



Cavendish Primary School

Gold evidence pack

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

STRAND A: Contents

- Link to school website
- Link to examples of lessons establishing rights and wants and needs
- Link to Rights assemblies throughout the year and assembly timetable
- Examples of assemblies
- Examples of children delivering staff training
- Photographs of whole school art projects
- Photographs of children's work
- Link to weekly newsletter including lots of Rights Respecting work across school
- Whole school project on Margaret Ashton – community and local area links
- Learning links to rights
- Example of termly governors report on Rights Respecting work

OUTCOME 1: Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.

- Cavendish School website - <https://www.cavendish.manchester.sch.uk/page/unicef-rights/133289>
- Establishing Rights, Charters, Wants & Needs in first two weeks of school – <https://drive.google.com/drive/folders/1moABY7hDNwBFNph68-v4DbCu9bCtF4U?u>



UNICEF RIGHTS

Article 29 – your right to become the best that you can be.

The Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies and practice. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Silver Rights Respecting Award Report, 2019.

We are going to sort the following into things you want or things you need:

Want

Need

Lets discuss each right one at a time and agree on actions for Rights Holders and Duty Bearers.

Article	What can duty bearers (grown ups) do?	What can rights holders (children) do?

Rights are everywhere...

On World Book Day we celebrated reading

This week we are celebrating International Women's Day

17

ACCESS TO INFORMATION

29

AIMS OF EDUCATION

31

BEST PLAY, CULTURE, ARTS

2

NO DISCRIMINATION

5

GENDER EQUALITY

6

LIFE, SURVIVAL AND DEVELOPMENT

24

HEALTH, WATER, FOOD, ENVIRONMENT

26

SOCIAL AND ECONOMIC HELP

27

FOOD, CLOTHING, A SAFE HOME

Recently you have donated to a foodbank and to Cross

- Examples of Rights assemblies and assembly timetable - <https://drive.google.com/drive/folders/1P-Wc2H3t1h1R9WRqL7Kyk0042e8BBkW7?usp=sharing>

Reflection

Why do rights matter to you and to our world?

Which rights do you value most in your life?

How can you help respect and protect the rights of other in your community and around the world?



Respect equality positivity responsibility kindness courage



24

HEALTH, WATER, FOOD, ENVIRONMENT

So what can you do?

Article 24 - Health, water, food, environment

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

Global Goals!

This week, the children have been learning about the Global Goals linked to their rights. In particular, they thought about good health & wellbeing (number 3) and reducing inequality (number 10).

1

NO POVERTY

2

ZERO HUNGER

3

GOOD HEALTH AND WELL-BEING

4

QUALITY EDUCATION

5

DECENT WORK AND ECONOMIC GROWTH

6

CLEAN WATER AND SANITATION

7

AFORDABLE AND CLEAN ENERGY

8

DECENT WORK AND ECONOMIC GROWTH

9

INDUSTRY, INNOVATION AND INFRASTRUCTURE

10

REDUCED INEQUALITIES

11

SUSTAINABLE CITIES AND COMMUNITIES

12

RESPONSIBLE CONSUMPTION AND PRODUCTION

13

CLIMATE ACTION

14

LIFE BELOW WATER

15

LIFE ON LAND

16

PEACE, JUSTICE AND STRONG INSTITUTIONS

17

PARTNERSHIPS FOR THE GOALS



OUTCOME 1 – continued

Councillors designed and delivered staff training to all teachers and TAs.

Our next step

Rights in the curriculum

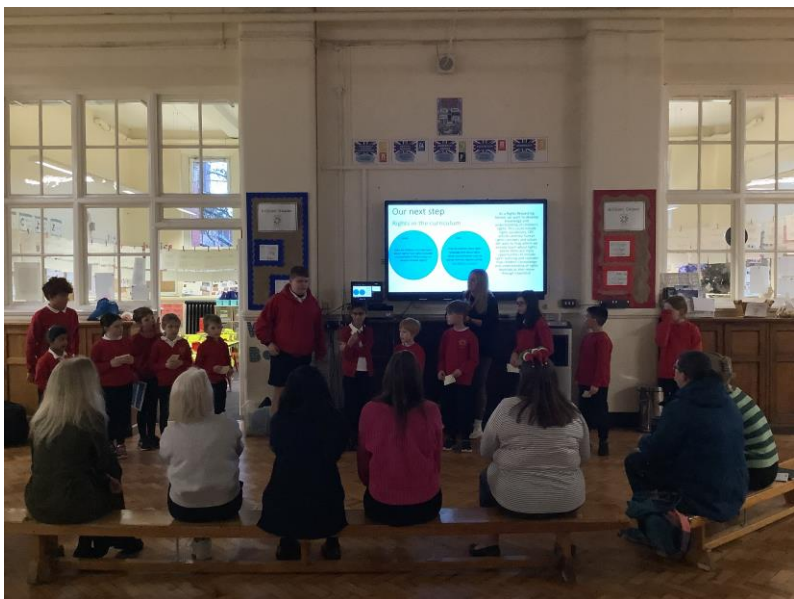
Jacob

How do children currently learn about rights? Are rights included in assemblies? Which topics or subjects include rights?

Zara

How do children learn rights language and about rights values and principles such as equity, fairness, dignity, justice, the 'ABCDE' of rights?

As a Rights Respecting School, we want to develop knowledge and understanding of children's rights. This could include rights vocabulary, CRC articles and key human rights concepts and values. We want to map where we already teach about rights, where there are more opportunities to include rights learning and consider how children's knowledge and understanding of rights develops as they move through Cavendish.



Hanna

Thank you for...

- Standing up for our rights
- Making our school a happy and safe place
- Giving us our daily meditation – it really helps!
- Educating us about our rights
- Letting the rights holders take over the school for the day!
- Welcoming new children with open arms
- Helping us be the best that we can be
- Having fun with us!



Regular staff training. Regular rights work in the newsletter for parents.

Child led displays around school



OUTCOME 1 – Examples of children's work



My name is Ava and this is my story. When I was 10 I had a best friend called Suzy but as time went on Suzy found new friends. They were a bad influence on Suzy. Suzy turned mean and started stealing and being mean to me. One day Suzy caught me going to the food bank. And that was a reason to bully me even more. Another day I was at the movie with my cousins and I went to the bathroom and they followed me and called me racist names. They pulled my hair and gave me a black eye. I was petrified.

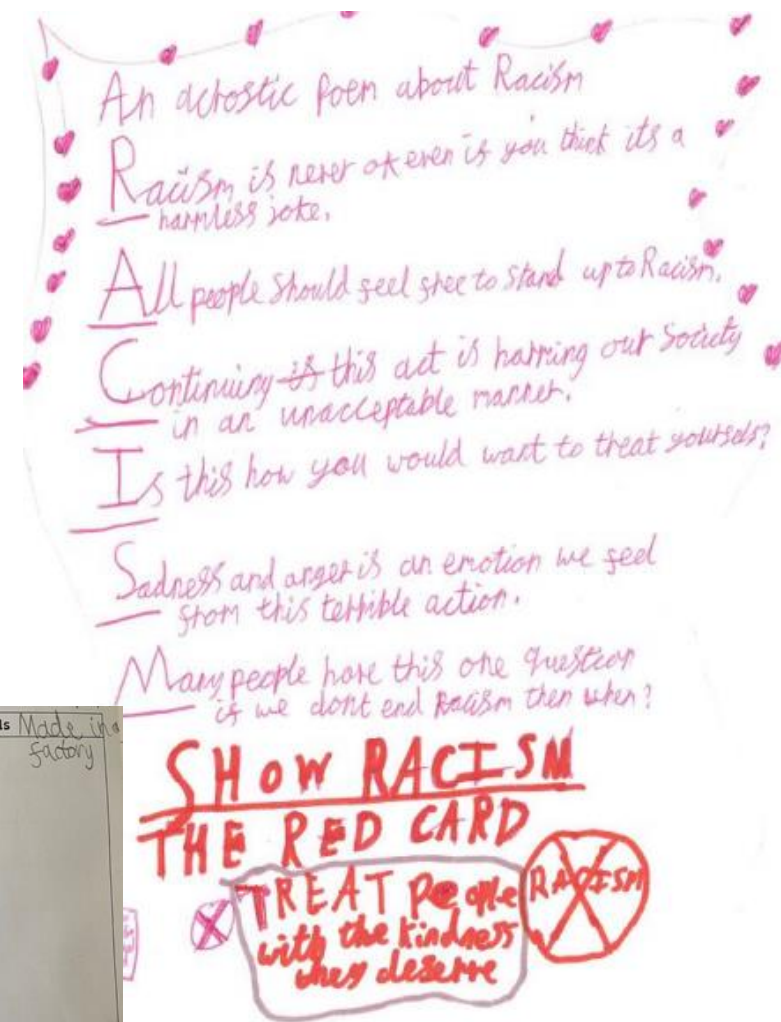
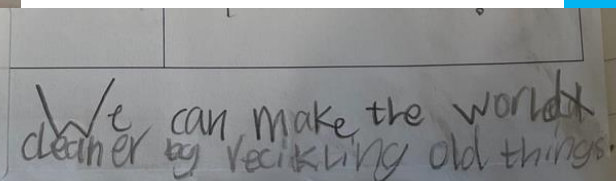
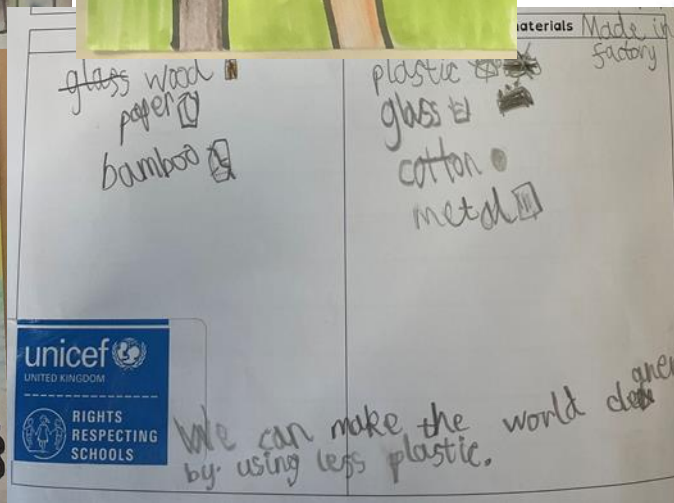
For two months, I skipped school and cut my hair, because the bullies teased me about it. When I told anyone they didn't believe me because Suzy acted all good in front of the teachers-she made up lies about me.

One time, I saw Susie and her friends bullying a year 4 girl because she had a Hijab. It was the final straw. I snapped and I pushed her; screaming at the top of my lungs "If you ever touch her again I will tell the Teacher". She panicked and ran the way. I became friends with the girl. She was really nice- she was called Aisha.

I was in the park with Aisha and we saw a group of older teenagers. We tried to keep our distance, but one of the teenagers grabbed Aisha's Hijab and ran away with it. I ran as fast as I could (I was the fastest girl in my class). I caught up to them and said "How would you like it if that was you". They weren't expecting my fury & ran away.

The next day I posted it on Social media: it went viral! I was so excited-people sent messages asking me to organise a group. Tons of people reached out to tell me their stories- saying how they got bullied. One was a boy who told me he was still getting bullied and he needed my help. I inspired him to be brave and stand up to the bullies.

5 years later, I bumped into him at the shops. he told me he was a famous poet and I inspired him because he was writing his poems about stopping racism.



OUTCOME 1 – Newsletter and children's learning

- Link to newsletters on website - <https://www.cavendish.manchester.sch.uk/page/newsletters-2024-2025/151905>

UNICEF Rights Respecting – autumn report

We have had a strong start to our Rights Respecting journey this year. Our new UNICEF Councillors have supported and made sure their class charters are up in each classroom. We have met every few weeks to work on our action plan. The councillors have been working hard to implement some of the recommendations from the Silver reaccreditation report.

The councillors have been meeting up to plan some staff training. They thought about how we could further embed rights and planned what they wanted to say to staff. They delivered this training in briefing. They have also planned Children in Need, a foodbank collection and did a litter pick in our local community. They are now campaigning to make our local area cleaner and safer.

Termly reports to governors. Governors included in learning, safety and safeguarding walks with staff and children



Above is a whole school history project with a link of local history. All children linked rights and values to Margaret Ashton. Local artists worked with us to create this mural on our gable end. We celebrate this on International Women's Day.

A FROSTY week at Cavendish!

It's been great seeing the children playing in the snow and exploring how the weather has changed their outdoor learning spaces. Please send children in with a waterproof coat next week for the Predicted wet forecast.



RIGHTS
RESPECTING
SCHOOLS



STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

STRAND B - contents

- Link to website – school vision and values
- Link to full behaviour policy
- Rights and values in behaviour policy
- School Development Plan
- Children as leaders link to website
- Link to policies with rights
- Link to video of charters around school
- Rights displayed around school
- High Five of rights
- Feedback from spring term's safety and rights children's questionnaire
- Reflection sheets
- Restorative questions for adults and Play Leaders
- PSHE curriculum overview
- BRILLIANT Citizen vision
- Anti-bullying policy and pledge by children
- Safety and behaviour pupil survey results
- Play Leaders
- Children's Mental Health Week
- Safer Internet Day
- Safety curriculum and link to full document
- Young Interpreters
- School of Sanctuary work
- Whole school Thought of the Day
- Behaviour and well-being mentor work
- Children as leaders
- Comments from Ofsted
- Safety Protectors actions and goals
- Link to well-being on website
- Link to parent workshops on website
- Parent workshop flyer
- Check-in areas in classrooms
- Meditation Masters
- Link to personal development document
- Well-being work
- SEND policy
- Belonging doors
- Equality week newsletter
- Equality week plan
- Rights in curriculum work
- Class assembly videos on equality
- Child-led lunchtime charter
- Cavendish whole school pupil voice BIG CHAT
- Pupil Parliament videos with other schools

OUTCOME 2

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.

- School vision and values - <https://www.cavendish.manchester.sch.uk/page/our-values-rights/131995>
- Values and Rights based behaviour policy - https://www.cavendish.manchester.sch.uk/serve_file/31806055
- Children as leaders - <https://www.cavendish.manchester.sch.uk/class/children-as-brilliant-leaders>
- Link to policies with rights - <https://drive.google.com/drive/folders/12593agy1kFDiDQ3PxkyqUZVCi9qQKb5M?usp=sharing>

School Development Plan – priority 3 & 4 remain on the SDP

Priority 3 Brilliantly Happy, Healthy & Safe Learners To ensure the social, emotional & physical health, safety and well-being of the children, their families & the staff of the school.

Focus 2021-2022- Focus on mental wellbeing for children & staff

Focus 2022-2023- Focus on happy & healthy playtimes & lunchtimes

Focus 2023-2024- Continue focus on happy & healthy playtimes & lunchtimes

Priority 4 Brilliant Together To develop strong partnerships and a sense of community with parents, volunteers, staff, pupils, and our local community and understand our responsibilities as global citizens.

Focus 2021-2022- Developing Rights Respecting agenda

Focus 2022-2023- Working towards Leading Parent Partnership Award

Focus 2023-2024- Working towards Gold Rights Respecting award

School Values & Children's Rights

The approach to behaviour will be in accordance with the 6 Golden Values:

- **EQUALITY:** we treat everyone fairly, acknowledge and celebrate our differences and stand up for what is right.
- **KINDNESS:** we are thoughtful towards others, care for our school community and value ourselves.
- **RESPECT:** we show everyone politeness, use our manners and listen carefully.
- **POSITIVITY:** we work hard, encourage others, show effort and persevere when faced with a challenge.
- **COURAGE:** we are honest, make good choices and enjoy challenging ourselves so that we grow.
- **RESPONSIBILITY:** we look after our school environment, think about our actions and know we can make a difference.

We believe that by keeping to our 6 Golden Values, the following rights of the child will be protected:

The Children's Rights charter informs the values we aim to reflect and develop within our school. Linking the Rights Respecting School principles to the shared values of our school family has developed a strong, positive and inclusive ethos, which all our children and families can share in.



The children's rights relating to this policy:

Your right to come to school and learn

Your right for all those who work with children to do what's best for them

Your right to learn how to use these rights

Your right to say what you think should happen and be listened to



OUTCOME 2 - In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

- Children designed an antibullying policy for children and adults – https://drive.google.com/drive/folders/1HPVaPVklxzJU-Cd8-0rStcv_yXU-B5bl?usp=sharing
- Children designed an anti-bullying pledge and presented to whole school

Anti-Bullying Pledge

At Cavendish, every child has the right to feel SAFE and HAPPY.
We stand together against bullying by knowing and understanding that...

RESPECT matters

KINDNESS matters

EQUALITY matters

BELONGING matters

UNDERSTANDING our DIFFERENCES matters

STANDING UP for our rights matters

EVERYONE matters

We are all responsible for standing up for what is right. As friends and allies we...



Speak out against hate and bullying.



Listen respectfully to others.



Look out for everyone.



Show understanding and empathy to others.



Take action and make a change.

The Rights of the Child protects children's right to an education and life free from bullying.



1 Have we had an opportunity to make decisions about our learning this week and had our views taken seriously? (Article 12)



4 Have we discussed the Global Goals, watched the news, or learnt about whether children around the world are receiving their rights this week? (Article 17)



2 Have we helped others achieve their rights inside or outside of school this week? (Article 2)



3 Have we discussed rights in any of our lessons this week? (Article 28)

Topic
✓ English
✓ RE
✓ MRE
✓ Computing
✓ Other



5 Have rights been mentioned when rewarding or discussing our behaviour this week? (Article 29)

Link to video of charters and UNICEF councillors –

https://drive.google.com/file/d/1w5tKm3dZiqdSqm3z_5SPKZA8xN1GsNlv/view?usp=sharing



High Five of rights to encourage daily learning and conversations throughout the school day

OUTCOME 3 - Relationships are positive and founded on dignity and a mutual respect for rights

We learn about values and rights in assemblies and some lessons. Y3

I like that things are done discreetly. Y5

Our behaviour is better now we have the values. We learn about values and rights nearly every day. Y6

Teachers are kind and there is a lot of learning that happens in all lessons. We learn how to be responsible children and we respect differences. Y4

We talk about rights everyday. Y1

We have assemblies about safety and who to talk to if we need help. Y2

Feedback from Spring Term Safety and Rights children's questionnaire

We have year six chats every week so that the teachers can update us on what is happening in the world and in school. We really like it.

We can use the check in boards and it's private. If we are feeling sad a teacher will come and talk to us and help us figure it out. Y4

People are being kind and there are loads of adults that can help us. We treat each other nicely. Y3

We get certificates if we are brilliant citizens! Y1



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM

OUTCOME 3 — Reflection & behaviour

Personal development at Cavendish – identified as a strength by Ofsted -

<https://docs.google.com/document/d/1259GBne10mr3MsMEHF3VxQq0-WcBcLqt/edit?usp=sharing&oid=104082027635693389386&rtpof=true&sd=true>

Time for Reflection

Name: _____ Class: _____ Date of reflection: _____

Incident / behaviour (to be completed by adult): _____

<p>What happened?</p> 	<p>What have you thought since?</p> <p>How do you feel about what has happened?</p> <p>Who has been affected? How?</p> 	<p>What needs to happen to put things right?</p> <p>Is there anything else you want to say or express at this time?</p>
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Think about our school values and how you can be the best version of you by choosing them

Our mission: to create BRILLIANT citizens

Our vision, our values and our rights underpin all of our policies and the education that we deliver. Article 3 of the UN Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. This policy has been created to keep the children at Cavendish Community Primary School safe and happy, igniting in them a life-long love of learning and helping them in becoming BRILLIANT citizens.



RESTORATIVE QUESTIONS

What happened?
What did you think at the time?



What have your thoughts been since?
How do you feel about what happened?
Who has been affected? In what way?

What needs to happen to put things right?
Is there anything else you would like to say?

RESTORE-REFLECT-REPAIR



You are...
Remember our value about...
Do you remember when...?
That is who/what I want to see...
Thank you for listening.
Walk away.
Follow Up & Reflect (as positively as possible).

CAVENDISH PSHE CURRICULUM OVERVIEW

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puzzle 1 – Being Me in My World	Puzzle 2 – Celebrating Difference	Puzzle 3 – Dreams and Goals	Puzzle 4 – Healthy Me	Puzzle 5 – Relationships	Puzzle 6 – Changing Me
Children from Nursery to Year 6 will complete 6 lessons which focus on both the individual and people around	Children from Nursery to Year 6 will complete 6 lessons which focus on topics such as challenging stereotypes, how	Children from Nursery to Year 6 will complete 6 lessons which focus on thinking about future dreams/goals, how	Children from Nursery to Year 6 will complete 6 lessons which focus on how to stay healthy both physically and	Children from Nursery to Year 6 will complete 6 lessons which focus on family and friendships, emotions that we	Children from Nursery to Year 6 will complete 6 lessons which focus on lifecycles, boys' and girls' bodies and the changes

Ofsted 2025 – 'Pupils are eager to come to school each morning. They are greeted by staff who know them well. Pupils are proud of their school. With many languages spoken, pupils make friends from around the world. Young interpreters help new pupils to settle into school life. Pupils have high levels of respect for one another's views and beliefs. They say that everyone is welcome here. Pupils are cared for in an inclusive environment. Pupils behave well. This is established in the Nursery class where children quickly learn the routines of the school. Pupils are respectful to one another.'


The school has developed its approach to supporting pupil's positive behaviour. It helps pupils to understand the choices that they make. Pupils are kind to one another. In the playground, they like to play with their friends. They enjoy choosing from the wide range of activities on offer, including lunchtime clubs. The friendship bench, pupil playleaders and staff all help to ensure that breaktimes are happy times.

OUTCOME 4 Children and young people are safe and protected and know what to do if they need support.


Outcome from pupil survey March 2025.

Online Safety


- 88% of children said it was important to stay safe online.
- 95% of children said that they definitely or sometimes learn about e-safety in school.
- 77% of children said they knew what to do if they didn't feel safe online.
- 59% of children said that their parents/carers talk to them about staying safe online.



ATTENDANCE Matters



28
ACCESS TO EDUCATION



3
BEST INTERESTS OF THE CHILD

Here, we will be sharing the whole school attendance and the winning classes from each phase every week. As a Right Respecting School, we acknowledge under Article 18 & 28 of the UNCRC the importance of working together with parents/carers to ensure children have full access to the education provided for them. Together, we are duty bound to ensure children receive these Rights.

Play Leaders



Duty Bearer supporting the Play Leaders –
Miss Hanley (Lunchtime Lead)
Enabling the following articles...

Weekly e-Safety and mental health advice in newsletters.

Children's Mental Health Week

This year's theme for Mental Health Week was 'My Voice Matters', which has inspired the children in creating personalised art work about themselves.



As A Rights Respecting School – we linked our art work to...



8
IDENTITY



13
SHARING THOUGHTS FREELY

article 8 (the right to a personalised identity) & article 13 (the right to share thoughts freely).




Place2Be's CHILDREN'S MENTAL HEALTH WEEK 5-11 FEB 2024

We also collected for the local Trussell Trust food bank as part of Mental Health Week – thank you so much for your donations. More information about this to come!

Outcome statements

- 95% of children said that they definitely or mostly feel happy at school.
- 99% of children said that they definitely or sometimes learn about their rights.
- 60% of children said that they definitely or sometimes do things to help others in the local community.
- 90% of children said that the adults definitely or mostly listened to their ideas and thoughts about how to make things better.
- 92% of children said that they definitely or sometimes liked the way adults in school treated them.
- 90% of children said that they always or mostly feel safe at school. [77% said a definite YES]
- 88% of children said that there was a trusted adult in school they would talk to if they felt worried or unsafe.
- 65% of children said that they felt bullying was taken seriously. [86% said yes and sometimes]
- 64% of children said they felt confident about what to do if they were bullied. [83% said yes and sometimes]
- Children said that KINDNESS was the value that was most shown in other children. Closely followed by POSITIVITY & COURAGE.
- Children said that RESPONSIBILITY & COURAGE was the value shown the least in other children.


Safer Internet Day




On Tuesday, we celebrated Safer Internet Day. We thought about keeping safe online, particularly when things change, as well as negative and positive influences online.

Please see our school website for further information and advice...


<https://www.cavendish.manchester.sch.uk/page/e-safety-advice-for-parents/133133>



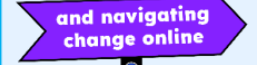
Inspiring change?



Making a difference



managing influence



and navigating change online

To carry on the conversation at home, follow the link for resources and ideas...

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/top-tips-for-parents-and-carers>

OUTCOME 4 - continued



Safety Curriculum

**KEEPING SAFE
&
BEING HAPPY**

At Cavendish Community Primary School the health, safety and well-being of every child is our top priority. We provide a broad and relevant safety curriculum that empowers our children.

Our aims for all children are all about...**Keeping Safe & Being Happy.**

We believe that equipping our children with safety knowledge, resilience and personal skills, enables them to grow confidently knowing how to keep themselves (and others safe) safe and be happy.

PSHE – Jigsaw scheme provides overage & context in line with the National Curriculum and Relationships & Health Education guidance. Safety and wellbeing linked to safety e.g. bullying, is seen in a number of the themes covered. Themes covered are;

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Assemblies

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Y 1 & 2	Safety Protectors	Road Safety	*Safety & Wellbeing survey	What to do in an emergency?	Water Safety	First Aid
Y 3 & 4	Fire Safety	Anti-Bullying Week	Safer Internet Day		Railway Safety (5&6)	
Y 5 & 6						

Additional sessions – addressing age appropriate topics of personal safety...

Year	Area of Safety	Resource	When, Who, How
EYFS	Trusted adults in our community	Greater Manchester Police	Summer 1 Visit by PCSOs and a police car for children to experience

Safety Curriculum

Y1	Private Body Parts Personal Space	NSPCC – PANTS rule	Spring 2 NSPCC PANTS rule – class teacher My body: what I say goes! – Miss Evans (Safeguarding lead)
Y2	Private Body Parts recap and trusted adults	Space Camp	Spring 2 Miss Evans (Safeguarding lead) In class sessions
Y3 Y4	Voice of the Child Speaking Out about safety	NSPCC – Speak Out: Stay Safe	Summer 1 NSPCC representative (where possible)
Y5	E-safety	Greater Manchester Police	Summer 2 – local PCSO visits school and delivers session
Y6	Keeping yourself safe* Q&A session with PCSO*	Greater Manchester Police	Summer 2 – local PCSO visits school and delivers session Summer 2 – Educate Against Hate: sessions addressing IDENTITY, VIOLENT EXTREMISM & DIGITAL RESILIENCE

*linked to context and community

E-safety

The computing scheme of work, Rising Stars provides coverage in computing knowledge and skills. This provides discussion for e-safety, however deeper exploration and coverage is provided by the following...

Project Evolve provides a comprehensive coverage of online safety themes. Half termly assemblies are delivered using resources from each theme (including EYFS sessions).

Autumn 1	Autumn 2	Spring 1	Internet Safety Week (Feb)	Spring 2	Summer 1	Summer 2	Wellbeing Week (July)
Strand of Learning – Project Evolve Toolkit							
Self-image & Identity	Online Bullying	Copyright & Ownership	Privacy & Security	Managing Online Information	Online Relationships	Online Reputation	Health, Wellbeing and Lifestyle

Children as leaders - Safety Protectors goals and action plan created by children-
<https://www.cavendish.manchester.sch.uk/page/safety-protectors/134439>

Safety Goals for this year...

EVERYONE feels HAPPY to play and learn alongside one another.

EVERYONE feels SAFE in all school, as well as online.

ALL CHILDREN have a voice to be heard about their SAFETY & HAPPINESS.

Plan for 2024-2025		
When	Action	Review
Autumn 1	Nominate new Safety Protectors First initial ideas meeting Children's Rights & safety advice posters around school e.g. ChildLine Review of child version of Safeguarding Policy.	Y5&6 to continue to monitor toilet posters.
Autumn 2	Road Safety Week - Poster competition - Day of Action road Safety Campaign, road closure with MCC and police Create Anti-Bullying & Discrimination Pledge – Anti Bullying Week	Really successful Road Safety Week. Children campaigned with the local council & police, impact to be shared from MCC soon. Children to create a badge as part of Equality Week.
Spring 1	Safety Questionnaire / Survey *to include online safety, values and wellbeing Meeting with Governor Sarah Kilty – review goals and plan. Safety Walk, Talk & Audit with Safeguarding Governor	
Spring 2	Safety & Wellbeing Leaflet for new children to Cavendish Behaviour Policy (child version) to be updated *shared and put on website Safeguarding Policy (child version) to be updated *shared and put on website	
Summer 1	Safety Surgery for parents – online safety	
Summer 2	Big Chat – them TBC	

OUTCOME 5 – Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.

- Link to website – well-being - <https://www.cavendish.manchester.sch.uk/page/mental-health-and-wellbeing-at-cavendish/136597>
- Mental health provision, mental health week and children designed a mental health top tips poster - <https://drive.google.com/drive/folders/1tII-NzvSBvJH7jth77kSFMCLY-3CS1WG?usp=sharing>

Ofsted 2025 - Pupils benefit from the school’s personal development offer. The school has designed an enriching range of trips, visitors and experiences which enhance pupils’ learning. The school strives for pupils to be, ‘brilliant citizens’. They learn about the importance of respecting others regardless of any differences such as race or religion. Pupils understand the fundamental British values. They demonstrate the school’s ‘golden values’, such as respect and equality. They know how to stay healthy and how to look after their mental health. Pupils understand the importance of staying safe online and are mindful about how to use social media appropriately. Pupils know how to be a good friend.

Meditation Masters

As a rights respecting school we know that the right to relax and the right to good health are important in helping us to become brilliant citizens. This week we had help from Mr M from Acacias Primary School. We revisited our twelve mindful breathing exercises to improve our mental health, help us to relax and get ready for our next lessons. We also learnt a few more! We will be spending two minutes a day on mindful exercises led by two children from each class. The Meditation Masters will change every few weeks.





Take a look at all of our mindful exercises. Can you teach them to your family at home?

The following articles have been explored by becoming meditation masters...

Article 24 - your right to the best possible health.

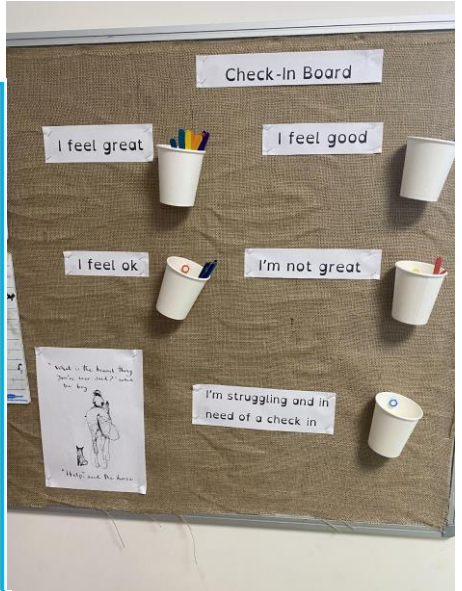
Article 31 - your right to relax.



31
REST, PLAY, CULTURE, ARTS



24
HEALTH, WATER, FOOD, ENVIRONMENT



Parent workshops



Children's Mental Health Week at Cavendish

This year's theme was **KNOW YOURSELF GROW YOURSELF**

All feelings are normal. No feelings are bad. Changes in feelings are to be expected. It's good to know and name our feelings.

The children explored their feelings through assemblies, discussions and activities.

3 GOOD HEALTH AND WELL-BEING

The children have thought about wellbeing as part of their RIGHTS and linking it to the UN Global Goal 3 – Good Health & Wellbeing

Cavendish Top Mental Health Tips!

Talk to a friend or a trusted adult

Meditation & mindfulness

Spend time with people you love

Do the things you enjoy

MOVE, get active, exercise, dance

Keep a POSITIVE mind-set (use affirmations)

Learn something new

Take some quiet, alone time

Get out in nature, breathe in the fresh air

Hug someone you love

Focus on your breathing or your senses

Enjoy spending time with pets or animals

Let your feelings out – journal, draw, craft

Listen to music, sing out loud

Be your true brilliant self!

Here are just some of the ways that we support and celebrate mental health & wellbeing for children at Cavendish...

- Mrs Childs – Behaviour & Wellbeing Mentor (Rainbow Room)
- Daily meditation with Meditation Masters
- Check in boards & Worry Boxes
- Books available to children
- EVERY child is heard: every adult is here to talk to
- Drop in sessions with Mrs El Arabi (Y3&4) & Linda (Y5&6)
- Calm spaces
- Clubs
- Group sessions
- 1:1 sessions

OUTCOME 5

A MENTAL HEALTH UPDATE

Some of you may have noticed a new fixture in the school's front office entrance this week. Earlier this year, our fantastic PTA agreed to fund a book vending machine to support positive mental health around school. It started life as a plain black machine but has since become a work of art after we got the children of Cavendish involved. Our 3 competition winners are shown here modelling the side of the machine that they designed.



The books will be given as rewards to children chosen by their teachers throughout the year. We're afraid that you cannot use the machine to buy these books, it's only to be used by school staff and does not accept money.

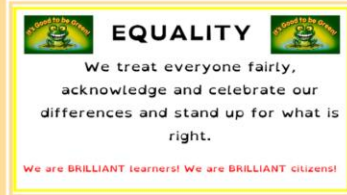
Be sure to look out for the vending machine next time you pass by our office.



Health and well-being week in July – sports day, parent and children workshops, community work

Whole school 'Thought of the Day' linked to values, rights and Global Goals. Linked to art and music.

This half term, we are now focussing on...



What's going on - Marvin Gaye

If you have an argument on the playground, how can you not escalate the situation (make it worse)?
How can talking about our differences help us grow?
Can love really conquer hate? Explain your thinking.



Lean on me - Bill Withers



How is respect linked to friendship?
Have you ever let a friend lean on you?
Why did they need your help?

This half term, we are now focussing on...



Three little birds - Bob Marley



Talk partners
How can you start each day with positivity?
What did Bob see each morning to help him feel positive?

Behaviour and learning mentor

- Runs parent/child sessions together – repairing relationships
- Wilderness therapy – for parents, children after school and 1 to 1 sessions
- Employed to run Rainbow Room – 1 to 1 sessions, Drawing & Talking
- Manages group of TAs to deliver 1 to 1 sessions



OUTCOME 6 - Children and young people are included and are valued as individuals.

SEND policy - https://www.cavendish.manchester.sch.uk/serve_file/31805561

Classroom doors support our welcome classroom ethos as our aim for **School of Sanctuary** award. We develop these are the beginning of the year when we do our class charters.

Attendance and admissions lead and EAL lead – packs for international new arrivals, uniform given to them, school information translated and Young Interpreters with them.

Young Interpreters

Did you know that Cavendish is working towards being a School of Sanctuary. This is for lots of BRILLIANT reasons, one being, some of our children are Young Interpreters. Children have been trained to be young interpreters and are led by our EAL lead Miss Johnson.

This week our young interpreters delivered assemblies to the rest of the school explaining their role and goals for the year, which include...

- Translating for new children and families
- A library audit
- Creating a virtual tour
- Supporting school events
- Create a display



What is a young interpreter?

Young interpreters are young people who have been trained to help new people that are unfamiliar with English or speak another language. Young interpreters introduce these children to a school or at other places while helping them learn English. Interpreters have been taught to make them feel at ease and make them feel comfortable at a new school with other people and teachers.



Equality for all at Cavendish

The children marked **International Day of People with Disabilities** this week by promoting **equality** (one of our school values) for people with disabilities as well as awareness of the challenges that are faced by those with disability. The children thought about their rights, particularly article 23, and what they could do to promote better equality for all.



Classroom doors...



BELONGING

How do we make sure every child feels that they belong?

- Class door displays
- Class charters
- Learning and achievements displayed
- Class assemblies



'Diversity is having a seat at the table, inclusion is having a voice and belonging is having that voice be heard.'
Fosslien & Duffy 2019



Young Interpreters leadership group -

<https://www.cavendish.manchester.sch.uk/page/young-interpreters-scheme/150422>

OUTCOME 6 – Whole school art projects.

Show Racism the Red Card Day

Today we stood against racism by supporting the campaign 'Show Racism the Red Card.' The children had an assembly and took part in activities to explore our values of RESPECT & EQUALITY!



Show Racism the Red Card (SRRRC) is the UK's leading anti-racism educational charity. It was established in January 1996, thanks in part to a donation by then Newcastle United goalkeeper Shaka Hislop.



Children explored the following question...
Do our actions really have an impact on others?

Thank you for your contributions – half will be donated to SRRRC organisation and the other half will go towards our Equality Day.

Different Families: Same Love

This week, the children have been thinking about our value of EQUALITY when it comes to love, relationships and family. They explored the diversity found in relationships and celebrated all different families sharing the same love.

Our key stage 2 children, have been making links to EQUALITY and the protected characteristics of the Equality Act. While the younger years explored this through stories and books such as...



For further information, guidance or advice on all things LGBT+, click below on the link to The Proud Trust.
<https://www.theproudst.org/>

International Day of Peace event



Whole school equality and diversity project



International Day of Peace
This week the children have been thinking about what peace looks and feels like as part of their learning about International Peace Day. In assembly, they thought about peace across the world and the children's rights that are linked, such as...
They also shared great ideas for how they can make a difference in creating more peace.

OUTCOME 6 – Equality Week

Equality Week at Cavendish – ANTI-BULLYING

The Safety Protectors and Councillors created the Cavendish Anti-Bullying Pledge, which was shared with all children. They also made badges to promote key ideas of the pledge...EVERYONE MATTERS!



At Cavendish, every child has the right to feel SAFE and HAPPY. We stand together against bullying by knowing and understanding that...

RESPECT matters

KINDNESS matters

EQUALITY matters

BELONGING matters

UNDERSTANDING our DIFFERENCES matters

STANDING UP for our rights matters

EVERYONE matters



We are all responsible for standing up for what is right. As friends and allies we...



Speak out against hate and bullying.



Listen respectfully to others.



Look out for everyone.



Show understanding and empathy to others.



Take action and make a change.

Thank you to our resident dance teacher Laura, who brought her older students to help deliver dance sessions. They showed the children that dance is for everyone!



Equality Week at Cavendish – ANTI-BULLYING

Thank you to Aimz Dance who came to teach us Bollywood moves! The children loved learning about another culture through dance, movement and music.



Thank you to Gemma from Sign Me Happy, who came and signed songs and stories with the children.



Equality Week at Cavendish – ANTI-BULLYING



Thank you to Amber from Venture Arts (an organisation who work with neurodiverse and learning-disabled artists). Amber came to share her experience as an artist.



Thank you to the parents who came to see their family culture. It was great to see the children be proud of their heritage.



	Nursery / Rec	Year 1	Year 2	Year 3 & 4	Year 5	Year 6
Visitors	Sign Me Happy story telling & singing session Where: classrooms When: <u>Thur</u> 14 th am 9:00 - 9:25 - Bees 9:30 - 9:55 - Ladybirds 10:00 - 10:25 - Grasshoppers 10:30 - 10:55 - Butterflies 11:00 - 11:25 - Caterpillars	Bollywood dancing - <u>Aimz</u> Dance School Where: KS1 hall When: 12 th Nov 9:15 - 9:45 - 1CK 9:50 - 10:20 - 1LB 10:25 - 10:55 - 1SM	Samba dancing - Laura Coleman Where: Rhodes hall When: Tue 12 th 9:20 - 9:50 - 2SH 9:55 - 10:25 - 2CC 10:30 - 11:00 - 2AT	Sign Me Happy <u>Assembly</u> <u>TBC</u> Where: UKS2 Hall When: <u>Thur</u> 14 th am 11:40 - 12:10	Venture Art - artist assembly Where: Rhodes hall When: <u>Thur</u> 14 th 2pm	Dementia Friends <u>TBC</u> Where: classrooms When:
Parent Visitors	Columbian culture Lila in Ladybirds Friday 15th Nov 9:30 Laura Van Hoof and Erik Sarmiento				Scottish culture Kara Grant Arthur 5LM When - to be arranged	
Books - quality texts linked to equality & diversity (protected characteristics)	Under the Same Sky I love my hair And Tango makes three Love makes a family	Little Glow My Skin Your Skin Mixed	Coming to England Julian is a Mermaid The Proudest Blue	Imani's Moon A friend for Henry BMX Princess	The Name Jar Dreamers BMX Princess	When Stars are Scattered Black and British The Arrival

Workshops throughout school.

Equality scheme.
Written with governors, staff and children – inclusion walks together
https://www.cavendish.manchester.sch.uk/service_file/29670187

Assembly videos

<https://drive.google.com/file/d/1cDU2n-tvZUsGL-/view?usp=sharing>

<https://drive.google.com/file/d/19R7705xbddEzV0141wgkd78DOFJ4wtn/view?usp=sharing>



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM

OUTCOME 7 Children and young people value education and are involved in making decisions about their education.

Lunchtime Charter

Consider others thoughts, feelings & personal space.


Listen to others.

RESPECT

Be patient especially when queuing.

Use manners by saying please & thank you.

Play fairly.



RESPONSIBLE thinking...

This week, children have been using our golden value of **RESPONSIBILITY** to think about lunchtimes. They used their **right to play** in creating a **LUNCHTIME CHARTER**. We used our values to base our behaviour goals on. We will be sharing our lunchtime charter very soon!

Our BRILLIANT senior leaders delivered assemblies, checked on teaching & learning and behaviour and met with governors. The governors and leaders conducted a learning walk to find evidence of our school values. They then met and discussed their findings.



BEST INTERESTS OF THE CHILD 3

Our attendance officers checked to see how many children were in school and looked at our school percentages and attendance targets.



ACCESS TO EDUCATION 28

Link to full Lunchtime Charter -

Ofsted 2025 – ‘Pupils benefit from a wide range of extra-curricular opportunities. They choose clubs where they can develop their talents and interests. For example, they attend comedy, football, karate and skateboarding clubs. The school ensures that pupils, including those who are disadvantaged, are able to access these wider opportunities. Pupils are keen to develop their leadership skills. The school’s ‘safety protectors’ help to ensure that other pupils feel safe and have someone to talk to if they have a worry.



Class rewards voted for by children. Compliments given for rights respecting behaviour around school.

Play Leaders



Take Over day to celebrate World Children’s Day -
<https://www.cavendish.manchester.sch.uk/page/take-over-day/154529>



OUTCOME 7 - continued

- Pupil Parliament link to video at St Mary's - <https://youtu.be/AIOWX1nq5vA>
- Pupil Parliament link to video at Beaver Road - <https://www.beaverroad.org.uk/page/manchester-pupil-parliament/123003>

Councillors using curriculum maps to plan in learning of rights and Global Goals in lessons.

1. How do you think we could learn about rights more in lessons?

I think that we could every once and a while have one lesson in any subject that is rights themed. For example we could write a piece of work that is all about rights, draw a poster that you could use at a protest to stand up for children's rights or do a lesson about different countries that have children in them whose rights and needs are not met. I think this would be helpful to do ~~every~~ ^{once} and would make it easier to ~~learn~~ ^{we could} learn about rights in lessons.

2. How can we continue to link global goals into our every day learning?

I think that as well as using stickers for when rights come up in our work we could have stickers for when the global goals come up in our work. I think we could also do lessons about the global goals in the class as well as in assembly. It could also be good if we could try and make our school sustainable by using tips from the global goals.

Going into PSHE we could use global goals no. 3, 1, and 16.

- No poverty
- Good health and wellbeing
- Peace, justice and strong institutions.

The reason is ^{that} they think to show everyone can be themselves and the world isn't ~~per~~ perfect.

BRILLIANT focus!

This week, we have noticed the children focusing well and taking great steps in their learning. There has been a feeling of pride both in their work and their actions. We have also launched our PUPIL SURVEY and are asking children to share their thoughts and opinions on all things safety and rights related. The UNICEF Councillors and Safety Protectors will be helping to collate the responses and share them with the rest of the school. Watch this space for the results!

Article 19: You have the right to be safe

③ How would you like to learn about RIGHTS & GLOBAL GOALS?

3. I would like to ~~learn~~ ^{learn about} rights through drawing. Everyone draws a right and then talks about it.

It is your right to have your say



Children's Rights - Article 29

Every child's education must develop their abilities and talents and help them to respect people, live peacefully and protect their environment.



Children's Rights- Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.



Children's Rights - Article 13

Every child has the right to find out information and to say what they think unless it harms or offends other people.

Cavendish Big Chat every year. All children move into groups and feedback on different subjects and areas in school.



RIGHTS RESPECTING SCHOOLS



unicef
UNITED KINGDOM

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

STRAND C - contents

- Letters/petition from children
- Child-led recycling project
- Petition for climbing frame
- You Said...We did work with pupils and parents
- Parent workshop led by steering group
- Parent charter
- Pupil Parliament in newsletter
- Dragons Den Council video – Safety Protectors
- Themed days - Show Racism the Red Card, Children in Need, Red Nose Day, Remembrance service, anti-bullying week/workshop
- War on Litter campaign
- Day of Action road closure campaign
- School life and community links
- Brilliant Citizens section in the newsletter
- PTA kids
- Coffee mornings for parents
- Foodbank collection organised and promoted by steering group
- Eid event & feedback

OUTCOME 8 - Children and young people know that their views are taken seriously.

To Mrs Evans and Mrs Tingling,

We are Imogen and Elizabeth O in Y6 and we would like to talk to you about RE and how we feel about it. Our church is F.I.E.S which is the Fellowship of Independent Evangelical Churches. We want to be represented when learning about Christianity in RE lessons. We feel as if it is more Catholic/Church of England Christianity instead of different varieties of Christianity.

When we are taught about Christianity it's difficult to have conversations with classmates as they put us in a category in which we don't fit.

Churches:
We are taught that churches are supposed to be large pointy buildings with crosses on top when not all do. Though in reality it can be very different. For example our church is a high school building which has been rented to us. This is just one of many examples e.g. homes, schools, halls.

Priests:
In RE, the lessons say that churches have priests but that's not always the case because in our church we have pastors and elders who take it in turn leading worship, prayer and Bible studies.

We seem to be doing a lot of comparing in RE lessons between Islam and Christianity instead of learning about the faiths. We would prefer it if learnt more than compared so that we can understand these things better. We hope by this the other types of this religion can be taught at Cavendish.

We hope you understand that we are not criticizing your teaching methods and we know that not all will be changed due to the curriculum.

We are partly writing this because we hope that this will impact our siblings' futures in RE.

Kind regards,

Imogen & Elizabeth O (in Y6)

Dear Imogen & Elizabeth,

First of all, we would like to thank you for your BRILLIANT letter. You have truly impressed us with your mature approach in sharing your thoughts and opinions on the teaching of RE at Cavendish Primary School.

You have shown the Cavendish values, particularly EQUALITY & COURAGE by expressing your opinions and using your RIGHTS as a BRILLIANT citizen! Well done to you both.

We have read your letter and take on board your feelings that the RE curriculum focuses on the broader ideas behind faiths, in your case Christianity. We completely agree that all different strands of faiths should be represented and we will do our very best to make sure this happens within our RE curriculum going forward.

You have made us think about growing as a school when it comes to inclusion and diversity, so thank you for bringing this to our attention.

We are very lucky to have Miss Tingling lead RE, she is a passionate person of faith herself and is aware of the diversity within faiths (especially Christianity).

You are truly BRILLIANT citizens and we hope you take forward this BRILLIANT attitude with you into your secondary school and beyond.

Many thanks,
Miss Evans & Miss Tingling

You said, we did for parent, staff and pupil voice taken at events, parents evenings and class assemblies

You Said

We Did

Thank you for your feedback on the recent Eid Celebration event. There were lots of great positive comments...

All credit to the school & teachers for taking the time to put this on. My daughter really enjoyed it and learnt more about another culture.

A lovely celebration and reflection of the diverse Cavendish Community. Linking the food bank collection to understanding the charitable side of Ramadan was a really nice touch.

We have collated your responses and are considering them for next year's event. For a full overview of the results, see the **You Said We Did** page on the school website <https://www.cavendish.manchester.sch.uk/page/you-said-we-did/134472>

Come back climbing frame

Esther ☺ Don't take it away	Ama!	Oliver ☺	Isabelle SLM	Ishtiaq SLM	Ayoan ☺	Sophia Smile
Zara!	Razan Don't take it away	Dear Mrs Taylor,				

I write to you in concern of the Cavendish childrens happiness about Climbing frame. Many disagree; although a number of people have been hurt the play ground revolves around the climbing frame and it is the main attraction. To avoid injuries you could impose stricter rules or add a softer surface underneath so not as many people are at risk and everyone has the opportunity to play on it. I attach to this letter a petition signed by children of the school.

Yours Sincerely,

Esther Todd, Isabelle Davies and Razan Bushana

Edward GGD	Alasdair GGD	Owen GGD	Kaya	Frank SMD
Maria GGD	Nia GGD	Rakia GGD	Isabel	Emily

Child led letter regarding RE. Curriculum changed in light of this



OUTCOME 8 — Pupil voice in action

Manchester Pupil Parliament @Beaver Road Juniors

Tuesday, 29th March



What makes a child-friendly city?

Rationale: Children are the real catalysts for the types of conversations around who cities are for and how they need to change. Through a Rights-based approach, we will facilitate discussion around what the issues are, how we can innovate our city, and how we can amplify our Voice.

PUPIL PARLIAMENT

The Rights team went to a Pupil Parliament event with Miss Hopkins and 12 other schools before Easter as part of our Unicef Rights Respecting work. We analysed playfulness, 'Our Year' and child friendly cities. The team worked with pupils from other schools to create a city that supported true play and the Global Goals to make Manchester a happy, safer and healthier place. Amazing to have our Cavendish voices heard and to contribute to a very important project.



Parent charter workshop session.
Working with an artist to publish parent charter. Link to work created
https://docs.google.com/document/d/1YS-9v_dqEylEreLVGFGYg6pFi4gXbVIM/edit?usp=sharing&ouid=104082027635693389386&rtpof=true&sd=true

PUPIL VOICE – CHILDREN AS LEADERS

- BIG chat
- Take Over Day
- Safety Protectors
- UNICEF RR Councillors
- Eco council
- Play Leaders
- Young Interpreters
- Meditation Masters
- Class Assemblies (parents /carers invited)
- Come & Play (EYFS)

Cavendish Parent
Partnership Group



The UNICEF Councillors and the Parent Partnership team got together to develop a parent charter. This session was planned and led by our fantastic councillors. They explained what their role was in school, our class charters, what rights are and the different things we do in school to learn about rights. Then it was over to the parents. We explored which of the rights are important to parents and what responsibilities the adults (duty bearers) had to make these rights happen for children. We then thought about the outcomes for children (rights holders) and what their responsibilities were.



PUPIL PARLIAMENT

The Rights Respecting team will participate in another Pupil Parliament event this month and it is a great chance to get children's voices heard across Manchester. On Tuesday 24th May, Miss Hopkins will take our Unicef Representatives to the Willows Primary School where they will be working with other schools in preparation for the Manchester Safeguarding Conference. The focus is happy, healthy, safe, successful and independent children and how adults across the city can support children.

Last year our Rights Respecting Council requested recycling bins for the playground...



OUTCOME 9 - All children and young people have taken action to uphold their rights and the rights of others, locally and globally.

Child-led remembrance whole school service. Poems read by children.

Dragons Den Manchester council project. Safety Protectors created video to apply for funding. Won first round – funded safety signs on road - <https://drive.google.com/file/d/1jWtMejtc2wc8iAfj74xfmNY3GM3XyHlg/view?usp=sharing>

BRILLIANT CITIZENS

This festive season, the children have been thinking about what they can do to help others. Considering the Children's Rights, the children are doing the following:

24

HEALTH, WATER, FOOD, ENVIRONMENT

26

SOCIAL AND ECONOMIC HELP

27

FOOD, CLOTHING, A SAFE HOME

We will be collecting for local food bank charity Perry's Pantry on **Tuesday 17th December** at morning drop of. Please leave donations at your child's entrance gate or the front of school, no later than 9am.

PERRY'S PANTRY
FOODBANK

THE BIG FESTIVE JUMPER DAY
BIG ISSUE NORTH

WEAR YOUR BEST WINTER WARMERS TO HELP PEOPLE LIVING IN POVERTY THIS WINTER

Toy Drive

pleez can soo help us?

On Friday the 20th of December we will be having our Christmas Jumper day. We will be taking part in the Big Issue North challenge, The Big Festive Jumper Day. We will take this day as a non-uniform day to come together, spread awareness and fundraise to help support people living in poverty. Dress in your favourite Christmas jumper or Christmas outfit, and donate a minimum of £1 per child via School Gateway on the day.

Nursery & Reception have been collecting toy donations for Manchester Christmas Relief. All donations were brought to school by today.



BRILLIANT CITIZENS

The children have been BRILLIANT citizens this festive period – considering others and using their knowledge of the Children's Rights.

Food Bank – Perry's Pantry

As a Rights Respecting School we are proud to be working together with local charities to ensure article 27 of children's rights is carried out. Our UNICEF councillors worked with our Cavendish community and Perry's Pantry to donate hundreds of items at a crucial time of year. We want to say a huge thank you for your support and generosity. The charity were overwhelmed with how much was donated and were impressed with our councillors for their help in organising, collecting and loading it all in the van.

Toy Collection

Early Years have collected for local charity Manchester Christmas Relief, who support hundreds of families across Greater Manchester. Well done Early Years and thank you for all your donations.

School Life & Community Links	Parent Partnership Group Cavendish Coffee Mornings Eid Parent Group Rights Respecting Parent Agreement
Community – creating BRILLIANT citizens for our local community	Class assemblies, Come & Play sessions in EYFS Weekly newsletters & half termly learning newsletters

- & beyond...
- Links to local sports clubs – Squash & Tennis (Lawn Club), Football (All Stars, Fletcher Moss), Swimming (Withington Swimming baths),
- Didsbury Festival
 - Burton Road Christmas Lights Switch On
 - Didsbury Food Bank
 - Didsbury Library
 - Didsbury High School
 - Withington Swimming Baths
 - Cavendish Coffee Morning
 - Eid parent group
 - West Didsbury Residents Association – litter pick
 - Didsbury Arts Festival
- The BRILLIANT Cavendish PTA – exceptional fundraising, events (some of which include) – bonfire night, summer fete, discos, crafters, Christmas visitors



OUTCOME 9 – Events and campaigns

BRILLIANT CITIZENS

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



Our Eco Team (along with duty bearer Miss Cooper) met with local resident Godfrey, to discuss all things environmentally friendly. They even went on a litter pick together at the front of school, Cavendish Park and Perrygate Avenue. Thank you to Godfrey for helping and providing his BRILLIANT community knowledge.



Working with local residents to clean up area.
Campaigning for art work in alley way

BRILLIANT CITIZENS - War on Litter!

Our Rights Respecting School Councillors joined the local West Didsbury community group as part of their War on Litter. The children were BRILLIANT, showing our values of RESPECT for their community and RESPONSIBILITY for their environment.

UNICEF
Children's
Rights:
Article 13 & 15



Road Safety Week at Cavendish

The Day of Action that was held on Tuesday as part of road safety week had a great response by families and local residents. Vicker Grove was closed and police campaigned on Cavendish Road also.

Thank you to our Year 5 & 6 Safety Protectors and Eco Team who campaigned like BRILLIANT citizens for safer roads and cleaner air. The local council workers and police were really impressed with their respectful attitude and passion for a better community. The leaflets handed out were created from the winning entries of the road safety competition we held. We will be sharing the entries in the newsletter across the year.



Day of Action Tuesday 19th November - ROAD CLOSURE & SAFETY CAMPAIGN

As part of Road Safety Week, we will be holding our second Day of Action with Manchester City Council.

This will involve closing Vicker Grove on the morning of **Tue 19th Nov**, as part of the School Streets programme to promote walking/riding/scooting to school as well as cleaner air with few cars on the road. We will also have children helping campaign for safer roads and less traffic with local enforcement on Cavendish Road. If you would like to join us in our Day of Action, please contact the school office – office@cavendish.manchester.sch.uk

PTA kids volunteer at PTA events. Run stalls at 'crafternoon' sessions, give/sell away donated uniform, sell cheap Christmas jumpers, raised money for charity

Additional comments from school and wider community

Extremely satisfied with school with regards to diversity, the teaching and caring of it. Keep going!

I think Cavendish promotes equality & diversity effectively. It's lovely to be part of the diverse community. Would be nice if parents could get involved with what the kids are doing more and be proud of it more!

Cavendish do a good job in educating the children about diversity and inclusion. They make sure understanding of different cultures is there and celebrated. They always reinforce that it's good to have differences and not judge people in their skin colour, religion, beliefs etc.

I am happy that Cavendish is a very diverse school. I am happy that my children get to learn about different cultures and religions.

I was so pleased to see the Eid Fair this year. Even more diverse celebrations and fairs would be great.



Cavendish Coffee Morning

Everyone is welcome!

Friday mornings 9:05am - 10:05am
Annex Building

*please come through the main school office and sign in

Meet new people. Feel part of the community. Babies and toddlers welcome.

Get to know the Cavendish staff as they drop by for a coffee and a chat.

Coffee and catch up time! Lovely to see new and familiar faces at our weekly coffee morning.

Weekly section in newsletter. Families send in entries

BRILLIANT CITIZENS

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

Lila has been a **BRILLIANT** citizen by helping to pick up litter in her local park (Hough End fields).

She likes to talk about "limpiando pachamama" (cleaning mother nature).

We are super proud of you Lia for showing our values of **RESPECT & RESPONSIBILITY**.



Parent surveys - <https://www.cavendish.manchester.sch.uk/page/you-saidwe-did/134472>



**RIGHTS
RESPECTING
SCHOOLS**

