



**Mission Statement, Values and Behaviour
Framework**

Mission statement

 'Educating with pride, learning together.' 

School values

We provide a secure, safe, inclusive and positive environment based on values in which your child can reach their potential, removing barriers to learning and becoming a responsible, trustworthy and caring member of society.

We work together to encourage children to reach their full potential

Behaviours we want to see

- Believing that you can achieve by working together
- Setting clear objectives for yourself and others
- Being approachable and supportive

- Having a sense of togetherness and teamwork
- Working together with parents and everyone in the school community
- Treating people as part of the Woodside family and welcoming people
- Working with others to raise standards

- Giving children opportunities to achieve their potential
- Offering people your support at school

- Enjoying coming to school and being willing to do what is needed
- Involving others and valuing their contributions
- Communicating with others in a helpful and constructive way
- Seeking other's ideas and input and ensuring they can contribute
- Being open and transparent with others about what you are doing
- Moving in the same direction as the school and the team

Behaviours we do not want to see

- Operating in a bubble, being detached and believing you can achieve on your own
- Waiting to be told what to do, not setting objectives for yourself or others
- Not being prepared to talk to people or be approached, being arrogant and selfish
- Not working as part of a team, doing things your own way
- Keeping parents and the broader school community at a distance
- Being unwelcoming of new people, not promoting a sense of family at school
- Cutting corners and not focussing on raising standards
- Doing things to and for children, not enabling them to reach their own potential
- Holding back from giving people support when you see they need it
- Dreading coming to school, doing the minimum that is needed
- Being autocratic with others and telling them what to do
- Communicating with others in an unhelpful way or not communicating at all
- Not providing opportunities for everyone to contribute and take part
- Being secretive and excluding others

- Pulling in a different direction from the school and the team

We are responsible for our own learning and want to learn and achieve

Behaviours we want to see	Behaviours we do not want to see
<ul style="list-style-type: none"> • Questioning and being eager to discover new things • Encouraging children to discover new things and explore their dreams • Taking pride in your work and always doing quality work • Being creative, imaginative and individual • Creating a vibrant, fun and exciting learning environment for children • Inspiring others to want to learn • Having a clear focus and being well planned • Taking every opportunity to explore your dreams at school • Teaching a broad curriculum • Encouraging children and adults to talk about and share their life experiences • Celebrating everyone’s achievements and being happy for people when they succeed • Embracing change and being prepared to move on and try new things • Managing and making best use of your time • Working hard and always trying your best • Being eager to learn • Standing tall, holding your head high and being proud of what you have achieved • Having passion for what you do at school • Having confidence and believing in yourself • Admitting to problems and working hard to find solutions • Thinking outside of the box • Seeing every day as a new opportunity • Focussing each day on what you need to achieve • Taking time to understand the real issue and come up with solutions to resolve the situation 	<ul style="list-style-type: none"> • Accepting things as they are, not being eager to learn more • Discouraging or not providing opportunities for children to dream and discover new things • Handing in work that is not good quality and not caring about the quality • Being outdated and unimaginative, following the crowd not your own ideas • Providing an uninspiring learning environment for children • Going through the motions, not inspiring others to learn • Being unclear on your vision and focus and not planning well • Having a low level of engagement, being bored at school • Teaching a narrow curriculum • Not valuing or acknowledging broader life experiences outside of school • Undervaluing or not recognising people’s achievements • Resisting change, being stuck in the past • Not managing your time well • Being lazy and not trying hard • Being apathetic and disengaged • Not feeling proud of yourself or what you have achieved • Showing indifference for what you do, not having a love of or passion for learning • Lacking in confidence and self-belief • Burying your head in the sand and not facing up to problems • Missing opportunities, not thinking outside of the box • Seeing every day as a rainy day • Not focussing on what you need to do, being easily distracted • Papering over the cracks, not taking time to understand the issues and the best solutions

We are kind and care for each other following our school's 3 Cs

Behaviours we want to see	Behaviours we do not want to see
<ul style="list-style-type: none"> • Being there for each other • Being loving and kind towards others • Listening to others and being willing to make time to listen • Making time for children when they need it • Providing others with safety and security • Being willing to help others • Caring about other members of the team. • Thinking about how other people feel and what they need • Getting to know people and how to get the best from them • Being positive and bringing a positive approach to others • Smiling at people to brighten their day and being happy at school 	<ul style="list-style-type: none"> • Looking out for yourself and not others • Judging people and not being kind towards them • Hiding away from others and not being approachable and accessible • Isolating yourself and not making time for children when they need it • Not helping children and adults to feel safe and secure at school • Not offering help to others when they need it • Caring about yourself and your own priorities • Focussing more on how things look, not how people feel or what they need • Putting round pegs in square holes, not getting the best from people • Being negative, moaning and bringing others down • Being sad and miserable at school and making others feel sad

We are inclusive and respect our school and community

Behaviours we want to see	Behaviours we do not want to see
<ul style="list-style-type: none"> • Respecting difference and individuality • Welcoming people with different beliefs, backgrounds and ambitions • Teaching and encouraging others to develop good strategies and behaviours • Having positive, respectful relationships with staff, pupils and families • Being a role model to others in the way in which you behave • Thinking about the impact of your actions on others and always striving to do better • Putting others first • Listening to other's ideas and opinions and valuing their input • Being aware of and concerned about the wellbeing of children and adults • Celebrating difference and uniqueness • Being inclusive and supporting children and adults to overcome barriers • Taking responsibility and being accountable for your actions • Keeping your frustration to yourself and not letting it impact on others • Being authentic, warm and real with people 	<ul style="list-style-type: none"> • Ignoring or not embracing individuality • Making assumptions and judgements about people with different beliefs and backgrounds • Allowing others to behave poorly and not addressing poor behaviour • Having inappropriate or negative relationships with staff, pupils or families • Behaving poorly and displaying inappropriate behaviour to others • Being unconcerned with and complacent about the impact of your actions and being • Being self-obsessed and arrogant • Not valuing or considering others opinion and ideas • Not considering or promoting the well-being of everyone in school • Promoting and celebrating sameness not uniqueness • Not giving everyone equal access or opportunities, putting up barriers • Blaming others, not taking responsibility for your actions • Showing your frustration and irritation to others • Being wooden and cool, not letting people see the real you

