



Creating  
BRILLIANT  
Citizens

[www.cavendish.manchester.sch.uk](http://www.cavendish.manchester.sch.uk)  
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# CAVENDISH COMMUNITY NEWSLETTER

News, Events & Celebrations  
for the Cavendish Community

25<sup>th</sup> September 2026

This week in assemblies, our children have been exploring what it means to feel happy and safe all around our school. Every class has also finished creating their own Class Charter, agreeing on shared values that help everyone learn and thrive. As a proud Gold Rights Respecting School, we are dedicated to putting children's rights at the heart of everything we do.



Coming up...

- 1<sup>st</sup> Oct: 4MD trip to Crowden Park
- 8<sup>th</sup> Oct: 4CC & 4NC trip to Crowden Park
- 9<sup>th</sup> – 11<sup>th</sup> Oct: Year 6 residential to RobinWood
- 14<sup>th</sup> Oct PTA: Annual General Meeting (in person & online)
- 6<sup>th</sup> Nov: PTA Bonfire Night (tickets on sale early October)

## Reminder!

Start times are as follows...

**Nursery, Reception & Lower School (Y1, 2 & 3) 8:40    Upper School (Y4, 5, & 6) 8:50**

Gates will be open 5 minutes before this. Please make sure your child is in the building by their start time. Gates will be closed 1 minute after these times. Morning routines and promptness is crucial to a positive start to the school day. Thanks for your co-operation.

## Cavendish Values



**RESPECT**

We show everyone politeness,  
use our manners and listen  
carefully.

RESPECT    EQUALITY    POSITIVITY  
RESPONSIBILITY    KINDNESS    COURAGE



## ATTENDANCE AWARD



Last week's whole school  
attendance was 96.9%

Class winners were...

Early Years

Raccoons 100% & Hedgehogs 98.5%

Lower School

2MD 99.3% & 3RB 99.2%

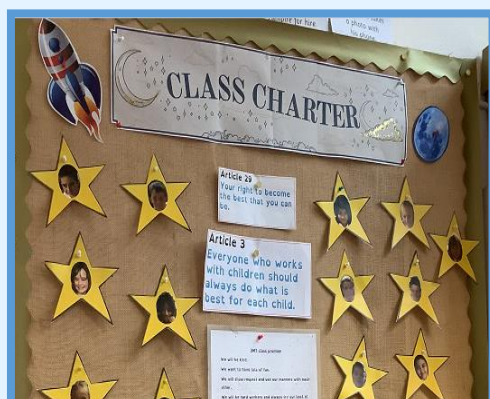
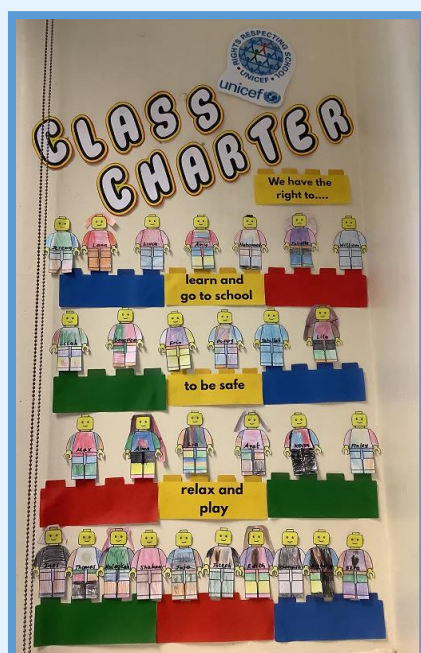
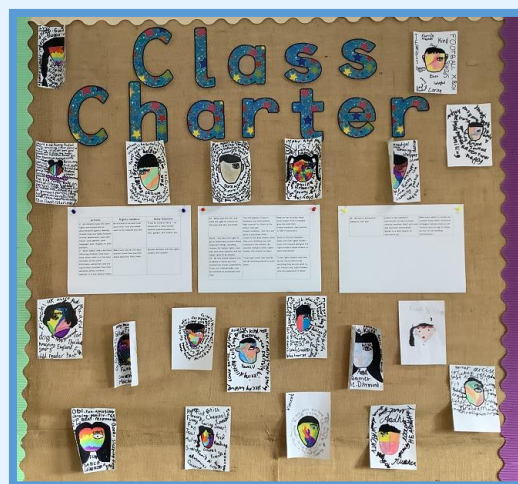
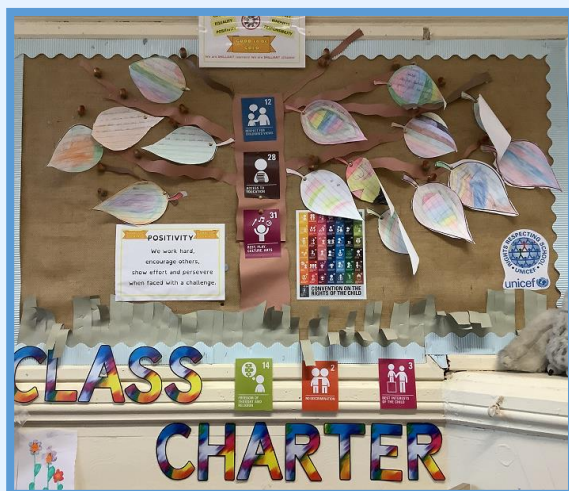
Upper School

4NC 97.4% & 5KJ 99.5%



## Class Charters

Each year the children create a class charter based on the children's rights they choose as important for them and their classes. Here are some of the BRILLIANT class charters for this year...





In this section of the  
newsletter we hear all about  
how the children are being  
BRILLIANT citizens!

### BRILLIANT Climbers!

Finlay, Ethan, Owen and Reggie climbed Ben Nevis during the summer holidays and in doing so completed the set of three UK mountain peaks. They embodied many of the Cavendish values in taking on the challenge- supporting each other brilliantly along the way. Their families and dogs (who did the walk with them!) are very proud of their efforts and determination.



We love to hear about how our children are achieving and making a difference outside of school. If you would like to share your news in the Cavendish newsletter, please let us know what you have been up to by emailing the school office... [office@cavendish.manchester.sch.uk](mailto:office@cavendish.manchester.sch.uk)



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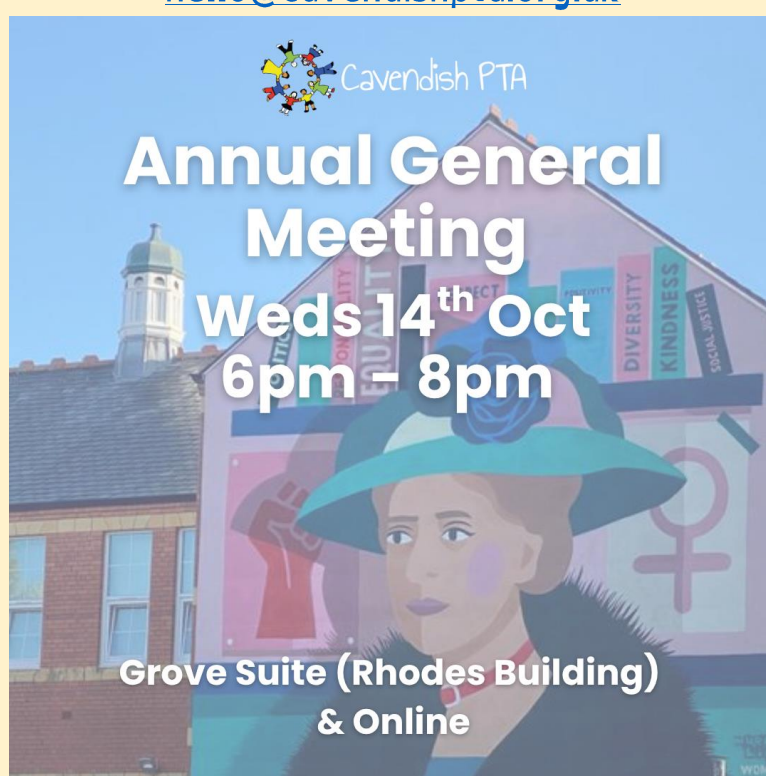
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## PTA Annual General Meeting (AGM) on Wednesday 14th October

Are you interested in organising or supporting events? Would you like to help fundraise for Cavendish? Would you like a say in how the funds we raise are spent? Join us at the PTA's Annual General Meeting on Wednesday 14th October from 6-8pm in the Groves Suite (Rhodes Building) or online <https://meet.google.com/jpn-vprw-siy>, when we will be electing the latest committee and hopefully finding a new Chair for 2026/27. This is your chance to join the team and help support us to achieve our fundraising goals for the next academic year! Find out more about how to get involved and the roles here: <https://www.cavendishpta.org.uk/news/cavendish-pta-get-involved>

We'd love to welcome some new people and fresh ideas into the PTA, we'd particularly welcome new class representatives and input from Nursery and Reception parents and carers, and we're happy to have a chat if you're interested in finding out more. There's no obligation to join during or after the chat so if you are interested in a role or would like to find out more on how you can support in a smaller way, please contact us at [hello@cavendishpta.org.uk](mailto:hello@cavendishpta.org.uk)





### Christmas Cards at Cavendish

All the children at Cavendish have been getting into the Christmas spirit early, designing their own Christmas cards! They will be available to buy soon, with proceeds going to the PTA. Look out for a flyer in your child's bag with a unique code to order.

### Secondary Open Evenings

Click on the link to find out more about secondary school open evenings and events...

<https://www.manchester.gov.uk/schools-education-and-childcare/school-admissions/secondary-school-admissions/secondary-school-open-mornings-and-evenings-2026>



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## Community Cavendish

**octoper**  
Football Fun Camps

**FF**

**BOOK NOW**  
**THEFOOTBALLFUNFACTORY.CO.UK**  
**DIDSBURY HIGH SCHOOL 26-29<sup>TH</sup> October**

**HAF PLACES AVAILABLE**  
In partnership with MCR Active, we have a limited number of HAF-funded places available for children who are eligible for benefit-related free school meals.  
To apply for a HAF place, scan the QR code or visit: <https://tinyurl.com/2u6pycmk>

### OUR SPOOKTACULAR HALF-TERM OFFER

Looking for something fun and active for the kids this October half term?  
Our Football & Sports Fun Camp at Didsbury High School is packed with four days of sports, games and Halloween-themed fun!

4 days of sports. Action-packed games & challenges. Halloween-themed fun. Loads of energy, excitement & laughter. **PLUS 15% OFF!**

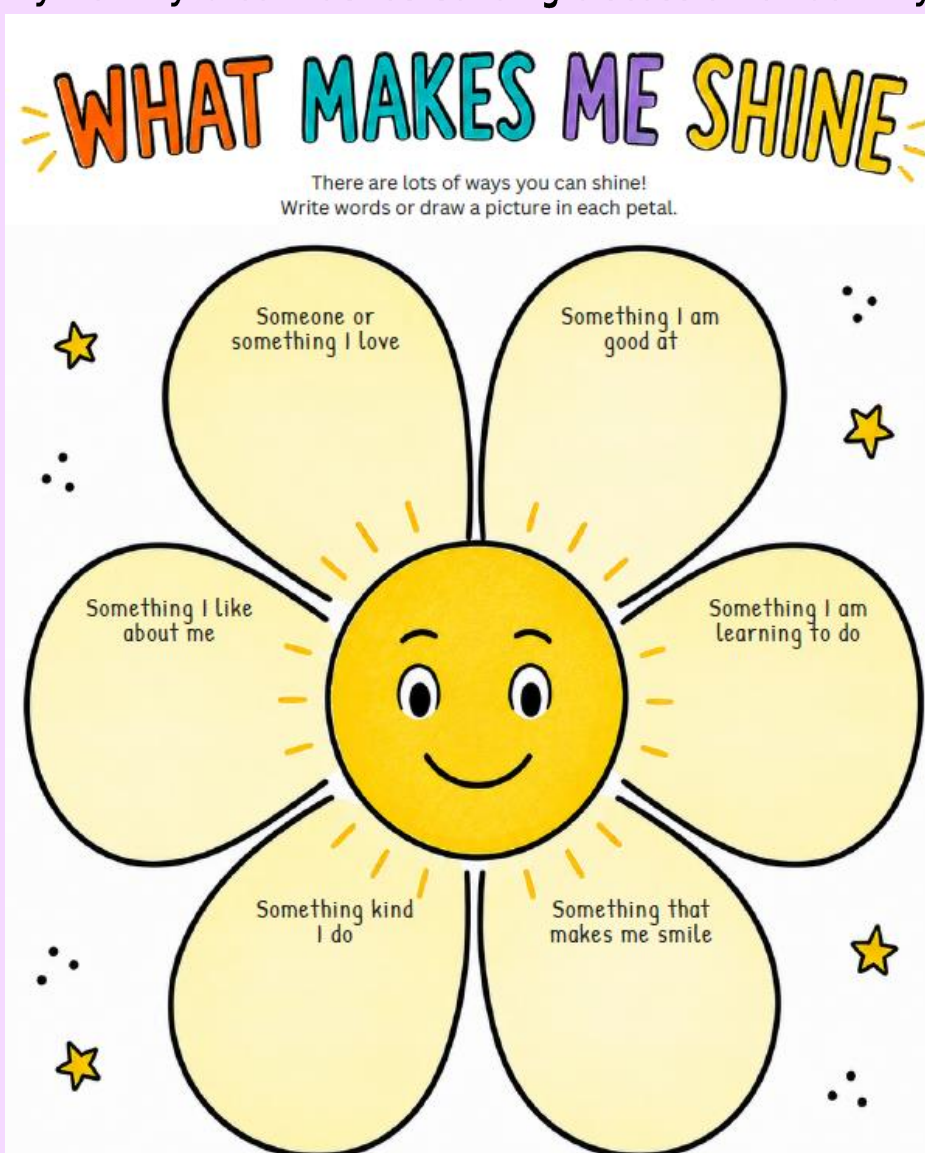
For a limited time, simply book your place and use code: **DISCOUNT15**

Book here: Football & Sports Fun Camp - Didsbury High School - October Half Term | Football Fun Factory. And don't forget, we also have our 50% sibling discount in place too! Don't miss out — book now and save 15%!



## GROWING BRILLIANTLY

Why not try a confidence building discussion or activity...



## 5 Skills Every Child Needs to Thrive

One science-backed framework. Two ways to use it. 1-1 coaching included.



## KEEPING SAFE & BEING HAPPY

# What Parents & Educators Need to Know about TECHNOLOGY ATTACHMENT

### WHAT ARE THE RISKS?

#### 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.