**Check in/out Crib sheet**

**Check In’s** help to build relationships with everyone in the class. They can be used to gauge feelings and to find out more about each other. They also help with transitioning from one part of the school day to the next. In staff meetings they help adults to leave what they were doing before behind, so they can ‘arrive’ into the meeting ready to discuss the agenda. **Check outs** provide a moment of reflection. They help to leave the circle and transition into the next part of the day.

* Ideally, all check-ins **should** take place in a circle. Make setting up the circle part of a class challenge. Assess the characters in your class and positively comment on behaviours both you and the class appreciate during this activity.
* Check in’s should ideally happen every Monday morning and Friday afternoon as a minimum, some schools choose to do them after lunch. They can also start and end a circle time session.
* Check in/outs should last between 5 and 10 minutes **maximum**.
* Start by training your class using simple (favourite food), one word or thumbs up check-ins.
* Check in/outs are there to set goals and expectations together. This is part of classroom management. The more emphasis you place on these techniques, the less time you will spend fire fighting poor behaviour.
* Adults should take part in the check in/out process.
* If you have children with SEN in your class, discuss with them how they would like to contribute to this process in advance of it happening.
* Give responsibility of ‘remembering to do’ the check in/out to a child. As the class get more confident – they could even lead them.

“*You cannot separate behaviour from academics. When students feel good and safe and have solid relationships with teachers, their academic performance improves*.” (Head teacher)

**Check ins**

*How are you feeling from 1-5? If 1 is not great/unhappy, 3 is ok/fine and 5 is fantastic.*

*What is your favourite food?*

*Talk about something that you are pleased with that you’ve done recently (In school, at home, with friends/whilst playing a game)*

*How are you today?*

*I have a right in this class to... (feel safe, teach, be listened to, not to be put down)*

*I have a responsibility in this class to…..(take care of others, listen to others, speak kindly to others)*

*Today I plan to...*

*It’s good to have goals because...*

*This week my goal is to...What are you looking forward to today?*

*Say something positive about yourself*

**Check outs**

*How has your morning/afternoon/week been? (thumbs up, number from 1-5 or sentence)*

*Tell us one thing you liked about school today/this week*

*Tell us one thing you learnt today/this week?*

*What are you looking forward to tomorrow?*

*What thing did you manage to change this lesson/today/this week?*

*What has been your favourite thing about this lesson?*

*What are you going to do straight after school today?*

*Say something positive about another member of the class*

**Go Around Crib sheet**

* A **Go Around** can happen as part of circle time or following an incident that needs addressing.
* All Go Arounds and discussions should be preceded with a discussion and a game introducing the subject. The game should encourage the circle to have mixed itself up (friends not sat next to friends)
* The teacher should always take part in the circle
* Passing is always acceptable. Remember to go back to those who have passed later, to see if they would like to contribute.
* If something is discussed within the circle that needs addressing – finish the Check in/Go Around and see the child/children afterwards. Do not discuss as part of the circle.
* Both check in/outs and Go Arounds can be used with adults as part of your staff meetings - you’ll be surprised how differently the meeting runs!

**Go Arounds**

*Why might I have called a circle today? What’s happened in our class?*

*What do you need to do to put things right?*

*What is a gift or a talent?*

*How can you recognise your own talents?*

*What’s it like being new in the class?*

*What can you do to help someone new at this school?*

*How does talking and listening with others help you get to know them better?*

*If you had a problem or conflict with someone, what could be gained from talking or listening to each other?*

*Tell me your top 3 favourite foods/tv programme/football teams/celebrities*

*Why isn’t everyone’s top 3 the same?*

*If people have a different list to you – is their list wrong?*

*How can we learn to respect another person’s values, even though they are different from ours?*

*What are some of the ways we differ from our friends?*

*Why do we like our friends even though they are different from us?*

*How do most of feel about being left out?*

*Why is it so important to feel included?*

*Why do people exclude others from their activities?*

*What can you do if you see that someone is being left out?*

*I think good communication is...*

*Someone I know who is a good speaker is...*

*Someone I know who is a good listener is...*

*In this class I can count on.... because...*

**Other ideas**

If I were… I would be… because…

* A type of weather.
* A colour.
* A farm animal.
* A bird.
* A car.
* A sport.
* A plant.
* A sea creature.
* A wild animal.
* A pet.
* A fruit.
* A pudding.
* A chocolate filling.
* An insect.
* A letter of the alphabet.
* A famous living person.
* A famous person from history.
* A sporting celebrity.
* A musical instrument.
* Vegetable.
* An ice-cream flavour.
* Pair and share, assigning partners or groups, finding people with the same card.

One thing I like to do …

* In Spring.
* In Autumn.
* In Summer.
* In Winter.

…is…..

One thing I like to do…

* At the weekend.
* In the evening.
* On holiday.
* When it is raining.
* When the sun is shining.
* When it is snowing.
* When it is hot.
* When it is cold.
* When it is windy.
* When I’m on my own.
* When I’m with my friends.
* When I’m with my family.
* When I’m in the park.
* When I’m outside.
* When I’m inside.

**Maths**

* My favourite number is….because…
* My favourite shape is….because…
* My favourite times table is…..
* Numbers make me feel……
* Maths makes me feel……
* I feel happy in Maths when……

**English**

* My favourite letter of the alphabet is…because…
* My favourite book is….
* My favourite film is…
* My favourite author is…..
* English makes me feel……
* Writing makes me feel….
* Reading makes me feel…..
* My favourite place to read a book is……
* Where do you write outside of school? When I am not at school I write…..
* My favourite word is…..
* If I could be a character from a book I would be….
* I enjoy writing most when….
* I enjoy writing most on…..
* I enjoy reading when….

**History**

* If I could travel back in time I would go to….
* My favourite historical character in history is….
* My favourite invention is…..
* My favourite historical monument is…
* If I could change one event in history it would be…..

**Geography**

* A country/place I would like to visit is….
* If you could walk in a desert, up a mountain or in the rainforest, which would you choose and why?
* My favourite climate is….
* If I could change one thing about the area where I would live it would be….
* When I see a map of the world I feel….
* When I see a map I feel….
* My favourite form of travel is…..
* If I could live in any kind of building or shelter it would be….
* If I could solve one problem in the world it would be….
* If I could give one item to every family in the world for free it would be…..

**Science**

* My favourite insect/fish/mammal/carnivore/tree/flower etc is….
* My favourite scientist is….
* Solving problems makes me feel…..
* If I get a prediction wrong I feel….
* If my prediction is right I feel…..
* Being in a laboratory makes me feel….
* Doing experiments makes me feel….
* I wish I understood why…..[people float in space; people can’t breathe under water, leaves are green]
* I wish I understood how….[cars work, fireworks are made, planes fly].

**Music**

* My favourite instrument is….
* My favourite singer is….
* I like to listening to music when….
* Loud music makes me feel…..
* I don’t like the sound of…..
* Watching someone playing an instrument well makes me feel…
* If I see a music score I feel….
* When I am happy I like listening to…
* When I am sad I like listening to…
* When I am angry I like listening to…

**PE**

* My favourite sport is…
* My favourite sportsperson is…
* Getting ready for PE makes me feel….
* Doing outdoor sports makes me feel…
* Doing indoor sports makes me feel…
* When I am a winning team I feel….
* When I am in a losing team I feel….
* If I could enter the Olympics I would be [a gymnast/swimmer etc]
* What qualities does a coach need?
* What qualities does a PE teacher need?