Woodside Primary

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	**Behaviours we do not 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	- 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**
- 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	- 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**
- 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	- 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**
- 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	- 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