



Friday 10<sup>th</sup>  
May 2024

[www.cavendish.manchester.sch.uk](http://www.cavendish.manchester.sch.uk) [www.cavendishpta.org.uk](http://www.cavendishpta.org.uk)

 @CavendishM20

 office@cavendish.manchester.sch.uk



- 13<sup>th</sup> May: Y6 SATs begin
- 14<sup>th</sup> May: Reception come & play session
- 17<sup>th</sup> May: Y6 trip to Peak Wildlife Park
- 22<sup>nd</sup> May: 4KF class assembly
- 22<sup>nd</sup> May: PTA meeting
- 23<sup>rd</sup> May: PTA quiz night
- 24<sup>th</sup> May: 5LM class assembly
- 24<sup>th</sup> May: finish for half term

### Learning & playing in the sunshine...

The children have enjoyed the sunshine this week, they have been able to use the wonderful field and outdoor space for some of their learning.

We even welcomed some community visitors onto our playground! Read on to find out more...



### **ATTENDANCE** *Matters*

Last week's whole school attendance was 95%

Class winners of the attendance trophies were...

Nursery & Reception

Dragonflies – 94.9% & RLW – 95%

Y1&2

1SH – 98.7%

Y3&4

3MT – 99.2%

Y5&6

6RC – 96.3%



### Appointments during school time

Can we ask that medical/dentist appointments are arranged for outside of school time, where possible please. We understand if it is urgent or involves treatment, this can't always be requested, however check-ups should be arranged for after school or in the holidays. If you have to pick up your child early or within the school day for an appointment, the office must know in advance please. If you have any questions, please contact our attendance team.



## Lunchtime Charter

The children have created a lunchtime charter, just like their class charters, where they have considered the UNICEF Rights of the Child and our GOLDEN VALUES to generate ideas. A charter sets out agreed behaviours and attitudes that everyone strives to adhere to.

**Lunchtime Charter**

Consider others thoughts, feelings & personal space.


Listen to others.

Be patient especially when queing.

**RESPECT**

Use manners by saying please & thank you.

Play fairly.



**Lunchtime Charter**

Look after our belongings.


We do not litter.

Look out for each other & help one another.

**RESPONSIBILITY**

Take care of our school environment.

Tidy up.



**Lunchtime Charter**

Don't give up when things go wrong in our friendships or play.


Be BRAVE... try new games & things to do.

Play with different people, not just our friends.

**COURAGE**

Try new foods & flavours.

Speak up, support others & do the right thing.



**Lunchtime Charter**

Include others in our chat & play.


Adapt our play so that everyone is included.

Treat others how we want to be treated.

**EQUALITY**

NO DISCRIMINATION

Allow others to have their own opinions & feelings.



**Lunchtime Charter**

Share our space & equipment.


Think of others not just ourselves.

We share with consideration.

**KINDNESS**

Help others.

Leave no one out.



**Lunchtime Charter**

Smile! & make others smile!


Thank & compliment others.

Encourage others & be their cheerleader.

**POSITIVITY**

Believe in yourself.

Be happy & have FUN!



### The Cavendish Values

Creating **BRILLIANT** Citizens

RESPECT    EQUALITY    POSITIVITY  
RESPONSIBILITY    KINDNESS    COURAGE







## Local Community Learning

Nursery & Reception were visited by local police officers and community support officers this week, as part of their learning about important people in the community and keeping safe. They even got to meet 2 police horses.



A huge thank you to the police officers and community support officer who came to visit us and talk to the children.







## Upcoming Eid event...

Dear Parents/Carers,

We will be having our annual Eid event on Friday 21st June 3:30-4:30.

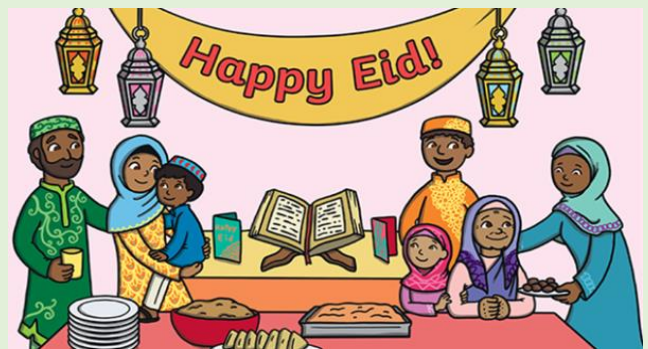
There will be a planning meeting on Friday 17th May at 9:00 as part of our usual coffee morning.

If you would like to be involved in our Eid event (volunteering or helping with the preparation), please come along, via the school office next Friday.

If you would like to be involved but cannot make the meeting next Friday,

please send an email to [enquiries@cavendishpta.org.uk](mailto:enquiries@cavendishpta.org.uk)

We look forward to seeing you there!



## Things to do this half term...

**BIG COMEDY SHOP**  
MAY HALF TERM COMEDY CLUBS!

Wednesday 29th May    Thursday 30th May    Friday 31st May

**IMPROV GAMES AND SKETCHES**  
Venue: Stretford Public Hall, M32 0LG  
Duration: 10:30am-3:30pm  
Price: £35 per child per day (exc. transaction fee)  
10% discount for siblings!

AGES 6-12

Scan the QR Code to book today!

If you have any enquiries, please email: [info@bigcomedyshop.com](mailto:info@bigcomedyshop.com)

**WEST DIDSURBY & CHORLTON**  
ESTABLISHED 1988

**LS**  
Tuesday 28th - Friday 31st May  
9:30 am - 3:30 pm or 8 am - 8 pm

- Reception to Year 6
- Childcare vouchers & tax-free childcare schemes accepted

**THE FOOTBALL FACTORY**  
West Didsbury & Chorlton FC  
Brookburn Road, M21 8FE

From **£22.50** a day

Scan to book

[www.wearelsc.co.uk/Whit](http://www.wearelsc.co.uk/Whit)  
0800 032 1808  
[info@wearelsc.co.uk](mailto:info@wearelsc.co.uk)  
@WeAreLSC



We continue to share with you the results of the parent survey from last half term. Here is the question and our response about responses to SAFEGUARDING...

**Safeguarding – do you know what to do and who to contact regarding safeguarding of your child?**

63% said yes  
21% said mostly

**KEEPING SAFE  
&  
BEING HAPPY**

The procedures which we follow have been laid down by the Manchester Safeguarding Children Board and the school has adopted a Safeguarding Policy in line with this, for the safety of all. On rare occasions, our concerns about a child may mean that we have to consult other agencies. In this case, we will endeavour to discuss with parent/carers first, before any referrals are made, unless we believe that such a move may be contrary to a child's welfare.

The school has a safeguarding team which is comprised of:

Jo Taylor (Headteacher and Deputy Designated Safeguarding Lead)

Sian Evans (Deputy Headteacher, Designated Safeguarding Lead & Mental Health Lead)

Assistant Heads - Sarah Conway, Sarah Hopkins, Kevin Foster and Gill Day

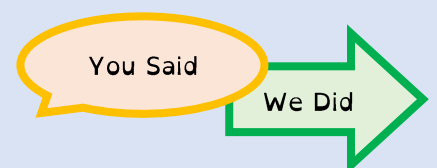
Diane Berisford (Admissions & Attendance)

If you are ever concerned or worried about the safeguarding of your child or another pupil of Cavendish, please contact the safeguarding team.

Here is a link to the safeguarding page on our website, where you can find our Safeguarding Policy and other information...

<https://www.cavendish.manchester.sch.uk/page/safeguarding/46519>

For a full overview of the results, see the **You Said We Did** page on the school website, where the outcomes and responses will be posted soon.







We're pleased to announce the winner of the February Cavendish Calendar competition is Chris Wareing with this stunning sunrise. If you'd like to enter a photo of the Didsbury area email a high resolution image to

[enquiries@cavendishpta.org.uk](mailto:enquiries@cavendishpta.org.uk) and include the photographers name and where the photo was taken. T&Cs can be found on our website...

<https://www.cavendishpta.org.uk/photography-competition-tcs>



Cavendish PTA  
**QUIZ NIGHT**  
Thursday 23rd May

Get ready to put your knowledge to the test! Join us for a night of brain-teasing fun at the Woodstock Arms Didsbury. Gather your team and come show off your trivia prowess.

at The Woodstock Arms, Didsbury

Doors open: 7pm  
Quiz: 7.30pm-9.30pm  
£10 per person  
Teams of up to 6  
Over 18's only

£100 Cash prize for the winner!

Tickets: [www.cavendishpta.org.uk](http://www.cavendishpta.org.uk)



Cavendish PTA & cress

**PTA Shop now open!**

Shop preloved uniform, toys and children's clothes and help raise money for the PTA

PRE-LOVED MAKES THE WORLD GO ROUND



## GROWING BRILLIANTLY

# How to Encourage Your Child's Independence

Many parents don't realize what their kids can do. Give them tasks they can handle for their age. It helps them be independent and successful later on. Here's how to help your child grow:

### **START EARLY:**

Have your child help with easy chores like tidying up toys or setting the table to teach them responsibility early.



### **Example:**

Invite your toddler to help you sort laundry by color.

### **EMBRACE MESSINESS:**

Let your child try new things, even if it means messes or mistakes. See this as a chance for them to learn.



### **Example:**

Bake cookies with your child, even if it gets messy and the cookies aren't perfect.

### **BE PATIENT AND SUPPORTIVE:**

Tasks may take longer for your child, so be patient and encourage them, reminding them that mistakes are okay and they can try again.



### **Example:**

Let your child learn to tie shoes without doing it for them, even if it takes time.

### **ENCOURAGE INDEPENDENCE:**

Let your child tackle challenging tasks, even if they're not perfect. It builds confidence and independence.



### **Example:**

Let your child pick their outfit, even if it's a superhero costume for a trip to the store.

### **START SMALL:**

Start with simple tasks, then increase responsibility as your child grows. It builds skills and confidence over time.



### **Example:**

Ask your child to be in charge of feeding the family pet.

By taking a step back and allowing your child to take on more responsibility, you're helping them develop important life skills and building their confidence to become independent adults.



So take a breath, be patient, and give your child the freedom to try, fail, and succeed on their own terms.





## KEEPING SAFE & BEING HAPPY

# Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

### 1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

### 2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

### 3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

### 4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

### 5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

### 6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

### 7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

### 8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

### 9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

### 10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

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Citizens

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