



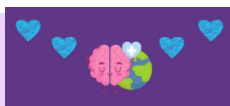
Creating **BRILLIANT** Citizens

10th October 2025

This week, we marked **World Mental Health Day** by exploring ways of looking after our wellbeing. The children had great ideas and suggestions. We thought of all the ways we care for our own and others wellbeing in school and then practised our mindful meditation techniques.

WORLD MENTAL HEALTH DAY 2025

10th October



Diary Dates

Coming up this half term...

17th Oct: 4MD&4JA at Crowden Park

17th Oct: Show Racism the Red Card Day

20th Oct: Poetry Week

22nd Oct: Flu Vaccination

23rd Oct: 4KF class assembly

Y2 Trip – Manchester Walking Tour

20th Oct – 2MD

21st Oct: 2AT

23rd Oct: 2CC

24th Oct: Finish for half term

Attendance Matters

Last week's whole school attendance was 96.7%

Class winners were...

Nursery & Reception Bees – 99.1%

Y1&2 1SM - 99.3%

Y3&4 3RB - 98.6%

Y5&6 6MTS – 99.7%



Cavendish Values

Lunchtime Charter

Consider others thoughts, feelings & personal space.

Listen to others.

Use manners by saying please & thank you.

RESPECT

Be patient especially when queuing.

Play fairly.



RESPECT EQUALITY POSITIVITY
RESPONSIBILITY KINDNESS COURAGE



Show Racism the Red Card

This month is Black History Month. On Friday 17th October, we will be supporting Show Racism the Red Card by participating in Wear Red Day. During the day, every child in school will be taking part in activities which revolve around learning about the



adversities different races have faced and continue to face and how we can help by educating ourselves and be advocates of eradicating racism. As well as participating in activities and creating work around standing up against racism, the children can come into school wearing something red. Try to wear as much red as possible! Donations can be made via Gateway and the money raised will go towards Show Racism the Red Card charity and towards Equality week where we will have many visitors and activities revolving around the protected characteristics of the Equality Act. As always, thank you for your continued support.



Would you like to take over the school for a day? On Friday the 14th of November the children are taking over Cavendish! This is to celebrate Children in Need and World Children's Day. From cooking, teaching and supporting learning to being a site manager, administrator, finance and attendance officer. The adults (duty bearers) will take a back seat and the children (rights holders) will run the school. Start thinking about all the staff at Cavendish. What does it take to keep a big school running every day? Think about what job you would like to apply for. What would you do if you were in charge for the day?

Application forms will be sent home with your child next week.





Meet Mrs Day

Mrs Day is Assistant Head for Year 5 & 6. She has worked at Cavendish for 31 years!



She told us that she still feels young

because children give her lots of energy. She says that she has stayed all this time because of the amazing children, families and staff. Mrs Day has taught in reception, year 1, year 4 and year 5 but says that year 6 is her favourite. Her favourite subject to teach is maths but when she was 10 it was history because she built models. She has two pet dogs that she enjoys walking and also enjoys exploring on holidays, reading, exercising (including walking 55 minutes to and from school), talking with friends and volunteering at a theatre.

By Y6 Journalists Muiz & Freya



Early Years Open Evening

Thursday 23rd
October at 5pm

All are welcome to a short presentation in the hall, followed by a tour of the Nursery and Reception spaces.

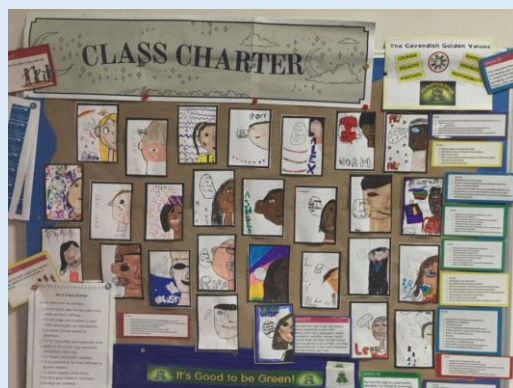
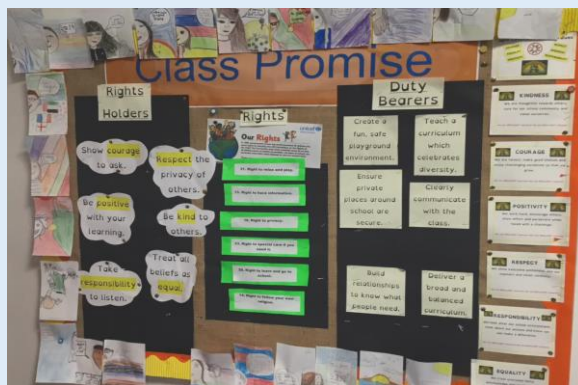
Please express your interest by contacting the school office on 0161 445 1815 or office@cavendish.manchester.sch.uk

We are now taking nursery applications for children who were born September to December 2022, for a January start in our Dragonflies class.



Proud to be a Rights Respecting School

Here are some more of the BRILLIANT class charters the children have created and agreed to in their classrooms...





Bonfire Night tickets are selling fast!

Join us on Friday 7th November, from 5pm until 7pm, for a night of dazzling fireworks by Chorlton Fireworks, a roaring bonfire, and family fun at Cavendish Community Primary School PTA's Bonfire Night.

Tickets: £8 Adult, £6 Child, £25 Family (2 adults & 2 children) and free for children aged 2 and under (*ticket required)



Book tickets here: <https://www2.ticketebo.co.uk/cavendish-pta/cavendish-community-pta-bonfire-night-2025>

More information about the event:

www.cavendishpta.org.uk/events/bonfire-night-nov-2025

PUSH THE PLUNGER at Cavendish Bonfire Event

Would you or your child also like the chance to "Push the Plunger" and set off our 2025 Fireworks display at Bonfire Night? To be in with a chance of winning, simply purchase a Push the Plunger ticket (£1) alongside your Bonfire Night tickets and you'll be entered into the competition, T&Cs apply.

VOLUNTEERS

Those who volunteer during the event don't need to purchase a ticket. To volunteer to help out or bake a cake or two please fill out this form:

<https://forms.gle/85WBnBptyJ1944xw7>



GROWING BRILLIANTLY

How do you keep it positive with your children?

POSITIVE PARENTING

DAILY FOCUS PLANNER FOR PARENTS

MTWTFSS _____

TODAY'S PRIORITIES

- ☐ _____
- ☐ _____
- ☐ _____

HOW COULD YOU SPEND 10 QUALITY MINUTES WITH YOUR CHILD TODAY?

- ☐ Morning attention & affection
- ☐ After school gathering
- ☐ A meal together
- ☐ One-on-one time at bedtime
- ☐ _____

WHAT GOOD QUALITIES OR INTENTIONS HAVE YOU SEEN RECENTLY IN YOUR CHILD?

TODAY'S MANTRA

- ☐ This is hard and I'm doing great.
- ☐ I am loved and I love unconditionally.
- ☐ This day is a gift. Breathe and notice.
- ☐ I have enough. I do enough. I am enough.
- ☐ _____

I AM GRATEFUL FOR...

WHAT OUR CHILDREN SEE
REFLECTED IN OUR EYES IS
OFTEN WHAT THEY BECOME.

- REBECCA EANES



KEEPING SAFE & BEING HAPPY

What Parents & Educators Need to Know about TECHNOLOGY ATTACHMENT

WHAT ARE THE RISKS?

In today's digital age, children are increasingly forming emotional and habitual attachments to their devices. With 96% regularly accessing the internet and nearly half engaging in live streaming or content sharing, their online presence is greater than ever. This guide explores the phenomenon of technology attachment in young people and offers expert advice on fostering healthier digital habits.

WIRED FOR REWARD

Children's brains are particularly sensitive to reward-based stimulation, and some digital platforms, especially those offering quick-hit content like short-form videos, are designed to exploit this. The instant gratification of likes, comments, and rapid scene changes triggers dopamine releases, making these interactions highly addictive. Over time, this may contribute to changes in attention patterns and a reduced inclination towards activities that involve prolonged focus or delayed gratification, such as reading, problem-solving, or creative play.

NIGHT-TIME TECH HABITS

Screen use late into the evening can disrupt natural sleep patterns by suppressing melatonin, the hormone that regulates sleep. Children engaging with stimulating content may experience delayed bedtimes, lower sleep quality, and increased fatigue during the day. Additionally, fear of missing out (FOMO) on online interactions can cause anxiety and resistance to logging off, creating a cycle of late-night engagement and tired mornings.

SHAPED BY SCREENS

For many children, digital spaces have become a key arena for identity exploration and expression. Social media encourages them to curate their image carefully, with likes, comments, and shares serving as social validation. This environment can tie self-esteem to online feedback, making children vulnerable to comparison, self-doubt, and pressure to present a perfect version of themselves, even when it doesn't reflect reality.

DIGITAL WORLD DANGERS

The internet can expose children to unfiltered content, some of which may be inappropriate, misleading, or harmful. Cyberbullying, exposure to idealised lifestyles, and online predators are all risks children face, often without fully understanding the consequences. Misinformation can shape distorted worldviews, while constant comparison to others can erode self-confidence. Without guidance, children may internalise these digital dangers, impacting their emotional and mental health.

DIGITAL DEPENDENCY BUILDS

Devices often become digital comfort blankets. In moments of boredom, anxiety, or loneliness, children may instinctively reach for screens to self-soothe. This reliance on digital distraction limits their ability to develop healthy coping mechanisms, such as mindfulness, conversation or physical activity. As the habit builds, their dependency may displace real-world experiences and emotional resilience.

FRIENDSHIPS & FILTERS

Technology transforms how young people socialise, often replacing face-to-face interaction with text-based or image-based communication. While messaging apps and social media enable connection, they may also limit emotional expression and the development of essential interpersonal skills, such as tone recognition, empathy, and reading body language. As a result, some children may become less confident with exchanges in person and more reliant on digital personas to navigate friendships.

Advice for Parents & Educators

READ THE ROOM

Pay attention to behavioural changes that may signal unhealthy tech attachment. This includes mood swings, increased secrecy about online activity, withdrawal from family time or hobbies, and visible distress when separated from devices. These cues can indicate deeper emotional reliance or even exposure to distressing content. Early recognition allows for proactive support and meaningful conversation.

SHAPE DIGITAL BOUNDARIES

Create a balanced digital environment with clear guidelines on when and how devices can be used. This includes screen-free zones (e.g. bedrooms, dining tables), app restrictions, and time limits. More importantly, involve children in these decisions and explain the reasoning behind them, even reflecting upon your own digital use so they can see it's something we all have to manage. Turning boundaries into a dialogue, not just directives, helps build trust and encourages self-regulation.

DON'T WAIT, REACH OUT EARLY

If a child's relationship with technology starts affecting their emotional wellbeing, school performance, or social connections, don't hesitate to seek help. Open up discussions with teachers, pastoral staff, or digital wellbeing professionals. Early intervention is key, and a supportive network can provide tools, resources, and reassurance for both children and adults navigating this evolving digital landscape.

SET THE STANDARD

Children often model the behaviour they see. When adults demonstrate healthy digital habits, such as prioritising face-to-face conversation, balancing screen time with other activities, and using devices with purpose, children are more likely to follow suit. Share your own positive uses of technology and invite children to do the same. This collaborative approach helps demystify tech use and encourages responsible engagement.