BIG CREATIVE EDUCATION APPRENTICESHIPS TRAINING ACADEMY
Ofsted Outstanding Provider

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LEARNERS PROBATION PERIOD POLICY

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This policy refers to and should be read in conjunction with the following policies:

- Guidance for Staff on Appropriate Conduct and Behaviour
- Safeguarding and Child Protection Policy
- Online Safety Policy
- General Data Protection Regulation (GDPR) Policy
- IT Security Policy
- Attendance and Punctuation Policy

1. Scope and Purpose

This policy is designed to manage learners who do not meet the minimum expectations of Big Creative Academy within the first six weeks of their chosen programme. This process may result in withdrawal from the study programme.

This policy operates independently of other behaviour intervention processes due to restricted time frames; however, behaviour and intervention meetings may still occur where appropriate. All cases will be reviewed by the Senior Leadership Team (SLT) based on factual evidence and proper use of processes.

This policy applies to all learners at Big Creative Academy, including progressing and returning learners.

The Learner Probationary Period Policy (LPPP) aims to guide staff in taking a fair and consistent approach to the standards and expectations of learners.

This policy is effective during the induction period of the academic year (first six weeks) and runs in conjunction with any other standing policy.

2. Policy/Procedure Statement

Big Creative Academy fosters an inclusive culture, ensuring that every learner can develop their education and skills to the highest attainable level.

Where appropriate, reasonable adjustments can be made, and access to support can be signposted, depending on individual circumstances and the learner's ability to meet the agreed learning outcomes. Occasionally, continuation on the course may not be in the best interest of all parties.

3. Impact Assessments

3.1. This policy/procedure has been assessed for its impact on equal opportunities and aims to eliminate all forms of discrimination in accordance with equal opportunities legislation.

3.2. This policy embeds our commitment to Equality, Diversity, and Inclusion (EDI) by addressing disparities. By prioritising accessibility, offering support mechanisms, and providing equitable opportunities, we strive to create an environment where every learner can thrive.

3.3. This policy aligns with our core values of respect, integrity, Kindness, authenticity and inclusivity

4. Policy/Procedure

4.1. Mandatory attendance is required for all learners during induction, where expectations, including Learning & Behaviour (L&B) Policy is communicated by the curriculum team. Learners must acknowledge their understanding by checking the "I have read" item via Microsoft Forms.

4.2. Learners who start late will complete the induction process on their first day as a BCA student.

4.3. If a learner does not meet the expectations defined by the Learning & Behaviour policy (unless mitigating circumstances and safeguarding concerns apply) and is unable to demonstrate satisfactory improvement, they may be withdrawn from their course.

Expectations:

- Do not lend your ID to anyone.
- Do not smoke/Vape except in designated areas.
- Do not litter, spit, or graffiti in Academy buildings and grounds.
- Do not misuse the toilets.
- Do not use mobile technology, including phones, in lessons unless directed.
- Do not produce, access, send, or download any violent, racist, sexist, homophobic, obscene, or offensive material or participate in cyberbullying.
- Do not behave in any way that could bring the Academy into disrepute.

- Do not participate in any illegal activity, including selling or taking non-prescription drugs or carrying weapons.
- Do not distract or disrupt the learning of other students.
- Do not copy other students' work or the work of others or download work from the internet and present it as your own.
- Do not cheat in exams.
- Do not download, print, or distribute political or religious propaganda.
- Use of AI
- Bullying

This list is not exhaustive

4.4. Parents/carers of students with an EHCP and students under 18 years are informed verbally and in writing via email and letter in cases of non-attendance and not adhering with the Learning & Behaviour policy. This is documented on CPOMS and Arbor through behaviour notes, including learner evidence and steps taken by the curriculum team.

4.5. Curriculum teams, in conjunction with the Student Services team, will consider individual learner circumstances and make appropriate adjustments, such as changes to groups if feasible and appropriate.

In all cases the SENCO/staff will support the student to attend the Academy. Laise with the family and agencies, and if necessary, offer support and possible a gradual transition.

4.6. For learners with Educational Health Care Plans or additional needs who do not meet the minimum standards defined by the Student Agreement and College Code of Conduct and are unable to demonstrate satisfactory improvement, all relevant parties must be informed using the same procedures. The SENDCO must be notified by the tutor via email to begin the emergency review process with parents/carers, local authorities, and other relevant bodies.

4.7. Special consideration can be given to learners where mitigating circumstances are affected by their additional needs, medical needs, safeguarding or mental health. Each case will be dealt with individually following consultation with the Director of Student Services and SENDCO.

4.8. Curriculum teams will implement interventions for learners supported by Student Services within the Academy where appropriate.

4.9 Evidence for the Probation Panel may include but is not limited to:

- Non or poor attendance (below 90%) in any subjects across their timetable.
- Poor punctuality to any timetabled lessons.
- Non-completion of college work, homework, or independent study.
- Lack of engagement in all lessons.
- Disruptive behaviour or poor attitude towards learning, peers, and staff.
- Any stages of the Behaviour Intervention found in the Learner Disciplinary Policy and Procedure.
- Any breach of the Learning and Behaviour policy.

4.10. The probationary period will be the first six weeks of the academic year:

- 1st day: All learners sign the Learner Agreement.
- Week 1: Review of learning agreements.
- Week 2: learners monitored
- Week 3: Learners and parents notified in writing about the probationary panel discussion.
- Week 4: Probationary panel takes place. Learners receive outcomes by email and letter.
- Week 5: Careers team involved in next steps meeting for learners to be withdrawn.
- Week 6: Emergency probationary panel (if applicable).

4.11. The Probationary Panel will consist of the Director of Curriculum (DoC), Deputy Director of Curriculum (DDoC), Director of Student Services (DoSS), Deputy Director of Student Services (DDoSS), and SENDCO for learners with SEND and/or an EHCP. The panel will assess all available evidence and make a decision based on the individual's specific circumstances, progress made, any support requirements, and any breaches of the Learning Agreement."

4.12. Learners and parents/carers will be informed of outcomes in writing for learners (including parent/guardians and carers if under 18 years or have an EHCP).

4.13. If a learner is withdrawn, they will be signposted to guidance support on careers and advice.

4.14. Learners, parents, and carers have the right to appeal following the appeals process