The expectation is for students to listen to one another during the check-in.
- Staff should also participate in the check-in, in order to model best practice to the students.
- All who participate should be encouraged to think about *why* they may be feeling a certain way.
- Whole class check-ins are encouraged. These are usually longer in duration and typically take place on arrival, after break/lunch time, and before leaving.
- Low-key check-ins are also encouraged, to enable those who are reluctant to share in a group the opportunity to express how they are feeling outside of the whole class check-ins.
- Light touch check-ins can also be used after each lesson, when learning passports are being completed, again these can be done in small groups or as a whole class (see Learning Passport Guidance for details).

- Students are encouraged to change their emotion at any point in the day, and should be praised for doing so. Ideally, students would get to a point where they do not need to be prompted to change their emotional state on the check-in board.
- Desk based individual check-in systems can also be used. These low-key systems may enable students to be more autonomous and forthcoming with their expressions throughout the day.