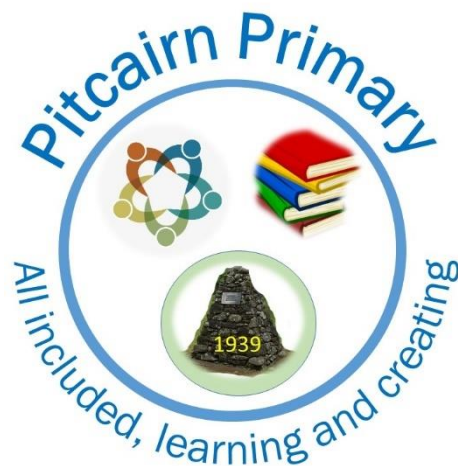


Pitcairn Primary School



School Handbook Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth and Kinross Council Education and Learning schools produce handbooks covering the following categories of information:

- School information
- Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2025), further changes may have occurred since then.

If you cannot access the internet, please ask the school office if you require copies of any of this information.

School information

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Introduction

Dear Parents and Carers

We would like to extend a warm welcome to you. Pitcairn Primary is a non-denominational school. As a school, we look forward to getting to know you and your child and to working in partnership with you.

We welcome and encourage active parental support and involvement in our school community as we believe that this enhances the educational experience of your child. Every stage within school is of equal importance to your child's development and throughout these stages your child is valued, encouraged and has equal opportunities to develop and learn to his or her potential in a supportive and caring environment.

We look forward to you and your family joining us here at Pitcairn Primary School.

This section of the handbook will give you the basic information you require to understand the procedures and practices in our school. However, should you have any queries, please do not hesitate to contact your child's class teacher or the Headteacher. It is important that any query or concern regarding your child is addressed quickly through a meeting, telephone call or letter. We will always acknowledge your concerns and work together to arrange next steps in resolving any issues.

Delineated Area

Pitcairn Primary School opened in 1939 and provides Primary Education for the children residing in Almondbank, Pitcairngreen and Bertha Park. Additional information can be found on the Perth and Kinross Council website.

Any parent who resides outwith the delineated area but wishes their child to attend Pitcairn Primary School should complete a Placing Request Application Form. Forms are available from Perth and Kinross Education and Children's Services. ***Please note that placing requests are restricted at the current time to allow for the increase in families joining us from Bertha Park.***

Contact Details

SCHOOL ADDRESS:	Pitcairn Primary School Bridgeton Brae Almondbank Perth PH1 3LJ
TELEPHONE	01738 477560
E.MAIL	pitcairn@pkc.gov.uk
WEBSITE:	www.pitcairnprimary.org.uk
ROLL (at time of writing)	125
STATUS	Primaries 1- 7
HEADTEACHER	Jenny Ballantine

PRINCIPAL TEACHER

Sharlene Burns

PARENT COUNCIL Chair

Sam MacLeod

Procedure in the Case of Pupil Absence or Sickness

If your child is unwell and unable to attend school, please notify the school directly by phoning 01738 477560 or by emailing pitcairn@pkc.gov.uk before 9.30am. A message can be left on the answer machine if the office is unattended and this will be passed onto the class teacher.

If your child is expected in school and does not arrive, the class teacher will notify the office and you will be contacted by school staff to ensure all is well. If the school is unable to make contact with you and determine the whereabouts of your child, we may need to enlist the support of other agencies e.g. the police or social work, to ensure all is well.

If your child has been at home for lunch and becomes unwell during this time, please contact the school to inform us that they will not be returning for the afternoon session. Pupils who have been absent or sent home with sickness and/or diarrhoea should not return to school until they have been clear of symptoms for a full 48hrs – this is in line with authority policy.

If a pupil is removed from school before the end of the day for any reason parents are asked to sign them out under health and safety procedures.

Please try to make appointments, e.g. medical, outwith school hours as much as possible. Appointments during the school day should be notified to the school in advance.

We would urge parents to avoid absences due to holidays in term times and stress that absence from school can lead to lower attainment levels. Holidays during term time are recorded as unauthorised absence in line with authority policy.

Pupil absence is carefully tracked through the school's electronic management system. This highlights patterns and frequencies of absences. Where there are concerns over any pupil's attendance, parents will be contacted in the first instance by the Headteacher.

Emergency Contacts

There may be occasions when it is imperative that the school contact you, for instance if your child is ill or injured and a hospital visit is necessary. We also require the name of a contact person who is available by phone and available to collect your child from school with minimal notice. Annual Data Check forms are issued to all parents in August/September. It is important that your details are checked and any amendments noted. The form should be returned to school as soon as possible. Please help us to keep our records up to date by informing us of any changes in circumstances, e.g. change of address, phone numbers (home, work or mobile), email address or contact person, etc.

Other emergency contacts will be used if the school is unable to contact parents directly.

Parental Concerns

It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session. Concerns are always taken seriously and listened to. The school encourages parents to make early contact to resolve any difficulties or answer enquiries. For minor and very short queries it is often possible to speak to the teacher after school. If you require a longer time, or if a confidential matter needs to be discussed, contact with individual teaching staff or the Headteacher can be arranged via the school office and if necessary a suitable appointment will be made to suit both parents and the member of staff. Parents, staff and children will then work together to agree a positive way forward in the best interests of every pupil in the school.

The Complaints Procedure

To improve the school, all suggestions and comments are welcome and an environment of mutual trust, respect and open communication is promoted.

At Pitcairn Primary we want to do the best we can for you and your children. Users of the school should have confidence that concerns will be dealt with promptly and in a professional manner. However, if you still feel that your concerns have not been addressed you may choose to make a formal complaint. This should be made to the Headteacher. Complaints may be made in writing, by telephone or in person. The complaint will be recorded detailing the nature of the complaint, the contact details of the complainant and relevant dates. This will be dealt with fairly, and in a sensitive and confidential manner. The complaint will be acknowledged on receipt and a full reply will be given within 5 working days from the date of receipt of the complaint. If the problem is not resolved, the complainant should contact the school's designated Quality Improvement Officer, Perth and Kinross Council, who will advise on taking forward the complaint within the formal complaint procedure of the Council. Details of this procedure can be found on the Perth and Kinross website or by contacting Customer Service Centre on 01783 475583.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

<http://www.pkc.gov.uk/complaints>

Visiting the School

Parents of prospective pupils are welcome to visit the school at a mutually convenient time when the Head Teacher will be pleased to answer any questions and arrange a tour of the school. *NB. Parents of children due to start Primary 1 in the next session will be invited to a programme of organised visits in the preceding summer term.*

Parents of new entrants to Primary 1 are invited to enrol their child in January for the following August. Information about enrolment arrangements are shared via local press and are detailed under Primary School Enrolment on the PKC website <https://www.pkc.gov.uk/article/17276/School-enrolment>. Enrolment takes place online. It is necessary to provide both the pupil's birth certificate and proof of address when enrolling. Invitations will be extended nearer the time of entry for children and parents to come along for transition visits and parents will then have the opportunity to raise any questions they may have.

Information Available To Parents/Carers

Details on school catchment areas and further information on enrolment/transfer procedures and placing requests is available from Perth & Kinross Council's website www.pkc.gov.uk or from any Perth & Kinross Council school, or from the address detailed below:

Schools Support Team
Education & Children's Services
2 High Street, Perth, PH1 5PH
Telephone 01738 476200
Email: ECSSchools@pkc.gov.uk

Communication with Parents

Pitcairn Primary School works in partnership with parents and welcomes all contact with parents, both formally and informally. Methods of contact with the home include

- Phone calls, emails and meetings
- Parent Contact Appointments
- Learning Logs
- Home/ School Reading Diaries and Homework
- Meet the Teacher
- Learner Showcase events
- Newsletters and emails about forthcoming class events
- J2E Updates
- Annual Pupil Progress Reports
- School performances and concerts
- Friends of Pitcairn minutes and meetings
- Pitcairn Primary School Website

School Ethos

We recognise the significant impact that a positive ethos has on our school. We therefore devote considerable time, energy and effort to further developing this aspect of school life.

We aim to help every child to be the best that they can be and recognise that the development of the whole child is paramount to this. It is crucial that the environment and relationships within our school community contribute positively towards our ethos and that the promotion of high standards and high expectations of behaviour and commitment is central to the success of our school and our children.

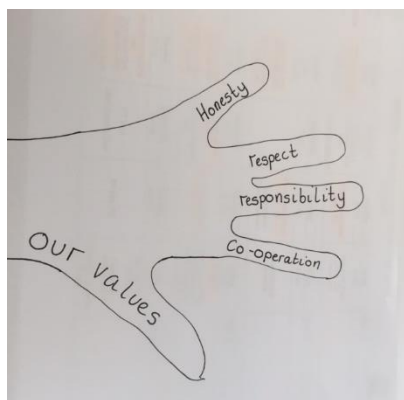
Pitcairn's Vision, Aims and Values

Our **Vision** is to create a safe and caring school community where our children are happy, confident and learn to be the best they can.

Our Aims

- To engage in high quality learning and teaching
- To ensure everyone is safe, valued and included
- To help everyone do their best
- To develop respect, good behaviour and tolerance
- To encourage all to take responsibility in school and beyond
- To promote hope and a "can do" attitude

Our **Values** are Co-operation, Responsibility, Respect and Honesty



Pitcairn Promise

We try our best to:

Be safe
Be ready
Be kind

House Groups

Each child belongs to a House Group (Badgers, Otters, Red Deer, Pinemartens, Golden Eagles and Wildcats). Our house system, which is led by our pupils, enables the older children to provide additional peer group support and pastoral care to their younger house group members during regular meetings and events. As a member of the House Group, pupils develop a sense of identity and belonging which enhances self-esteem, self-awareness and a pride in their House Group achievements.

Positive Relationships

We aim to promote and actively develop a positive learning environment where all of our young learners feel happy and safe. As well as developing a caring attitude towards each other, the children are encouraged to foster a positive awareness of the needs of others. Children's welfare is paramount, and with this in view, it is essential that there should be a high level of co-operation between parents, pupils and teachers.

- The school follows procedures outlined in our *Positive Behaviour and Relationships Policy*, which was developed with pupils, staff and parents.
- Pupils and staff work collectively to maintain and enhance the school ethos through a number of ongoing Personal and Social Development programmes such as Emotion Works.
- We use a restorative approach towards behaviour management and to promote self-discipline.
- The playground is supervised at both morning breaks and lunch times. Any concerns are noted and clear communication takes place between all staff.
- New entrants are allocated buddies who will help them on arrival to school and help them adapt to their new routine
- We employ a system of positive reinforcement to encourage the best from our pupils and this includes a Whole School House System.

Managing Behaviour

We believe that children learn best in a positive environment where they are happy and free from tension and anxiety. All staff in the school will seek to promote good behaviour, not only in the classroom but in the playground, dining room and all shared areas.

Role of Parents

Our school recognises and responds positively to the important role of parents in their child's education. We seek to involve parents in policy formulation where appropriate. Where a child's behaviour gives cause for concern it is anticipated that we would enter into a joint problem-solving approach with parents as early as possible – with both parties listening to concerns and mutually agreeing strategies for progress. Parental support of the child and the school makes a significant impact on the development of a positive school ethos.

Role of Children

Our children are actively involved in promoting our school values. They also commit to following our Pitcairn Promise of always trying our best to be safe, be ready, be kind. Our rewards system of House Points, Pitcairn Postcards and Hot Chocolate with the Head teacher are directly linked to our school values and our Pitcairn Promise. All children will be expected to accept responsibility for their own behaviour and contribute positively to the ethos of the school.

Role of the School

All staff are committed to developing positive relationships within the school community. Implementation, by all staff, of our agreed Positive Relationships and Behaviour Policy will contribute effectively to the ethos of our school. It must be recognised that young children will make mistakes, from time to time, and that these should be considered as learning opportunities. However, some children may experience difficulties in regulating their behaviour and will require support in managing this effectively. Consequently, staff must take time to listen to and investigate concerns in order that;

- All children learn that inappropriate behaviour will be addressed
- Incidents require to be reported honestly and without bias
- All children are afforded the opportunity to develop positive behaviour
- All children can work and learn harmoniously together

Bullying

At Pitcairn Primary School our aim is to make our school a “bully free zone”. We follow the Perth and Kinross anti-bullying strategy available to read here: [PKC Anti-Bullying Strategy Part 1](#) We encourage all children to not accept bullying behaviour and to report it PROMPTLY to an adult, staff member or parent. Only through intervention and collective refusal to accept such behaviour will the achievement of our aim be possible. Where children are found to be displaying bullying behaviour, parental involvement will be sought to determine a positive change in a child's behaviour. Helping our children to manage their behaviour is something that is best done in partnership. We all have a role to play.

Partnerships

We work in partnership in many ways to benefit the school and wider community. For:

- Parent Council takes forward issues pertaining to the school community
- Volunteers working in school e.g. PAS, Therapets
- Secondary Pupils' Work Experience placements
- Collaborative activities across our Local Management Group of schools
- Volunteer coaches support school pupils by coaching out of school sport groups
- Active Schools support sporting activities and school clubs
- We regularly liaise with the local library (Mobile Library visits)

Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school and we know from National research that children do better at school and achieve more in life when parents and schools work together.

Only 15% of a child's life is spent at school, and so it is very clear that parents have the most influential role in a child's education. In working together, we will aim to ensure that every child does the best they can at school and beyond.

We aim to keep good communication links with our school families. Our Learning Logs are issued to all families every term and information about class learning is included to help parents / carers support their child's learning at home. Just2Easy is used throughout the school to share evidence of learning and a flavour of learning activities. Our Learner Showcases are also designed to share evidence of learning and give parents the opportunity to experience their child's learning within the classroom setting.

The Parent Council, Friends of Pitcairn

The Parent Council, 'Friends of Pitcairn', provides a forum for parents to have a say in their children's education and to express their views and wishes. Your Parent Council meets once a term to discuss current school developments and events with the Headteacher and Principal Teacher. Members of the Parent Council share ideas, skills, knowledge and opinions of ways in which parents can work in partnership with the school to continually improve the learning experiences of their children. The Parent Council are also our main organisers of fundraising efforts in order to support school developments.

Seeking Parental Views

We strive to consult fully with parents directly, as well as through the Parent Council, to gain valuable feedback. Parents are encouraged to feedback thoughts to the school through surveys and other consultation activities. This information is vital to the school improvement process.

The establishment of a good relationship between home and school is of vital importance to us and we will seek to work in close partnership with you to ensure a smooth progression for your child throughout his/her time at Pitcairn Primary School.

Further Information

Further guidance and information on parental involvement in school and in your child's education can be found at:

<http://www.pkc.gov.uk/parental-involvement>

Transitions

Effective transition is important to ensure continuity and progression in children's learning. This can be transition from class to class, between Curriculum for Excellence stages, between schools, from nursery to P1 or from P7 to secondary.

Secondary Transition

Pupils' resident within our catchment area transfer to Bertha Park High School.

Bertha Park High School
Adamson Avenue
Perth PH1 0AU
BerthaParkHSP@pkc.gov.uk
Tel: 01738 452300

Transition activities with Bertha Park High School staff take place during the session prior to pupils starting High School. These may include visits from High School staff to our school, shared learning projects and online activities in addition to the two days formal induction in June at Bertha Park.

For pupils who require enhanced transition, this may begin in Primary 6 and additional visits may be organised with the support of the Community Link Worker as required.

Nursery to Primary Transition

Children come to Pitcairn from a variety of settings.
Our standard transition plan is set out below.

Activities	Purpose
<ul style="list-style-type: none">• P1 Class visits and parent sessions – May / June	<ul style="list-style-type: none">• Familiarisation; continuity and progression; confidence building; partnership building; positive experience; allay fears and worries; sharing information of child and building on this knowledge
<ul style="list-style-type: none">• Meet the Teacher Evening – Sept	<ul style="list-style-type: none">• To share information about learning and teaching, hints and tips for supporting each child at home, answer any questions and partnership building

Transition between Classes

At Pitcairn Primary teachers ensure that information on children's learning and attainment, as well as pastoral issues, is passed on at planned times before children move classes. In addition, the school holds a half day "Bump-Up" session where children move to work with their new class and teachers.

Additional Support Meetings may also be held to ensure smooth transition for relevant pupils.

The Curriculum

Curriculum for Excellence

Curriculum for Excellence provides education in Scotland with a coherent, flexible and enriched curriculum for 3 to 18 year olds. The curriculum aims to help every learner develop knowledge, skills and attributes for learning, life and work.

Careful planning with children means that we can provide relevant, challenging, active and enjoyable learning experiences in stimulating contexts that can bring children of different ages, with similar interests, together.

Staff are using a balanced and carefully chosen selection of learning and teaching methods, including assessment for learning strategies and co-operative learning techniques, to facilitate learning and develop children's skills as learners. They use a mixture of whole class, group and individual learning as appropriate.

The subject areas of the Curriculum for Excellence are detailed below, although many experiences and outcomes are taught using a cross-curricular approach.

- Literacy and Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies
- Health and Wellbeing
- Expressive Arts

A pictorial representation of our school curriculum rationale can be found on our website.

Literacy

Literacy is taught both discretely and within context across the curriculum. In Literacy we use a variety of texts and interactive resources to teach reading. In the Early Years Jolly Phonics is used to teach spelling; children then follow the school spelling programme using Active Literacy methods. For the teaching of handwriting skills, the school uses the Nelson Handwriting Programme. We use Explicitly Teaching Writing approaches to support the development of writing skills.

Reading is taught during differentiated class lessons and through group work. The home school reading scheme complements this but is only a part of the teaching of reading carried out in school. The library and the visiting Library Van are used to provide opportunities to extend personal reading.

Development of Listening and Talking is planned for through learning and teaching across all areas of the curriculum.

Modern Languages

The school implements the modern languages strategy "1+2". All children learn French as part of the curriculum. Children in P5-7 learn Spanish for a short block each year.

Numeracy & Mathematics

In Numeracy and Mathematics, learning and teaching involves the use of a variety of resources with an emphasis on practical and interactive teaching. Pupils have regular interactive mental maths experiences. Numeracy is taught as a core subject and pupils are given the opportunity to apply their knowledge and understanding in various meaningful and practical contexts. There is an emphasis on active learning with a balance of written and practical activities.

Health and Wellbeing

Health and Wellbeing encompasses PE and Health Education. The purpose of this area of the curriculum is to ensure that pupils begin to develop the skills and tools they require for mental, social and physical wellbeing, now and in their future. Many areas are embedded in everyday school practice and the school ethos.

Elements of Health and Wellbeing are taught discretely in an age-appropriate, planned programme, namely *Substance Misuse and Relationships, Sexual Health & Parenthood*. The school has developed pathways for the teaching of these, which are shared with parents.

Internet Safety is a key feature of our learning and teaching.

In response to Scottish Government recommendations, our pupils receive two hours of Physical Education each week. Using Perth and Kinross Physical Education guidelines, this is taught by our class teachers.

Social Studies

Over the year, planning for this area includes teacher-based topics, pupil choice of topics and whole school themes. Learning in this area is linked to other areas of the curriculum and pupils are encouraged to investigate areas that are of interest to them.

Science

Where possible, Science is taught through topics, as mentioned above, while the remainder of the curriculum is taught discretely by class teachers.

Technologies

Our school is equipped with computers, iPads and Promethean Boards in all classrooms, with a bank of laptops for use in classes as required.

A programme of ICT skills is taught where possible through work in other subjects and, occasionally, in stand-alone lessons.

Opportunities to use ICT in practical applications form part of the curriculum.

Expressive Arts

Class teachers plan and deliver lessons in Art, Music and Drama, linking these to skills development, other curricular areas and pupil interests.

Outdoor Learning

Class teachers plan regular sessions of Outdoor Learning with a focus on Literacy, Numeracy and Health and Well-Being. These sessions also support the development of skills such as team-building, turn-taking, listening, working with others and leadership.

Creativity

Creativity is at the heart of learning in Pitcairn Primary. Children are encouraged to develop curiosity, open-mindedness, imagination and problem-solving through:

- having a say in topic choices

- helping to plan the direction of class topics using all curricular areas
- leading the planning for several weeks in the year through dedicated creative projects.
- creative afternoons – pupil-led
- identifying skills for creativity
- creative homework projects

Opportunities for Personal Achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and to build motivation, resilience and confidence.

Added to this, because children learn through all their experiences - in the family and community, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

Skills for Life and Work

Our Curriculum supports all children and young people in developing skills which they will use throughout their life and in their work – not only literacy and numeracy skills but skills such as working co-operatively, planning ahead, problem-solving etc. Children are provided with opportunities to apply these skills in a variety of practical contexts in class and at school events.

Pupil Choice

Our children have opportunities for choice in their learning as part of the curriculum e.g., involvement in planning topics, choosing to be part of a committee, setting their own targets, choosing between activities, choosing charities to support etc.

Educational Visits

Throughout the year educational visits are encouraged to support the curriculum and to broaden the pupils' experience. We also take part in different sporting activities throughout the year which can include football, athletics, curling and swimming, depending on availability.

After School/ Lunchtime Activities

Usually, each member of teaching staff runs a club over 4-6 weeks for a set age group at lunchtimes or after school. Examples of clubs can be as below, although this varies from year to year.

- Art
- Cooking
- Cheerleading
- Fitness and Games
- Homework
- ICT/ Website
- Choir

Religious and Moral Education

A wide range of religious, moral and ethical issues are explored in Religious and Moral Education, covering Christianity, Other World Religions and Personal Search. Pupils consider the views and beliefs of others and gain understanding and tolerance through this subject area.

Religious Observance

The school holds regular assemblies, which provide opportunities for pupils to share together and celebrate, as a school community, those things we value. They also provide opportunities for our pupils to reflect on matters of spiritual and moral concern. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. The Parish Minister occasionally contributes to these assemblies. From time to time, visitors from other groups are invited to lead assemblies in line with school policy.

Parental Rights: parents are entitled to withdraw their children from religious education/observance and should put such a request in writing to the Headteacher.

Further details can be found by following the link below:

<http://www.gov.scot/Topics/Education/Schools/curriculum/ReligiousObservance>

Further Information:

More information on the Curriculum for Excellence at authority and national level can be found by following the links below:

<http://www.gov.scot/Topics/Education/Schools/curriculum>

We implement the Local Authority Policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and ability.

Assessment & Reporting

Assessment

Assessment involves gathering, reflecting upon and evaluating evidence of learning to enable staff to check on our learners' progress and, therefore, support further learning. Pupils and teachers work together using a range of approaches to assess achievement in a planned manner across a range of contexts and settings within the curriculum.

The role of pupils in self-assessment and identifying their own next steps is critical within the framework of Curriculum for Excellence. Pupils at Pitcairn Primary take part in a variety of self and peer assessment across the curriculum areas. Teachers and pupils use a variety of methods to gather assessment evidence including:

- Observation of learners carrying out tasks and activities, practical investigations, performances, oral presentations and discussions.
- Self-assessment evaluations by learners or peers.
- Teacher assessment evaluations.
- Information from questioning.
- Written responses.

- Work produced.
- Discussions with learners.
- Learning Conversations/ Diaries
- National Standardised Assessments

Tracking

Pupils' attainment and achievement is tracked using the following methods. This information is used as the basis for all planning to ensure next steps are relevant and appropriate and to ensure pace and challenge.

- Weekly Plans
- Planning and Tracking meetings
- Class Achievement Boards
- Prize giving Awards
- Annual Pupil Reports
- Pupil J2E Profiles
- Learner Conversations

Reporting to Parents

At Pitcairn Primary School we consider reporting to parents to be an ongoing process which includes regular updates using open afternoons, reading records, home school link diary for pupils with ASN, learning logs and newsletters. Where teachers have concerns about progress, they will contact parents at the earliest opportunity to discuss this. In addition, we invite you to discuss progress at parent contact evenings twice a year. A written report is also issued in June covering all aspects of learning.

Support for Pupils

Key Adult

The key adult for your child is his/her class teacher. All enquiries should be made to the class teacher in the first instance. An appointment may be made through the office to see the teacher at the beginning or end of the school day. Class teachers will make every effort to see you as soon as possible if you have a concern or question. If you wish to discuss your child's overall progress further, you should contact the Principal Teacher or Headteacher through the school office.

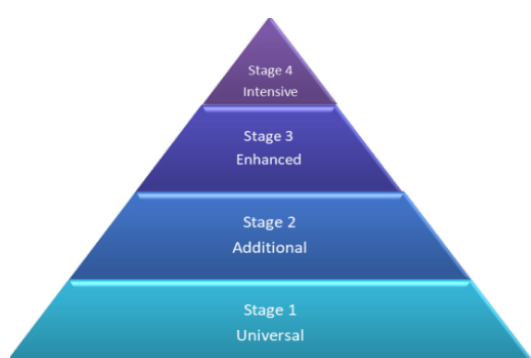
Meeting the Needs of All Pupils

Class Teachers meet the needs of pupils within their class through careful assessment, planning and through selecting appropriate learning and teaching methods to suit the styles of all learners. Class lessons are differentiated and group work is carefully planned. To meet the needs of some pupils, teachers need to consult with relevant professionals who may offer classroom support or identify appropriate resources e.g., Pupil Support Teacher, Teacher of English as an Additional Language, Teacher for Hearing Impairment, Educational Psychologist etc. Pupils within the school may work with a member of support staff who, under the instruction of the class teacher, help to support pupils on a one-to-one basis or within a small group in class.

Identifying Additional Support Needs

Additional support is a broad term used to describe barriers to learning which may be long or short in duration. There are many reasons why children and young people may have additional support needs. These may arise from various factors, including family circumstances, the school environment, health issues, learning, and social and emotional difficulties. Therefore, it is common for children to require additional support at some stage during their education.

Class Teachers generally identify support needs at the earliest opportunity and bring this to the attention of the Pupil Support Teacher, Principal Teacher or Head Teacher. The class teacher will be supported by the Pupil Support Teacher to undertake relevant detailed assessment to identify the specific needs of the child and to put in place appropriate support. Parents will be consulted and given information on the above.



All children and young people are supported in ELC settings and schools by a **Staged Intervention Model**, which aims to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing, and improve education and wellbeing outcomes.

[Staged Intervention Framework May 24.pdf \(pkc.gov.uk\)](#)

Most children make progress in school and their education can be fully supported at a **universal**

level by the class teacher. However, some children require **additional** or **enhanced** support through targeted interventions at times within their mainstream educational journey to allow them to achieve their full potential.

Where the requirement for additional or enhanced support is identified, a Child or Young Person's Plan (CYPP) sets out their support needs and the interventions required to address them.

A very small number of children and young people with significant and long-term additional support needs that require input from services other than Education may need a Co-ordinated Support Plan (CSP).

[Child and Young Person Planning Guidance May 24.pdf \(pkc.gov.uk\)](#)

Placing requests

Placing requests may be made for Fairview School or an Intensive Support Provision (ISP) when a child's education needs cannot be met in their catchment school and their learning requires to be supported at an **intensive** level.

A Transition Panel will consider the request, basing its decision on a comprehensive assessment of the child's educational needs. This assessment will incorporate the perspectives of the child's parents, teacher, school Educational Psychologist, and the Inclusion Quality Improvement Officer.

Where a child has been identified as having support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or out with Perth and Kinross).

<https://www.pkc.gov.uk/article/17301/Placing-request>

Transitions

School transition is a process that prepares children, young people and their families with the necessary skills, knowledge and relationships to assist in successfully moving from one setting to another. The transition process can be challenging for some children and young people with additional support needs. You should discuss any transition concerns with school staff and any professionals supporting your child.

Transitions will be discussed as part of the child or young person's planning process (CYPP). Additional arrangements (enhanced transition) may be agreed if appropriate.

The following leaflet explains the support that may be provided during this process:

[Microsoft Word - Leaflet 7 \(pkc.gov.uk\)](#)

Signposting

If you have any concerns about the support your child or young person is receiving, please contact their school in the first instance.

Each school has a 'named person' who serves as a clear point of contact for all children, young people, and their families. This person can provide access to ASN information, advice, and assistance. They can also offer insights into your child's progress and discuss the support currently in place [Named person - Getting it right for every child \(GIRFEC\) - gov.scot](#)

In most primary school settings, the named person will be the Headteacher or Depute Headteacher.

If you require further advice or guidance, enquiries can also be made by emailing ASN@pkc.gov.uk.

Communication from school

Schools continually monitor and assess all children and young people's needs. If it is identified that your child requires additional support, the school will contact you to discuss this. Schools aim to offer support, advice and to agree appropriate interventions and next steps.

If your child has established additional support needs, you will be contacted throughout the academic year as agreed within your child's CYPP or CSP should there be any changes. Occasionally, challenges may arise that negatively affect a child or young person's attendance and engagement. To address this, support for the child and their parents or carers through assessment, planning, and action is provided. Therefore, the school will contact you following the attendance guidance outlined below:

[Attendance Policy and Guidance for Education and ELC Settings.pdf \(pkc.gov.uk\)](#)

Online support and information

Enquire – This is a Scottish independent advice service for additional support for learning. It has two websites available www.enquire.org.uk (tailored for parents/carers and practitioners) and <https://enquire.org.uk/category/children-and-young-people-info/> (tailored for children and young people).

Enquire also provides a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for

moving on from school' <https://enquire.org.uk/enquire-resources/additional-support-for-learning-a-guide-for-parents-and-carers/>

PKC website - This has a variety of ASN information, along with links to related topics of interest: <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

PKC Directory of Services – This offers comprehensive information on the various support services available to families locally and nationally. This includes designated sections on additional support needs, parenting advice and mental health support [Whole family support - Directory of services - Perth & Kinross Council \(pkc.gov.uk\)](#)

If you cannot access the internet, please ask the school office if you require copies of this information.

Perth and Kinross Policy on relation to Additional Support Needs

Further details can be found at

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

National Information relating to additional support needs:

<https://education.gov.scot/parentzone/additional-support/>

Enquire offers independent, confidential advice and information on additional support for learning through: Telephone Helpline: 0345 123 2303 Email Enquiry service:

info@enquire.org.uk Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

Pastoral Support

All staff have a duty to carry out pastoral support to pupils. At playtimes, pupils are supervised by support staff. All staff have been trained in Child Protection Procedures and are committed to ensuring that pupils are happy and feel safe and looked after.

Child Protection Procedures

Keeping children and young people safe and protected from harm, abuse and exploitation is 'everyone's job and everyone's responsibility'.

Child Protection sits within the wider [GIRFEC](#) policy and practice framework. [The National Guidance for Child Protection in Scotland](#) (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.

The [Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017](#) translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all schools.

All staff working in our school are trained annually in Child Protection procedures and are committed to ensuring your children are safe at all times. Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task. The officers for child protection at Pitcairn are the Headteacher and the Principal Teacher.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education and Learning. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Children, Families and Justice (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- your child/children's school
- the Child Protection and Duty Team on 01738 476768 (24-hour service)
- visit the Council's [Child Protection webpage](#)

Looked-After and Accommodated Children (LAAC)

Looked-After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009, are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of intensive support provisions. These are either attached to or are part of mainstream schools. In addition, there is one all-through special school (ages 3 to 18 years) for children with profound and complex difficulties.

Each school has a designated Care-Experienced Teacher who deals with all matters relating to children who are 'looked after', for example accommodated in foster or residential care, or who are subject to a compulsory supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.

Read our [fostering, adoption and kinship care webpage](#) for further information on Looked-After services.

School Improvement

Pitcairn Primary School was last inspected by Education Scotland in June 2025. The report is available on our school website. [Pitcairn Primary School - Inspection Reports](#)

The main achievements of the school over the last 12 months are also outlined in our Standards and Quality Report which is produced each year and available on our school website. [Standards and Quality Report 2024-2025_1_.pdf](#)

Our plans for improvements of the school's performance are detailed in our Quality Improvement Plan which is produced each year.

School Policies & Practical Information

Policies Information on the following authority policies can be viewed on the Perth and Kinross Council website: www.pkc.gov.uk

- Child Protection
- Health
- Additional Support Needs
- Attendance
- English as an Additional Language
- Grants and benefits
- Music Tuition
- Curriculum for Excellence

Organisation of the School Day

School begins	9:00 am
Morning interval begins	10:30 am
Morning interval ends	10:45 am
Lunch break begins	12:15 pm
Lunch break ends	1:15 pm
School day ends	3:15 pm

Composite Classes

What is a Composite Class?

Primary schools have pupils at seven year stages, Primary 1 to Primary 7. A 'year' or 'stage' is defined as a group of children entering Primary education at a common date. A composite class is one where children of two or more year stages are grouped together to form a class. Perth & Kinross Council has a range of schools where composite classes are a regular feature.

Further information:

[Structuring of classes in primary school - Perth & Kinross Council](#)

School Holidays

The dates for the school Holidays 2025/2026 and 2026/2027 are found on the PKC website.

Lunch time Arrangements

Morning and Lunchtime Intervals are supervised by Support Staff in the playground and dining centre. The Headteacher and Principal Teacher may also support in the playground and lunch areas.

Only children who register for home lunches may leave the school at lunchtime. Those taking school meals or packed lunches must stay within the school grounds under our supervision.

School Meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools.

Pupils in primary schools are offered a two-course lunch with a choice of main course including vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well-trained personnel in a food-safe environment.

There is a fixed, subsidised charge for a meal in a primary school which is £2.30 (as at academic year 2025 to 2026). School meal charges are subject to review at any time. School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school-related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment, please contact the school for your ParentPay account activation code.

Medically prescribed diets, and nut and/or peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. An information leaflet and application form are available on our [school catering webpage](#). Parents can also self-manage simple dietary requirements for their children by using the [interactive menu](#) and carbohydrate menu available on Tayside Contracts' website. Medically-prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

View further information on [school catering](#), including menus, meal photos and forms, or access the [current interactive menu](#) from Tayside Contracts which provides recipe, nutritional and allergy information. The website also contains details of forthcoming promotions.

For any other enquiry please contact:

School Catering
Perth and Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

Email SchoolCatering@pkc.gov.uk

Packed lunches for trips

Packed lunches are available for school trips either free (as appropriate) or charged at the standard meal price. The school will normally ask if you require a packed lunch and offer choices as part of the trip registration process.

Home lunches

Some parents/carers may wish their child to go home for lunch, rather than remain at school. The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch, or a packed lunch. Parents/carers are responsible for pupils who go home for lunch.

There is no requirement for school staff to pass a primary age pupil into the care of an adult, so parents/carers must have clear arrangements in place, including whether the pupil can make their own way home, if they require to be met at the school and any contingency plans if arrangements are to change.

Free school meals

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. They should not be made to feel different from those who pay, nor be readily identified by others. Our meal payment and pre-order systems fully support these aims.

Who is eligible for free school meals?

If your child is in P1 to P5

Free school meals are offered to all pupils in Primary 1 to Primary 5 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in Primary 1 to Primary 5. Don't forget to submit an application form for free school meals for your child when he/she moves into Primary 6 as they will no longer be automatically entitled to free school meals.

If your child is P6 or above

You can claim free school meals for your child(ren) if you are receiving:

- Income Support (IS)
- Income-based Jobseeker's Allowance (IBJSA)
- Any income-related element of Employment and Support Allowance (IRESA)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £850

If you are aged 16 to 18 years and receive any of these benefits in your own right, you can claim free school meals for yourself.

From 17 March 2025, families of Primary 6 and Primary 7 pupils who are not currently eligible for free school meals but who are in receipt of the Scottish Child Payment will now be eligible for free school meals. You can claim free school meals for Primary 6 and Primary 7 pupils by submitting an online application form and providing proof of your Scottish Child Payment.

You can apply online for free school meals [here](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

School Uniform

At Pitcairn Primary School we encourage our children to wear school uniform as we believe it demonstrates school identity and a sense of pride in all that we do and achieve, either in school, or when we are out and about taking part in local and national events.

The school uniform is: -

Boys: Grey / Black Trousers, White/Black Polo Shirt & School Sweatshirt

*Girls: Black/Grey Skirt / Trousers or Pinafore, White/Black Polo Shirt & School Sweatshirt.
Summer dress for girls – blue and white check. (optional)*

In addition to the above school clothing items, parents may wish to purchase a variety of school jackets and other items, which will have our embroidered school logo. School uniforms may be purchased at any time during the school year online at

www.schooltrends.co.uk

To ensure personal safety in PE lessons, children should be appropriately dressed. We request all children wear the following items at PE which can then be worn to identify them as Pitcairn pupils should they participate in local and national events.

- Indoor: Black shorts, plain white/black T-shirt and soft shoes.
- Outdoor during colder weather: Black track suit bottoms, plain white/black T-shirt, outdoor trainers.

Pupils may come to school in their PE kit. Class Teachers will advise the specific PE days via Seesaw.

For art and craft work, which can often be messy, we recommend that all pupils keep an old shirt in school which they can then put on to protect their school uniform.

All items of clothing should be clearly marked with each pupil's name. It can be very difficult to track down the rightful owner of a school sweatshirt with no name, especially in the younger classes.

It is also essential that all pupils have an indoor pair of shoes to wear in classrooms.

These can be gym shoes or proper shoes which are kept as an indoor pair. As our playground is very muddy it helps us keep the floor areas clean for children to sit on and to use as an additional work space for larger pieces of work. At Pitcairn, we feel it is important that we make the best use of our grassy spaces to play and run around on at all times of the year.

We discourage our pupils from wearing jewellery, particularly necklaces, bracelets and hoop earrings. This is primarily for health and safety reasons but also to avoid loss or breakage which can cause upset. All jewellery must be removed for PE lessons. If earrings cannot be removed they must be covered using appropriate tape provided from home. Artificial nails and make up are not appropriate for school therefore we must ask that parents ensure these are kept for holiday periods.

School Clothing Grants

You can claim a school clothing grant for your child(ren) if you are receiving:

- Income Support (IS)

- Income-based Jobseeker's Allowance (IBJSA)
- Any income-related element of Employment and Support Allowance (IRESA)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £850

Education and Learning will consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16 years, to attend school.

You can [apply online for a school clothing grant](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

Wet Weather Procedures

We aim for our pupils to have breaks outside as often as possible. All pupils must bring to school appropriate clothing and footwear for being outside in order for them to remain warm and dry. We also highly recommend all pupils wear waterproof outdoor clothing and footwear to avoid their indoor clothing being affected by our playground mud.

In extreme cases only, the children remain in school for breaktimes and are supervised in classrooms.

Mobile Devices

Pupils are **not** permitted to use personal mobile electronic devices on any school property (please note this includes the playground areas), or on school trips. If it is **absolutely necessary** for a pupil to bring such a device to school this **must** be handed to a member of staff at the start of the day. Staff will keep the device in a safe place and return these to pupils at the end of the day. Devices can be collected at lunch time if the pupil is leaving the premises for a 'home lunch' but must be brought back to the office as soon as the pupil returns to school. Our Mobile Device policy can be viewed on the school website.

Homework

In our school we recognise the importance of homework as a tool to encourage our young learners to develop the confidence and self-discipline to work on their own - an essential skill for adult life. Homework activities are planned across the school to consolidate and reinforce literacy and numeracy skills, to extend learning undertaken in the classroom and to encourage independent research. Homework tasks are set on a monthly basis and are shared using J2E.

Health Care

The School Nurse supports the school as required. There are occasional visits from the School Dentist or NHS health professionals especially for P1 and P7 screenings. Parents whose children are being examined by the School Nurse or Dentist are notified well in advance by the Health Service via the school. The results of these visits are conveyed to parents, who are then expected to take the appropriate action if so advised.

If your child becomes ill at school or has an accident, the school will notify you at once by telephone. If it is considered that emergency treatment is required, your child will be taken

straight to the nearest A and E while you are being contacted and you will be asked to go to attend to take responsibility for your child's treatment.

If parents are not available, the child's emergency contact will be contacted. Please note that if an X-ray is needed the Infirmary have informed us that they require the permission of a relative.

Arrangements for Emergency Closures

If early closure is planned (e.g. end of session at Christmas or Summer), notice will be given by letter and/or newsletter. Both planned and unplanned closures are rare. If an occasion arises where pupils require to be sent home, pupils must be collected from school by a parent or their nominated adult after a telephone discussion has taken place. If we are unable to get in touch with a parent or emergency contact, pupils will stay in school with staff until contact is made.

Early Closure: e.g., Severe Weather Conditions – Heavy Snow

Service	Contact Details	When Used	Other Comments
Radio Tay Am	Not applicable	All Instances	Frequency AM 1584 and 1161
Radio Tay Fm	Not applicable	All Instances	FM 96.4 and 102.8
PKC Customer Service Centre – Number for Parents	01738 475000 (main Council line)	All Instances	Available from 08:00 hours to 18:00 hours however this line <u>may</u> operate from 07:00 hours in exceptional circumstances.
PKC website	www.pkc.gov.uk	All Instances	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk where closures will be flagged up on the home page, or alternatively access the information on http://www.pkc.gov.uk/Schoolclosures
PKC Twitter and Facebook	Twitter: @PerthandKinross Facebook: @Perthandkinross	All Instances	
Radio Heartland	Not applicable	Widespread conditions	FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal
Radio Central	Not applicable	Widespread conditions	FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal

Should there be severe weather prior to the start of the school day please note information regarding emergency closures due to snow or flooding will be available from the following sources:

If the school has to close due to severe weather during the day parents will be contacted as soon as possible. An email and J2E message will be sent to all parents informing them of the closure. At this point pupils should be collected from the school by an adult. The person collecting the child will be asked to sign for the child to ensure the safety of all children. If children are not collected, the school will contact the parents by other means and, if necessary, the other emergency contacts. The school website will also be updated with closure information.

Please ensure all phone numbers and emergency contact details are up to date at all times.

Health and Safety

The Health & Safety at Work Act requires staff to ensure that school is a safe place for children. Many aspects of safety and of responsible behaviour are included in class lessons. Fire drills are held regularly to familiarise pupils with the sound of the alarm and the procedure for evacuating the school building safely.

Should a child become ill at school or have an accident requiring more than minor first aid, parents will be contacted and asked to come to school. It is important that the emergency contact number is up to date in the event of parents not being available. Minor incidents requiring simple first aid are dealt with in school.

Our Health & Safety Officer is Jenny Ballantine, Headteacher.

Medicines in School

If any medication is required to be taken within school hours, parents must hand the medicine into the school office and sign a form authorising the school to administer it (forms can be found on the school website). Members of staff have the discretion to decline to administer medication if they so wish. For reasons of safety, medicines should not be left in the possession of children.

Parents are requested to inform the Headteacher if any medication taken at home is likely to have an effect in school (e. sleepiness or tiredness). This allows due attention to be given to the child and such information is treated in strict confidence.

First Aid

We have several staff trained in First Aid procedures. Should your child require first aid during the school day, he/she will be given a note home explaining any incident that required them to have first aid. For head injuries, we will also telephone to inform parents directly.

Name of Child Protection Officer

Jenny Ballantine, Headteacher and Sharlene Burns, Principal Teacher are the Child Protection Officers.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by eight indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which co-ordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Further information can be found on our [GIRFEC webpage](#).