



**BRITISH SCHOOL
OF GENEVA**

FORM TUTOR HANDBOOK

2023-2024

Implementation Date – September 2023
Review Date – May 2024

Dear Form Tutors,

We want every student to experience **amazing learning**, in every lesson, every day. We want our students to have a **good struggle**, to feel challenged yet supported from the moment they enter the school from 8:00am.

At BSG, learning is the process of building new concepts, skills and understanding through a variety of experiences. The process of learning is challenging but empowering, accompanied by a positive sensation of getting better. We are an inclusive school who operate on the principle of the three-way partnership of school – student – parent.

“Amazing learning is central to everything we do at the British School of Geneva.”

We are a lively, busy, happy and hardworking school where we support our students to develop a love of learning and achieve to the best of their ability. Through our enriched and flexible international British curriculum, our teachers work continuously to inspire children.

The Form Room is the first point of entry for all secondary students so the atmosphere of shared ideas and clear expectations is paramount to the success of each individual student.

Form Tutor Handbook Rationale

As outlined by the Learning Improvement Process (LIP), **amazing learning** can only take place when all nine of the criterion are met from the importance of **‘Atmosphere (1)’**, **‘Shared Ideas(2)’** to **‘In Partnership with Parents & Carers (8)’**; the aforementioned 3 criterion are the ones which relate most directly to the roles of form tutors.

Therefore, the Senior Leadership Team has developed the Form Tutor Handbook to assist Form Tutors to ensure that there is consistency across the secondary sections, year groups and form classes.

This handbook is designed to outline the school’s expectations for the secondary form classes and the vital role that the form tutor undertakes. Being a form tutor is a wonderful opportunity to be at the heart of the three-way partnership and to play an integral role in the development of our **successful learners, confident individuals and responsible citizens**.

Thank you for all of your hard work and dedication to the BSG community,

The Senior Leadership Team.

SENIOR LEADERSHIP TEAM

Principal

Mr Simon Thompson

Deputy Principal

Ms. Sabine Hutcheson

Head of Admissions

Ms Michela Mantani

Head of Pastoral Care

Ms Mariann Csoma

Head of 6th Form

Ms Dermot Feeney

Head of Secondary

Ms Alice Parker

Head of Primary

Ms Dara Evans

Special Educational Needs Coordinators

Secondary :Ms Laura Dean

Primary : Ms. Maggie Reggie

FORM TEACHERS AND FORM ROOMS

KS3

Year 7A	Mr Miguel Galea	209
Year 7B	Ms Fiona Crawford	202
Year 8	Ms Rosaria Simoniello	210
Year 9	Ms Tao McCarthy	203

KS3 Support Form Tutor

KS4

Year 10A	Mr Bernard Bruce	211
Year 10B	Ms Rita Pires	205
Year 11A	Mr Stuart Hudson	206
Year 11B	Ms Maria Lavelle - Munt	204

KS4 Support Form Tutor **KS5**

Year 12A	Mr Daniel Lille
Year 12B	Ms Laura McGregor
Year 13A	Dr Laura Aquilante
Year 13B	Ms Grace Holmstock

School Day Timings

The school opens at 8:00 for students and the day* runs as follows:

08.30 - 09.30	Period 1
09.30 - 10.30	Period 2
10.30 - 10.50	Break time
10.50 - 11.50	Period 3
11.50 - 12.50	Period 4
12.50 - 13.40	Lunchtime
13.40 - 14.40	Period 5
14.40 - 15.45	Period 6
15:45 - 16:30/45	Extra-Curricular Activities (ECAs)

Except Wednesdays in Secondary which finish after Period 6 (14:40).

Responsibilities of Form Tutors

At one time or another, any member of staff might be expected to undertake the role and responsibilities of being a Form Tutor at BSG. The role of Form Tutor is vital to the efficient running of the school, academic welfare and successful pastoral when it comes to the development of our **successful learners, confident individuals** and **responsible citizens**.

The primary role of Form Tutor is to be the first point of contact for students seeking help or advice, although it may sometimes be necessary to refer the matter to the Head of Pastoral Care, Head of Section or Principal and through them, as appropriate, to an outside agency. As Form Tutor, staff will monitor student progress both academically and socially; encourage involvement, commitment, and high standards of work and behaviour.

The main areas of responsibility are as follows:

a) For the Students

- Take prime responsibility for the care and well-being of the children in your form;
- Set the correct “tone” for the day, by creating a positive ethos, establishing/encouraging good student/teacher, Student/student relationships, and developing an **atmosphere** of community in the form which echoes the school spirit and sense of identity;

- Have an informed overview of the child's academic progress across the curriculum – this means keeping in regular contact with all subject teachers, attending class reviews (whether pastoral, SEND focus or curriculum bases), intermittent parent meetings and any other meeting taking place regarding the social well-being or academics of a child in your form to ensure that you are forming **partnerships with parents & carers**.
- **Take the morning form register accurately and punctually in accordance with the school procedure** (see below);
- Alert Heads of Sections to any patterns of, or suspicious, absences;
- Monitor and report any lateness to parents and HoS if students are not abiding by school policy (see below);
- Set Clear expectations, promote good behaviour and consistent sanctions and praise adhering to the [Achievement, Behaviour and Expectations Policy 2022_2023.docx.pdf](#)
- On a daily basis, maintain and monitor appropriate student standards of dress and appearance as laid out in the Student Code of Conduct and Achievement, Behaviour and Expectations Policy by ensuring that students in Years 7 – 11 are in the correct school uniform;
- Collect the mobile phone box at the start of each day, ensuring that all students have placed their phone in the box and inform Heads of Sections of any patterns of, or suspicious activity of students failing to hand-in their phones in accordance with school policies;
- Maintain and utilise the form boards in your form room to share form information and notifications (See appendix 1d);
- To highlight to HoP and HoS and/or Principal any pupil who may need additional monitoring for a pastoral related concern;
- To highlight to HoS and/or Principal any pupil who may need additional monitoring for an academic related concern;
- Share presentations/ slides / information to students from Heads of sections where necessary;
- To pass on messages and information from HoS and/or the Principal's office;
- Review merit and sanctions reports on Engage to actively assist with intervention or praise as required on a weekly basis;
- To monitor any Pastoral Support plans which were created by the HoP/HoS/Principal;
- To carry out regular checks of books and equipment, in particular Homework folders to ensure students have the correct school materials to help with organisation;

- To review the achievement, behaviour and sanction policy with students where necessary;
- To organise the election of a class representative for the School Council at the start of the academic year.

b) For relations with Parents and Carers

- Introduce yourself in a professional and approachable manner in order to foster a close and sympathetic understanding with parents through regular contact as and when required.
- Ensure up to date access to your form email distributions lists and know where other important contact details are stored;
- Ensure any important information/ correspondence from parents of students in your form are passed on to the relevant HoS and School Office promptly.
- Create a Form Google Classroom and invite all students to join, as well as inviting all guardians to this Classroom.

It is very important that you create topic entitled 'Policies':

[Achievement, Behaviour and Expectations Policy 2022_2023.docx.pdf](#)

[BSG ANTI-BULLYING POLICY 2022-2023.pdf](#)

[BSG ICT ACCEPTABLE USE 2022-2023.docx.pdf](#)

[Student Code of Conduct BSG - 2022_2023.docx.pdf](#)

1. [Secondary Uniform Policy](#)

- **By the end of week one, students must have read and signed [Key Policies for Students Declaration - 2022_2023.pdf](#) all of these policies.**
This sheet will be provided to Form tutors during the first week.
- Compose, when requested, individual reports on the progress and achievement of the children taught, including a suitable Form Tutor summary comment to reports sent home to parents.
- Spell check and proofread your form's reports before these are sent to parents.

For the Wider School Community

- Run one Form assembly each year on a topic which is suitable for the entire school. Participating in more than one assembly is encouraged (*the assembly rota will be shared after PED week before Term 1*);

- Be fully aware of the Departmental/school instructions regarding Health & Safety, Fire Safety and Lockdown Policies;
- Support the work of colleagues and your subject teachers pursuing any problems reported by them regarding a member of your form, such as responding to emails about student's in your form and sharing any relevant (non-sensitive) information with colleagues which may impact learning or pastoral wellbeing;

Form Tutorials Expectations

A record of any tutorial meeting must be entered on Engage.

- **A Level Form Tutors** – To hold a one-on-one tutorial with each student in their care once every half term. Each meeting must be recorded on Engage to show that it has occurred. Only note down bullet points of any important, relevant pastoral or personal concern, copying in the HoS and HoP where appropriate.
- **Year 10 & 11 Form Tutors** – There will be no formal tutorials in KS4 but it is important for Form Tutors to continually check Engage and speak to any students on a one-to-one basis to check in with overall wellbeing. As always, please note any meetings or conversations of importance on Engage, copying in the relevant SLT members.
- **Year 7, 8 & 9 Form Tutors** – Key Stage 3 tutors must select one PSHE lesson per term (Year 7 and 8) or one English lesson per term (Year 9 - possibility of cover by APA) to meet with the students in groups of 4-5 for 15 minutes. Tutors should prompt students to comment on their own performance, experience in class and of homework. Groups should be formed according to friendships in order for students to feel comfortable. A record of the meeting should be entered for each child and any concern highlighted in bullet points, shared with the HoS and HoP if necessary.

Student Preparation Checklist (First day/week back)

- Introduce yourself as form teacher
- Check that everyone has a name badge
- Ice breaker
- New students placed in houses
- New students assigned to buddy(ies)
- Explain the buddy system – support and help at breaks, lunchtimes, show where toilets are, canteen, explain how the school works etc (See Appendix 1a)
- New students to be given email and Google login details
- Check all students remember their email and Google login details
- Check correct Uniform and Review the Uniform policy
- Hand out student Timetables
- Reinforce the day's start time (8:15) and how the students enter the school via the front door from 8:00am and not before 8:00am
- Explain door Timetables if they get lost
- Review Achievement, Behaviour and Expectations Policy
- Explain Fire drill procedure/Lockdown policy
- Create a Form Code of Conduct (see appendix 1b)
- Explain the tutorial system (see appendix 1c)
- Give out Lanyards and Locker Keys
- Hand out homework folders and equipment to new students (compass, pens etc)
- Ensure students sign up for Form Google classroom
- Check all students are added to all Subject classrooms
- Check students have received subject books
- IT training for Google classroom (to be done in ICT lessons)

- Elect Class Representatives (Week 2- you HoS will send an email out regarding this)

Policies and procedures:

[Achievement, Behaviour and Expectations Policy 2022_2023.docx.pdf](#)
[BSG ANTI-BULLYING POLICY 2022-2023.pdf](#)
[BSG ICT ACCEPTABLE USE 2022-2023.docx.pdf](#)
[Student Code of Conduct BSG - 2022_2023.docx.pdf](#)
[Secondary Uniform Policy \(1\).pdf](#)

Weekly Form Time Schedule

Form time is short, so it is important that the first 10 minutes of the day are used to prepare learners for a successful day, which will lead to a successful week and then a successful year.

There are main objectives for each of the school years:

Year 7 = Welcoming them to KS3 and a Secondary curriculum

Year 9 = Preparing them for their iGCSE Options as well as, for some, early Maths exams

Year 10 = The first year of their i/GCSE courses, Work Experience as well as early Maths and French Exams

Year 11 = The final year of their i/GCSE courses and their AS/A Level Options.

Form Tutor Expectations

Form Tutors must be logged into their form rooms before 8:15. If a form tutor is going to be late, they must inform the school by 8:00am so that the support tutor can cover registration.

1. Be in your form room with the phone box and the register open by 8:15
2. Take the register by calling each name and awaiting a response (this is a great time to ask students about their weekend).
3. **This will alternate between sharing notices/ checking uniform (Monday)/ check PE equipment on PE day attending an assembly (depending on the day)/collecting charity money/ Sharing class House point scores (Friday)**
4. Dismiss students promptly at 8:25 for their first lesson
5. Each form is expected to deliver one whole - assembly over the year.

Student Expectations

Students must sit in their designated seats and their phones must be switched off and placed in the box as they enter the room*

- a) Arrive promptly at 8:15.
- b) Place the phone into the phone box and sit in their seats and wait for the register to be taken.
- c) **Listen to notices/ talk to a partner/ daily wordle/ quietly read / watch a short news video / attend an assembly**
- d) Ensure you have all the correct equipment and have tucked your chair in ready for your first lesson at 8:25.

On longer Form times, such as the start or end of term. The HoS will send a detailed timetable for form tutors which may include student surveys/group activities/ free time to be used at the form tutor's discretion.

Similarly, for any themed weeks or monthly initiatives short/manageable activities will be provided for the form tutors to deliver during the short time-frame.

	Form Tutor	Students
Monday - Official Uniform Check	<ol style="list-style-type: none"> 1. Be in your form room with the phone box and the register open by 8:15 2. Take the register by calling each name and awaiting a response (this is a great time to ask students about their weekend). 3. <i>Check Uniform and Equipment.</i> 4. Dismiss students promptly at 8:25 for their first lesson. 	<ol style="list-style-type: none"> a) Arrive promptly at 8:15. b) Place the phone into the phone box. c) Sit in their seats and wait for the register to be taken. d) Wait to be dismissed- Class rep will take down the phone box.
Tuesday - Free Time	1, 2, (3 of your choice), 4	a,b,c,d
Wednesday - Email Check	1, 2, teacher reminds students to check emails/classrooms, 4	a,b,c,d
Thursday - Free Time	1, 2, (3 of your choice), 4	a,b,c,d
Friday - Sharing Housepoint Scores/ Merits	1,2, You will have a print out of house points, praise the	a,b,c,d

	student who has received the most - ensure students have everything they need for the weekend, 4.	
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Please establish the following routines with your form over the next 3 weeks and examples of tasks/conversations to have during form time (number 3):

- ✓ Remind all learners that school starts at 08:15 (**Not 08:20**)
 - After 2 late arrivals, please email home to warn parents that a third late will incur an email from the Head of Section placing their child into lunchtime detention the following week.

- ✓ Remind learners of the daily Tutor Time procedures
 - All students in the correct uniform – please challenge if not acceptable and record if necessary as an incident on Engage. Apply discretion due to late uniform delivery.
 - Hats, gloves, earphones and headphones off and in their bags.
 - Jackets removed and hung up outside of classrooms – not to be worn during lesson time.
 - All phones switched off at 08:15 and placed into phone box on arrival*
(*when the new reception is built, phone boxes will be stored there)
 - All laptops and Chromebooks switched off and into bags, unless for a special reason
 - All students seated and facing the front of the classroom.
 - All students listening to their name being called out and respond in an adequate and polite manner.

- ✓ Go through the timetable for the day and ensure that they are all aware of what is coming up and ask about any **homework*** that needs to be submitted for all subjects. Ask if everyone has completed this. If not, please ask them why and offer any help or assistance, printing, support etc. Ensure that learners understand that you can help them but only if you know of any issues. Remind them of the 3 strikes policy and how you want to make sure it doesn't happen to them.
**Check your Form's Engage record regularly to look for any patterns with regards to HW and Incidents and raise any concerns with HOS or HOP.*

- ✓ Discuss the importance of having the right equipment. If they have PE that day, do they all have their PE kit in school? If not, what help can you offer? Do they all have their laptops and Chromebooks; if not, ask them why? Do we need to ask parents to have them updated, replaced or changed?

- ✓ (Year 10 and Year 11) Have they all checked their email lately? Is all their coursework in?

- ✓ Have they all checked their Google Classroom correctly? Spend some time going through the different sections so that learners are clear about what needs to be completed, like the 'handing-in' button and what information is feedback from teachers like their marks and grades.
- ✓ Discuss the importance of the Form Code of Conduct Contract and SMART goals they set on the first day back and what action they have taken to stick to them. Remind learners that they will be having a 1:1 tutorial with you at some point in the term and how you will discuss these targets or action points with them.
- ✓ Discuss the form noticeboard and the documents/sheets that are on it. Do you celebrate birthdays? How do you celebrate and record form and individual success?
- ✓ Share your information on Merit totals and any recent additions from Engage. Please email this home as necessary.
- ✓ Remind learners of expectations in terms of behaviour, uniform, equipment, wearing appropriate makeup and/or jewellery for school.
- ✓ Check-in with new students, ask to have a short 1:1 with them to see how they are getting on in their new school. Has their start been successful? Are they lost in any way? Can you help support them better? (Not a full tutorial and does not need to be recorded)

Appendix 1

a) The Buddy System - Inclusion of New Students

All new students see the Head of Pastoral for a one to one meeting to help with the transition into the new school.

Buddy System

Form tutors ensure that a couple of 'buddies' are assigned to any new student throughout the first few days. It is important that form tutors keep a close eye on new students and work with the 'buddies' to help make the transition into the school as smooth as possible.

This should involve casting an eye over the playground and the canteen at breaks and lunchtimes on occasion to see how the new student is integrating with the other children.

If you have any concerns during a new student's first few weeks do not hesitate to speak to your Head of Key Stage.

b) Form Code of Conduct Contracts

In order to build a cohesive and strong form group, Form code of conduct contracts are to be used to agree a set of standards that each member will adhere to. On a large side of A3, groups could write out a charter or contract for everyone to sign:

“In our Form group we”:

- Respect each other
- Support each other
- Celebrate each other
- Have fun
- What happens in form stays in form

For the older Form group, it could take a more formal tone as laid out below:

Sample Form Code of Conduct Contract

The Form Contract is intended for everyone to have a clear understanding of what we expect from ourselves in the Year 10B Form. Under this agreement, we in Year 10B Form will endeavour to do the following:

- *Be determined to make the most of your time at school.*
- *Understand that you will need to complete the first month’s probationary period successfully*
- *Accept responsibility for your own learning with the support of your subject teachers and tutor*
- *Maintain a 95%+ record of attendance and excellent punctuality to registration*
- *Complete all assignments to the best of your ability and by the required deadline*
- *Use your private study time in, and out of school, effectively*
- *Attend all lessons punctually*
- *Use the signing in/out system correctly (Year 11 during exams)*
- *Not to smoke or bring alcohol or illegal substances into school.*
- *Respect the school environment*
- *Respect the rights of all members of the school community*
- *Contribute to the life of the BSG school community in as many ways as possible*

Name: (printed).....(Student)

Signed:.....(Student)

Date:.....

Signed:.....(Tutor on behalf of the school)

Date:.....

Tutor Group:.....

c) Tutorials

Definition: *Used to refer to the part of the work of teachers and priests that involves giving help and advice about personal matters:* (Cambridge Dictionary, 2019 [LINK](#))

Aim: There appears to be general agreement on the main objectives of **pastoral tutorials** which include helping students make transitions smoothly and reach their own decisions, monitoring students' academic progress and giving and receiving of information.

An overview:

- One student per week over 12-14 weeks
- Tutorial last a minimum of 10 minutes
- Can be removed from a lesson (permission and notice given to subject teacher – not PE when off-site)
- Student made to feel comfortable
- Adhere to child protection policy for meeting with children 1:1
- A written record kept of meeting for future reference
- Students may complete pre-meeting record sheet
- Records kept in Form Folder for HoP/HoS and Principal as necessary
- Records kept safe in locked cabinet – HoP office

FORM..... TUTORIAL NOTES

Stage 1: PRE-MEETING FORM (Student to complete)

Please complete this, as best as you can, and bring it with you to your tutorial.

Name:

Date:

Three things I feel most proud of about my school year so far. (These could include: Academic achievement, organisation, art, drama or music, social & friendships, support to others, student council, sports etc)

- 1.
- 2.
- 3.

Three things I have found most challenging about my school year so far. (Social, academic, organisation, arts, sports etc)

- 1.
- 2.
- 3.

Three goals or challenges for this year (academic, organisation, arts, sport, social & friendships) and how I will achieve them.

- 1.
- 2.
- 3.

What is my passion?

How would I describe myself in 3 words?

How would my classmates and teachers describe me in 3 words?

Stage 2: Tutorial Record Sheet Example

Name: _____

Please think about the following questions and bring this document with you to your tutorial. If it helps, write down notes to your answers.

1. What is going well for you at the moment?
2. What are you struggling with?
3. When you look back to your previous term, how successfully have you achieved your goals?
4. What have you been most proud of?
5. What do you wish you could have done differently?
6. If you could change anything about school, what would it be?
7. If you could change anything about yourself, what would it be?
8. Set **3 goals** for yourself for the coming term (until the end of the year). These could be academic, social, sporting, artistic, musical etc.

General questions - for each one, think of who it might be and give examples. It could be you(!)

1. In your class, who is the student who has the best sense of humour?
2. In your class, who is the student who is the most annoying? (sense of humour, behaviour etc)
3. Who is the most creative? (Who comes up with the best ideas, inventions, stories, artwork etc)
4. Who is the most curious and likes to find out more about the world?
5. Who would you say is the most knowledgeable about the world, in your class?
6. Who is the most sensitive? Who feels what other people are feeling?
7. Who is the most supportive of others in the class?
8. Who is the best communicator (this can be verbal, physical, artistic etc)?
9. Who has to talk things through in order to be able to understand them?

10. Who likes to come up with alternative plans?
11. Who is the best at solving problems?
12. Who seems to have the best intuition (they can predict what is going to happen)?

d) Form Noticeboard

A list of what needs to be included on the Form Noticeboard. All noticeboards need to be completed by ...

- Fire Policy (up in room)
- Lockdown policy (TBC)
- Birthdays
- School Calendar and important dates (see below)
- Assembly dates
- Personal info about each student
- Coursework deadlines